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A Risk Assessment Study at the University of South Alabama Libraries

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Prior to receiving a memorandum from the Director of Risk Management that the libraries would be included in a university-wide risk assessment study, the authors' only contacts with the director had to do with art works housed in the library and the amount of money kept on-hand at the service desks. We believed that the Risk Assessment Office was primarily concerned with highly vulnerable programs such as the hospitals, pharmacies, athletics, the bookstore, and laboratories. The challenge for us now would be to develop a comprehensive assessment of risks in library facilities and operations from acquisitions and cataloging to circulation, interlibrary loan, reference, and archives.

Although the authors and library supervisors did not have university risk assessment guidelines or policies to base decision-making on, we, perhaps intuitively, considered risks when developing library policies or procedures which involved collecting money at a service desk, ordering and receiving of educational materials and supplies, handling rare books, and picking-up large gift collections from donors. But until receiving the notice that the libraries were included in the university-wide assessment study, the authors had no plans to lead such a study. We quite frankly questioned the need for the libraries to be included in the consultant's study because we collect very little money, have very few chemicals or other hazards in the libraries, and do not put employees or patrons at-risk like hospitals do.

Our question was answered by the consultant at our first meeting. The primary reasons why the libraries were included in the study were due to the monetary value of materials ordered throughout the fiscal year, the value of all materials in the Doy Leale McCall Rare Book and Manuscript Library (McCall Library), as well as total revenue from fines, lost books, interlibrary loans, and copy cards. News headlines about thefts from library rare book rooms contrasted with the common perception that libraries were quiet, safe places where users can locate research articles, find information, or study without putting themselves in danger. Librarians themselves may have entered the field with similar expectations.

Rather, library administrators are likely to believe that the most significant risks they face are natural disasters such as hurricanes, tornadoes, fires, floods, or earthquakes. In coastal areas, for instance, collections may be at risk from high humidity, pests, or other conditions that pose a risk to collections. The threat of active shooters or terrorists who could enter the library with weapons is likely to be regarded as even more dangerous and more likely to occur in today's environment than natural disasters.

The most common and age-old threat that librarians take into consideration may be theft of materials by patrons. Library staff may not have the inclination, nor the time, to monitor patron behavior. It is easier to believe that students come to academic libraries to study, do research, or read—not to steal books, razor cut articles from bound journals, and so forth. (Those are crimes of opportunity, as well as less prevalent in the digital age.) Nevertheless, security systems for decades have been regarded as necessities, rather than frills by academic and other library administrators to prevent theft. High risk areas such as manuscript collections, rare book rooms, and supply rooms are often monitored by video surveillance systems installed to deter theft, or to track it when it occurs.

Counter measures, on the one hand, may be only as good as the people enforcing, monitoring, or implementing them. On the other hand, few if any counter measures may stop something from happening. Hurricanes, flooding, HVAC leaks, roof leaks, active shooters, and theft occur. Take theft as an example, installing video surveillance systems are not likely to stop determined and knowledgeable thieves from stealing students' laptops. Surveillance systems may, however, be deterrents to would-be thieves. Installing anti-theft measures on works of framed art are no more likely to prevent someone wanting the piece from ripping-off the frame to steal it. Deterrents, by definition, help to prevent or limit damage, theft, and crimes from happening. The authors certainly want to touch on many of the topics such as these, but we primarily want to focus on how we went about assessing risk and developing counter-measures that we found appropriate.

Case Background - The Consultant

In late 2014, the Director of Risk Management notified twenty-three key university administrators that the Marsh Risk Consulting (MRCO) was hired to conduct a campus-wide strategic risk assessment and analysis. The administrators were scheduled to meet with the consultant during the last week of January 2015. The administrative staff included those in the offices of the president, the vice-presidents, the internal auditor, computer services, financial aid, facilities management, housing, human resources, athletics, engineering and design, purchasing, public relations. The Dean of University Libraries and Director of the McCall Library (who reports to the dean) also were scheduled to meet with the consultant.

The consultant's sessions were designed to generate an open dialogue about risks to the University. He defined a "risk" as follows: (a) the probability of threat of damage, (b) injury, liability, (c) loss, or (d) any other negative consequence that was caused by external or internal vulnerabilities, and that may or may not be avoided through preemptive action.

Risks were further categorized as: (a) strategic, (b) financial, (c) operational or (d) hazard. The latter represents a potential source of harm to the health of a person or persons, or to a university asset. An operational risk was associated with an internal, external, system, or employee failure. An employee, for example, who does not comply with a university policy or an environmental or safety law may put himself, or others, at risk. There might be a financial risk to non-compliance as well. Besides thinking of these risk categories, the key administrators were asked to be prepared to discuss two questions with the consultant: What critical risks did you foresee for the activities of your department or field of University operations? In general, what critical risks did you foresee for overall University operations and activities? Another parameter of the consultant's role was to determine what countermeasures the department, school or college took, if any, to mitigate the risks that were cited.

University Background

A relatively young institution, the USA was founded in 1963 in Mobile, Alabama, becoming the first state supported public institution for higher education in south Alabama. The university has grown from one building in 1963 to a sprawling campus in west Mobile, as well as two hospitals and a cancer institute located in mid-town Mobile. Enrollment today tops 16,000 students (head count). With clinics, the physicians and hospitals comprising the USA Health System cared for more than 250,000 people in 2015.

Nine colleges and schools provide quality education in business, computing, arts and sciences, education, engineering, nursing, the allied health professions, and medicine. USA offers 12 doctoral degrees, a Medical Doctor (MD) degree, 32 master's degrees, an Education Specialist degree, and various programs leading to 53 baccalaureate degrees. With over 5,500 employees, USA has a payroll of $400 million. External contracts and grants are over $50 million annually. As a charter member of the Sun Belt Conference in 1976, the university fields 17 Division 1 sports teams, including football, baseball, basketball, tennis, soccer, softball, and volleyball.

The rapid growth of USA over such a very short time is certainly the backdrop for the need to look at risks. Realization of the need led to the establishment in the 1990's of the Office of Risk Management and Insurance. Outside of this office, however, risk assessment has not been a formal process, or responsibility, assigned to anyone in most administrative or academic offices with the exception of medical facilities. Risk insurance and claims, for example, are handled by central administration for cost saving purposes.

Other academic administrators at USA have to consider risks and risk avoidance as a normal or natural aspect of decision making. However, in higher education, many university administrators probably rose to their positions based on their academic merit and without the benefit of management education or training, much less risk management training. So, with such diversity of programs and facilities, it made sense for central administration to look to deans, directors, and department heads to assess and manage risks and threats, at least in selected vulnerable programs.

Library Background

From a couple of rooms in the USA's first building (1964), library services and resources have grown exponentially. A large four story facility was built in 1968. When its capacity looked like it would be reached by the early 1990s plans were made to expand by renovating a residence hall near the newly constructed College of Medicine facility for a bio-medical library. By 2000, the Biomedical Library collections were growing quickly, as were the information needs of the doctors, nurses and other medical personnel, so information resources were made available at the Medical Center and Children's & Women's Hospital for use by medical staff.

With donations of many thousands of photographs and negatives and manuscripts, as well as university archives, a separate archives was finally formed in the late 1980s. It is now called the Doy Leale McCall Rare Book and Manuscript Library in recognition of a highly valued collection of early Alabama historical manuscripts, slave records, and books appraised at over $3.1 million.

Finally, a small collection of business related books and current journals were moved from the Marx Library to the Mitchell College of Business when it was renovated in 2008 for a Learning Resource Center.

Literature Review

The authors searched for similar case studies in the literature. Our literature review revealed a rich bibliography of articles and books about topics such as library security, natural risks, library crime, disaster preparedness, risk assessment, risk insurance, prevention, and the countermeasures that were used to reduce library risks, particularly with respect to protecting collections. We found two very good manuals and starting points for librarians, library managers, and library boards included a manual by Breighner, Payton, Drewes, and Myers (2005) and a guide by Kahn (2008). In each, the authors defined risk identification and management, the process, cost avoidance, loss prevention and control, risk, property valuation, handling claims, and the like

Kahn's (2008) manual included a section on external risks such as plantings, ramps, lighting and walkways and possible counter-measures. His discussion of internal areas such as stairwells, windows, mechanical rooms, and lighting was noteworthy. If the reader were to buy only one

book on overall risk management, Kahn's (2008) library and security guide would be a good choice.

A study by Raffensperger (2010) examined the level of risk based on property and violent crimes using Clery Act data and Uniform Crime Report data. He compared campus crime rates in academic environments with general crime rates. From this data-driven approach, he developed a model for risk assessment, prioritization of efforts, and prevention. However, this article did not help to develop the risk assessment analysis needed for a case study approach.

A book by Shuman (1999) differs in orientation, looking largely at crimes of theft, prevention, policies, and procedures from a broad legal, security, and behavioral perspective and with an eye toward developing a comprehensive security plan. Shuman also discussed electronic security issues and solutions, as well as the future of library security. The author provided a very comprehensive bibliography for those who want to be experts in such matters.

A SPEC kit by Soete and Zimmerman (1999) for the Association of Research Libraries (ARL) surveyed 45 of 122 members and provided a number of documents or forms used to illustrate incident reports, emergency closing policies, bomb recognition points, recovery responsibilities, attempted theft procedures, and many similar procedures or policies regarding use or misuse of computer, theft of library materials, use of fire extinguishers, and so forth. The SPEC kit, however, did not present results, or a methodology, the authors could utilize in preparing for a risk assessment, particularly because USA is not an ARL library.

The American Institute for Conservation of Historic and Artistic Work (AIC) offers any person access to its Risk Evaluation Planning Program (REPP) site questionnaire; just completing it can reveal lacunae in staff and emergency preparedness, policies, procedures, fire safety, and environment.

The National Center for Preservation Technology offers a free online program and easy-to-use template useful for institutions that want to develop a comprehensive disaster plan (dPlan). Its preservation leaflets provides free advice on a variety of preservation topics, as well as links to additional resources.

Methodology

The authors prepared a preliminary outline listing risks by departments or areas as follows: (a) General, (b) Acquisitions, receiving, cataloging, processing; (c) Archives, rare book & special collections; (d) Art and art galleries; (e) Circulation (access services); (f) Interlibrary loan; (g) Loading and receiving areas; (h) Printing and copying; (i) Stacks, office, and other areas; (j) Systems; and (k) Travel. This list served as a checklist to help assure that major areas were not overlooked in the process.

Under each heading, we identified the most obvious risks such as theft, mutilation, ordering library materials for personal use, using library supplies and hardware for personal use, improper use of photocopying machines, and the like. The authors presented this list at the initial meeting (January 2015) of department head and asked department heads to help flesh-out a libraries risk assessment strategy, provide additional input, as well as assist in developing countermeasures in their respective departments.

Library Department Assessment Results

Not having been faced with disasters like Katrina since 2005, library administration and department heads first surveyed risks from theft, unsecured doors, electrical hazards, and other easy to identify risks—the "low hanging fruit". Seeing too many devices plugged into an outlet or electrical strip, for instance, is easy to spot. USA employees a safety officer and staff who periodically inspect university offices for potential hazards. The safety office staff are always willing to offer advice on counter measures to prevent circuit overloads, fire, or other failures. These staff will also review door and window hardware and provide suggestions as to how to improve room security, access and egress. Such assistance may be far more valuable than the advice offered by a manual or website because the advice is specific to the problem or need. As a result, work orders can be initiated to correct safety concerns, or improve security.

There are more ordinary risks or threats associated with matters not normally thought of as threatening. Such decisions as scheduling library hours of operation, the implementing of new programs and policies, and picking-up gift books from donors are examples. To illustrate one of these examples, we considered a very common issue in academic libraries: extending library hours. At USA, for instance, this matter arises nearly every year during student government association elections, when at least one candidate runs on a platform of extending library hours. By staying open 24 x 7 or 24 x 5 the library staff and users at USA would be more likely to be exposed to increased security risks such as assaults or muggings. If adding a third shift (without hiring additional staff) decreased staffing available for daytime programs, there would be new challenges, particularly when existing staff are ill or on vacation. Hiring student assistants to do the work of classified staff at the circulation desk, for example, is likely in increase mistakes made in taking payments for fines and lost books at the circulation desk. Regardless, library administration on principle should limit risk by imposing stricter cash register and accounting rules to limit opportunities for theft.

A related risk was failing to provide timely and proper training of employees regardless of category (student, part- or full-time staff, professional or paraprofessional). Carefully training and supervising staff responsible for accounts receivable, ordering library materials, or receiving materials should always be regarded as good safeguards against theft. We made sure that staff who order materials are different from those who do the receiving.

We examined whether we allow library staff to use their own vehicles to box and pick-up gift collections at donors' homes or offices. This practice at the very least raises insurance liability questions and could, of course, result in injury, absenteeism and workmen's compensation issues. This is particularly sensitive because many library employees are older and, hence, more vulnerable to back injury. So, library administration now carefully approaches donors when they express interest in donating large collections and try to have the donors be responsible for delivering the gift collection to the library. When this is not possible, we ask student assistants to help or work with university personnel to pick-up the material.

It is the responsibility of library administrators and department heads when making decisions to always consider a diverse array of environmental, behavioral, finance, personnel, and legal factors that pose risks. Such factors are not always obvious at first blush. While it may seem perfectly reasonable, for instance, to approve having food and wine for a reception at the library, university policies should be checked before giving approval. This is because university libraries do not have liquor licenses, but they do have underage students studying who might attend the reception. Another reason may be that university contracts with food vendors who have requirements or policies restricting what is, or is not, permissible.

While unaware of any academic libraries that currently employ metal detectors or armed guards to prevent terrorism or acts of violence, library administrators years ago replaced staff or student guards with security gates that alarm when an item leaves that has not been desensitized. Will library administrators go full circle and once again hire armed security guards in an attempt to protect their facilities from violence or active shooters scenarios? In any case, it is expected that library directors today do realize that active shooters are just as likely to visit the library as they would any other facility on their campus.

This case study is concerned with the counter-measures that the Marx Library took to avoid or limit risk. Library administrators have developed many counter-measures to prevent, or limit, associated risks (See Appendix 1). Among these are security systems, video surveillance systems, lockable supply cabinets, and cash register, all intended to protect library property by limiting theft. In some cases, these same counter-measures may also help prevent or minimize new forms of risk such as active shooter scenarios.

Mobile, Alabama, is at risk of hurricanes for much of the year and has an "Emergency Response and Recovery Plan" (April 2015) in place as a guideline for handling a variety of campus-wide emergencies, including hurricanes. This publication also discusses bomb threats, the university's notification system, hostage situations, hazmat incidents, and other weather conditions. Library employees are asked periodically to study this manual. The Safety Office has planned or surprise drills to help employees prepare for such events. In 2015, for instance, a planned bomb threat in

Marx Library was coordinated between university, city, county and other offices.

The President of USA is responsible for the overall direction of the campus' emergency preparation and response and recovery plan. In the case of a hurricane, therefore, the USA libraries themselves take direction from the President's Council of key personnel. This group makes decisions about cancelling classes, closing campus, directing staff and students to designated safe buildings, and so forth as the situation dictates. After the hurricane, damage is reported by all building facility managers, overall damage is assessed university wide, and appropriate corrective actions (counter measures) are developed and approved to handle reports of damage, re-entry to campus and buildings, resumption of classes, insurance claims, and so forth.

Systems

Data preservation of bibliographic databases is not addressed in the most recent risk assessment by the consultant. Our online catalog is hosted and not managed on site. The vendor of the hosting service provides technical support, including full backups and other data security measures as well as physical security of the server itself.

The list of countermeasures addressed in the Marx Library Risk Assessment does not address in detail violent situations like that of an assault/attack, active shooter or bomb threat, and so on. Those types of events require different responses and will certainly involve local/campus police, fire department and emergency medical support. The reporting requirements for these events are also different.

The first example shows the current risks for the Marx Library Systems department. They include:

- Theft or damage to computers (including thin clients) and related equipment such as printers, scanners, card readers, etc.
- Misuse of computers (including thin clients) such as downloading pornography or sending malware/viruses.
- Hacking of library catalog leading to possible corruption or theft of patron and financial data including fines, purchases, invoice, etc.
- Theft of software.

There are a diverse number of countermeasures that the USA libraries take to limit risk. Use of password protection, authentication, and user verification help protect library computers/users. While a single-sign-on provides a stronger level of protection, the university has not yet implemented this capability.

Video surveillance of high risk areas where there are many computers has proven to be a very useful tool in preventing theft or catching thieves. Video surveillance is useful because few libraries provide trained security staff to actively monitor exits, stacks, and areas that need to be

surveilled. No exception, the Marx Library has very good video surveillance of these areas, but no one is actively reviewing the video feed. Nonetheless, video surveillance systems are expensive and must be updated. Marx Library's first video surveillance system, installed in 2004, was an analog system which required images to be stored on a codec in the library. It was replaced in 2014 by a digital system; now the video can be viewed over the internet from a number of locations, including the university police station. This counter-measure is reactive. In other words, checking a video feed occurs after something happens, to identify the perpetrators, crime, time and date. While not perfect, this deterrent is effective. Because of limited library staff during evening and weekend hours, the system is the first line of defense. Signage is used to alert users to the presence of the video surveillance system. The system, in fact, is more of a deterrent than the presence of library staff because users know it records who comes and goes.

Another reason why theft of computers or damage to them is limited is because computers and computer labs are ubiquitous on the USA campus, including residence halls. In addition, USA students are required to have access to a privately owned computer. The Marx Library's computer lab and public workstations, located throughout the building, offer convenience to students who are more likely to have a laptop or workstation in their room or home.

Replacing higher value computers with thin clients, which are less costly long term, and lack operational capability when disconnected from the network, were also deployed. When installed these devices connect to a central VM server housed in the Computer Support Center computer room. This server delivers access to software and research tools through the thin client. Without access to a similar server, these devices are useless.

Where thin clients are not appropriate, computers are used. Each has anti-virus and anti-malware software installed. While neither software tool is 100% effective, they provide some protection. Additionally, Deep freeze software is installed on all computers. Whenever a computer is rebooted, anything changed or loaded by an ordinary user is deleted and the machine reverts to its original configuration. Anti-theft devices are installed on devices in public areas; they secure computers and thin clients to each other and furniture or other generally immovable objects.

Marx Library's electronic classroom and computer lab are locked unless library student employees or staff/faculty are available to supervise access and use. One equipped study room (ML 123) has a projector and computer. This room is kept locked when not in use, and the key must be checkout (like a book) by eligible users (USA students, faculty and staff). Users are required to return the key afterwards in order to leave and retrieve their ID card.

Although limited, the university does provide some data preservation and protection. Each individual who is employed by the Marx Library has access to a network drive for data storage. It is an individual's responsibility to backup files and other data.

Circulation Department and Stacks

The staff in the circulation departments of Marx Library and the Biomedical Library are largely responsible for building security and safety because they staff the libraries during all hours of operation. It is important, therefore, that they become very familiar with the USA Emergency Responses and Recovery Plan (2015). All staff are encouraged by library administration to stay familiar with the policies and procedures in the manual because it covers all types of emergencies, including violent crimes, bomb threats, gas leaks, explosions, reporting emergencies, and the campus notification system.

The circulation desks at these libraries is where payments are taken for fines, lost books, copy cards, copying, interlibrary loan payments, and the like. Reducing the number of collection points throughout the libraries has always been a major factor in limiting risk and a practice encouraged by the university's internal auditors. Nonetheless, the university's internal auditor and risk management officer have always regarded the libraries as at-risk--although at low risk compared to the bookstore, or where student tuition and fees are centrally collected on campus.

Most security measures at circulation desks will not stop determined thieves because they know that there is money in the cash register or drawer. Access is limited to full-time staff in order to limit risk. In Marx Library, there is a very secure bank vault that is used to store the cash drawer overnight, but the other libraries do not have this option. The faculty reserves materials are kept nearby as well and include special items, including items owned privately by teaching faculty. Some may be rare and even valuable. Another risk is that fines may be expunged from the ILS or finance systems like banner by trained circulation staff without permission.

Collecting money requires careful handling and training of staff. Even if there is no malicious intent, staff may make mistakes when counting money, making deposits, and the like. Two library staff members are responsible for counting the money, making deposits and locking the cash in the safe at the end of the day. In this situation, such requirements and habits are strong deterrents vis-à-vis only having one person being responsible. We limit handling fines or money to library staff (not student assistants).

Constant supervision of the Circulation area is maintained and a minimum of one staff member is on duty at all times. The libraries print/copy cards are not free. Blank cards must be kept secure and access limited. Cards may be purchased ($.50) and value added by users at the Circulation Desk. In any case, countermeasures "keep honest persons honest."

Video surveillance systems can reduce crimes of opportunity, but rarely eliminate them. Strategic location of

the cameras help to determine the success of preventing theft. Using a cash register, and enforcing tight procedures, for collection of fines and lost book payments, help limit, but does not totally curtail, the potential for employee theft.

Theft in the public areas of the library like the stacks or large study spaces are most often crimes of opportunity involving unattended backpacks, purses, laptops, or cell phones. A thief can easily spot and take such things, particularly when there are few patrons around who might observe the theft. We addressed this matter in 2003 by installing a video surveillance system. At that time, a university police officer helped to design and install the library's analog surveillance system. We were careful to have every entrance, exit, and elevator under view. The library has a large art gallery, so several cameras were installed in the gallery to protect the art, as well as to assure artists that their works were relatively safe although we do not employ a guard. Cameras with wide angle lenses were installed in some stack areas.

Since the analog cameras were installed originally, the library upgraded to a digital system that stores the images on centralized servers and permit real-time access to university police. Signs are posted throughout the library that video surveillance is being used. Perpetrators caught stealing laptops initially, for example, have mostly been individuals from the Mobile community who intentionally came to steal laptops and re-sell them. Consequently, laptop theft has diminished, so the authors believe that the deterrence value of surveillance systems cannot be emphasized enough.

Most crimes committed in the Marx Library stacks are indeed crimes of opportunity. These include theft of backpacks, purses, clothing, unattended laptops, cell phones, flash drives and of course library materials (books, media, and other materials). Perpetrators run the gamut, including students, staff, faculty, and community members.

Although none of the libraries are in danger of flood waters, there are periodic leaks due to the flat roofs and from heating and air (HVAC) systems. When there are rain storms in Mobile, the circulation staff in Marx Library frequently need to cover book stacks on the top floor, as well as other locations on the first floor. Plastic tarps are kept available for that purpose. Beyond this, however, the university's facilities staff are called to repair HVAC and roof leak problems. That is, library employees are not encouraged or required to make repairs.

Technical Services Department

Technical services at the Marx library is comprised of two sections, Cataloging and Collection Management / Acquisitions. They have different risks: (a) Employees ordering books or materials for themselves through the library, (b) Employees stealing new books or materials before they are cataloged and on the shelves, (c) Unauthorized people accessing staff-only areas and stealing materials or personal items and (d) Injury occurring when moving heavy boxes of materials.

Keeping doors closed, and locking up vulnerable areas and materials, minimizes casual theft as does separating the individual processes and procedures across the sections (cataloging, acquisitions, receiving and mailroom). In other words, taking such countermeasures is a form of checks and balances. No one person is responsible for the entire process. We further limit access by only opening boxes of materials that can be handled in one sitting. If something interferes, and staff are unable to completely process a box, they are required to tape it back up until processing can be finished. Basically this reduces the opportunity for casual theft.

Following strict procedures to maintain a paper trail through acquisitions to cataloging, and promptly stamping materials with the library ownership stamp when received also reduces the opportunity for theft. High value items are kept in a large walk in vault in the Marx Library or in the McCall Archives. Procedures to document access to the vault are also strictly enforced.

Other risks involve activities that may result in injuries. Encouraging staff to use carts or load bearing tools when moving materials also reduces potential injuries. Training on how to properly lift, as well as the safe use of box cutters and other sharp tools to minimize the chance of a cutting injury are important countermeasures.

University Archives

Unlike other library departments, the Doy Leale McCall Rare Book and Manuscript Library (McCall Library) has collections that contain valuable artifacts and materials. When McCall Library was moved into a renovated space in the Marx Library in 2016, the architects, library administration, security office, computer center staff, risk assessment officer, and others reviewed the plans with risk assessment and prevention clearly in mind. Nonetheless, theft or loss of rare and high value items is a constant possibility for a variety of reasons including that materials in this area, are not stamped, barcoded, or tattle taped. While catalog records may establish provenance of an item, or help in identification of items, they are not much help deterring theft. Lack of adequate preservation may also contribute to the loss of these materials.

McCall Library countermeasures are more extensive than for the rest of the library. This department has increased physical security (barriers, locks and limited access) as well as state-of-the-art video surveillance. Again, as there is no staff dedicated to active monitoring of the surveillance system, it is a passive system, good only after a loss or damage has occurred. Other measure include: (a) an independent climate control system to help preserve fragile materials, and (b) enforced use of other positive measures such as cloth gloves and archival boxes, or other storage materials to help reduce deterioration of archival collections/materials. Patrons may only access these materials in a controlled area, a reading room. Additionally, users are banned from using pens and other potentially damaging devices. Access to the archives and collections is

strictly controlled and monitored. Patrons using the reading room are not allowed to bring in bags, briefcases etc. They may bring in paper and pencils.

Other library areas

Marx Library contains two public art galleries that feature exhibits by local and regional artists. The main gallery is located on the third floor and also has twelve glass display cases that often features photographs, crafts, jewelry, and other artifacts. Both galleries, including the display cases, are under video surveillance. The cameras are very visible intentionally. No security guard is provided at any time. In another area of the library, an original Rembrandt etching is on permanent display and the Risk Office required that a specialty lock be installed; it is also under video surveillance at all times. Although the video surveillance system is the only counter measure, there have been no thefts of art to date.

Failure to return interlibrary loan materials has costs and can impact the reputation of the Library. Because material to be picked-up is behind a secured door during evening and weekend hours, there have been no instances of theft. The staff in this department have a very good tracking system as well.

The Marx Library's auditorium contains audio-visual equipment which would be very expensive to replace if stolen or damaged. Anytime this equipment is requested, the requestor is asked to arrive early to have his/her presentation loaded to the workstation ahead of time and learn how to operate the equipment if necessary. Risk is further minimized because the dean's staff carefully monitor requests for reservations. If a group previously caused damage to equipment of the facility, for instance, the policy is to deny future requests.

Marx Library's electronic instruction room contains thin clients and workstations, two flat screen televisions, a projector and an instructor's computer/workstation. To replace or repair this equipment would be expensive. Risk is minimized by limiting access to library instructors. That is, regular university classes are never scheduled in this classroom.

Public institutions are often self-insured; this is an added vulnerability. Self-insurance does not mean that there is a lack of insurance. Rather, being self-insured is a conscious decision to accept risks, quantify them, and create a reserve to cover the identified risks when there are claims.

Most libraries will assume the risk of lost books, computers, supplies, and so on. It would not be cost-effective to pay insurance premiums to cover the cost of most lost books, even though some rare books and manuscripts might be of value to collectors and others. This is the case with many items in the Doy Leale McCall Rare Book and Manuscript Library. One collection alone was appraised in the millions. The university's risk and insurance program would account for such loss.

For example, there are more than 13,000 cellulose nitrate portraits in the Erik Overbey Collection which was acquired in 1978 and housed in the McCall Library in a separate, temperature controlled room. Special containers were fabricated locally to safely move the collection to Marx Library, as well as safely store the nitrate collections. The collection is also being digitized to limit access to this fragile collection.

Conclusions

The purpose of this case study was to identify vulnerable areas and countermeasures to reduce risks. The authors include examples from nearly every department in Marx Library, the main library at USA. However, no one plan can address every possible scenario that may arise. A central purpose of discussing risks and countermeasures with department heads is to bring awareness of vulnerabilities, then develop ways to eliminate or reduce risks. Countermeasures must fit the actual situation that occurs, as well as the budget available to implement them. In any case, identifying risks is the starting point. Risk assessment studies should be done periodically throughout library departments because new risks not only arise, but also new countermeasures are likely to be needed, or old ones adapted. Video surveillance technology, for example, advances significantly every five or so years and cameras will need to be replaced. Analog networks are no longer being supported at USA for instance.

Plan what to do in case of emergency. Decide ahead of time who is responsible for specific tasks in an emergency. Strictly enforce policy and procedures. Train staff how to respond to different types of emergencies. For example, each public service desk is stocked with cans of wasp spray to thwart an active shooter. Wasp spray has a great range and is incapacitating without requiring special skills, but is not lethal.

Identify vulnerable areas and effective countermeasures. These include area/sections that have only one way in/out, as well as those offices and areas that have glass fronts, or those areas that are not supervised (mailroom). Some areas of any library are simply more vulnerable than others. Constant coming and going of authorized staff/workers complicates securing these areas. In the case of the Marx Library, the receiving area requires a key to turn off the internal door alarm and a key to open the external doors into the area. Constant reminders only go so far. Vendors are asked to use the main entrances to the library rather than the receiving area. Such security measures do not solve the problem for university staff working for facilities engineering, or even the Computer Support Center. Have student assistants wear something that easily identifies them such as badges.

General areas, need to be considered for risk as well. Reducing risk is possible by training staff to recognize risks and take action when encountered. Similarly, implementation of video surveillance also helps.

The authors found that fixing or replacing faulty door hardware and locks is an easy, but often overlooked, security measure. For example, there was a large gap between the wood doors leading into the cataloging department. All a thief had to do to gain access was to use a thin object to release the bolt. Installing a metal strip to block the gap now prevents access. So, it is very important to encourage the replacement of faulty door hardware.

Improving communications within or from the library is also important. This might be as simple as the installation of telephones that ring directly to the circulation desk. Such phones could be located throughout the stacks and on all floors. Library administration is determining the feasibility of doing so because it is expected to help reduce risk and also expedite reporting of problems. A related step would be to post emergency telephone numbers at these sites. So, while nearly all students have cell phones to report problems in public areas of the libraries, having telephones and emergency numbers should allow quicker notification and, hence, quicker reaction by police, staff, or other first responders.

Part of the problem of managing risk is getting the information to the right people in a timely manner. The appropriate action is more than a mere phone call. Encourage people to report incidents, share information, log elevator problems, etc. Staff are the first line of defense. Make sure staff know the applicable policies. It may be as simple as locking doors for areas and rooms that are not in use all the time. This may require an investment in new locks. Likewise, consider extending the PA system to all staff areas. People cannot respond to emergencies if they don't know there is one.

Although routines and training might cause complacency, they may also ingrain specific actions in given situations. Routines also help reduce or manage risk. If staff are frightened or stressed, following a routine may allow staff to respond more quickly. In other scenarios, routines may allow detection of problems that might otherwise go unnoticed. Also, checking with the Safety Office on proper procedures for inspecting fire extinguishers, and incorporating any recommendations into library procedures, should insure that they are in working order. Similarly, keeping emergency procedures up-to-date and having an active emergency committee regularly review those procedures, will help to ensure safety. Keeping an inventory of fire extinguishers current, for instance, will help to insure there is an adequate number of functioning fire extinguishers and that they are located in strategic locations. Having functioning fire extinguishers in the right place, however, will do little to reduce risk if staff do not know how to use them. Our risk assessment review led to asking the university's fire Marshall to hold a training session on how to use extinguishers. It was surprising how many employees did not know how. Training, in general, is often the most important countermeasure and way to reduce risks. It is critical that library staff know what to do in an emergency. Besides reviewing procedures and emergency plans, if possible, practice.

Another key element is being able to recognize and distinguish between library users and employees. One way is to provide lanyards or other standard device that identify student/staff workers. Signage will help direct library patrons in the book stacks looking for materials to a safe place. People might not otherwise know where to go, or what to do, in case of an emergency. Examples include, placing evacuation maps throughout the library, or even post QR codes in stacks that will autodial cell phones to the Circulation Dept.

In this day and age, it would be foolish to ignore potentially violent situations. This category includes bomb threats, active shooter situations, fights, vandalism, aggressive patrons, etc. To address a potential violent situation, library leaders need to be aware of, and plan out, what the best response would be (as far as anyone can tell beforehand). At a minimum, there are two Youtube films that can be shown to employees: Auburn University's Active Shooter Response Training (ALICE) and UAPD Active Shooter Video: Avoid, Deny, and Defend. The USA campus police also led a session for library employees and showed a film. Finally, a bomb threat was simulated and coordinated with the police department, the Safety Office, city, county and other offices. Such training should be scheduled periodically so new staff are covered. Library administrators need to realize that this training is especially important for staff employed in the libraries' circulation department who work evenings and weekends.

The authors found that an area of high risk, given recent news headlines, was bomb threats. Realizing that library employees were never trained on how to deal with a bomb threat, the authors decided to implement in-house training with the help of the university police department and safety officer. To mitigate the risk of real bomb threat, a simulation was planned. This included a bomb threat called into an employee at the circulation department. The employee was told to obtain as much information as possible from the caller: background noise, dialects, accents, sex, etc., and inform the police of all this because even something as innocuous as background noises may ultimately help locate the bomb, prevent an explosion, or reveal a hoax. Planning ahead and training staff is the wisest choice. For example, designate a code word, that when used, will alert employees of a bomb threat or emergency.

Another area for employee training is the risk of active shooters. Such situations are different in that there may not be time to call for an orderly evacuation of the library. In some cases evacuation may even put employees and users in even greater danger; they should only evacuate a building if they can do so safely. If they cannot, they may need to hide to protect themselves. Another critical first step is to notify the police. But a call should only be undertaken if the employee is in a safe place and has a phone readily available. If there is no other option but to hide, police advocate piling furniture and whatever else is available to block the shooter. Police recommend fighting back in dire circumstances. Throwing books or other objects at the shooter long enough to distract or disable him

may provide enough time for employees and users to escape. In the event that the situation is happening in another building on campus, the library must be able to secure the building and wait for the police to give the all clear.

Recommendations

Risks in any academic library need to be considered when making decisions. Risks also need to be periodically assessed, particularly when technology changes, renovations occur, or other circumstances warrant. The risk assessment case study presented here occurred because a risk consultant was hired by the university to determine university wide risks. The libraries at the University of South Alabama were included because of a planned renovation allowing the Doy Leale McCall Rare Book and Manuscript Library to move into the main (Marx) library. Another reason was the collection of money for fines, lost books, interlibrary loans, and so forth. In any case, what library administration and department heads learned during this time needs to applied periodically—perhaps a three, four or five year review using the same methodology.

Many colleges and universities, including the University of South Alabama, have implemented security alert systems to facilitate prompt notification when dangerous situations arise. These systems don't negate the need to plan and train library employees for emergencies in order to protect people, materials and facilities. As problematic as it may be, risk management should not be overlooked. While it is difficult to anticipate the violence someone may do, or to avoid a theft, library administration can, and should, identify areas and implement procedures that take advantage of the library's strengths to prevent theft, or to minimize harm to people, and damage to library materials. Risk assessments may be organized by departments and use department heads to help facilitate them, as well as developing and maintaining procedures and counter-measures to limit risk. All countermeasures are likely to need updating as technology and the availability of products on the market change. Hopefully the information outlined in this article and in resources identified in the literature review will help. Working with safety compliance officers and maintenance staff should not be overlooked. Finally, risk assessment should not be regarded as a task that may need to be checked off but, rather a process that should be employed by library administration to protect the safety of library staff and users.

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Risks and vulnerabilities	Countermeasures
Leaks	Initiate a phone tree so key personnel are informed. Pre-position tarps, mops and buckets so they can be easily accessed. Provide list of key campus contacts, with phone numbers/email addresses.
Art works	Consider installing anti-theft devices and video surveillance system when applicable.
Computer hardware and software	Consider installing anti-theft devices and video. surveillance system. Consider replacing workstations with thin-clients.
Doors and windows	Inspect locks and repair or replace damaged hardware. Install window treatments to limit visibility of room contents. Periodically inventory keys assigned to staff and faculty. Establish procedures for securing building at closing.
Hazmet (storage & use of chemicals)	Consult with university safety office about proper storage, use, policies, etc. Periodically inventory storage closets so it is known what Hazmet materials are stored properly in the library.
Natural disasters and emergencies	Follow university emergency response and recovery procedures and policies for power outages, fire, flooding, weather, bomb, terrorist, hazmet, and similar incidents. Otherwise, follow best practices. Have basic supplies on-hand for immediate recovery.
Theft	Consider range of measures from installing signage, anti-theft devices/locks and video surveillance to purchasing lockable cabinets.
Violence	Protect patrons and staff. Contact campus police. In extreme cases, evacuate the building but only if possible to do safely
Bomb threat	If threat is phoned in, get as much information as you possible from the caller. Contact campus police. Initiate evacuation of the library. People should be moved away from the building to safe areas.

Using *Choice* to Measure the Availability and Use of E-Books

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As e-books have come to hold a major impact on library collection building activities, the influence of reviews of titles and the on-going conversion of titles to a digital format have significant potential impacts for libraries. Reviewing tools such as *Choice* and the lag-time between publication notice of the print edition of a work and its corresponding e-version asks the questions, "How many of the print titles that are reviewed in *Choice* have a corresponding e-version ready for purchase?" and "How used are those e-versions in comparison with print?"

To determine the importance of e-books within the selection process, the Auburn University at Montgomery (AUM) Library conducted an assessment of *Choice* Outstanding Academic Titles (OAT) reviews for the period from 2010 through 2015 to determine the proportion of titles listed in the various review categories that were also available electronically. We also determined which titles were held by the AUM Library, in both print and electronic format, and what the circulation impact of those titles was.

Auburn University at Montgomery is a regional, Masters I level institution located in Montgomery, Alabama. The campus consists of 5 academic colleges (Arts & Sciences, Business, Education, Nursing and Allied Health Sciences, and Public Policy and Justice). Enrollment in the fall semester of 2015 was 4,919 (Auburn University at Montgomery, Office of Institutional Effectiveness, 2015). The library contains a collection of more than 250,000 monographic volumes, and more than 2 million government documents (United States Department of Education, National Center for Education Statistics, [ca. 2012]). The library has never actively marketed electronic books to our user population. Information about e-books and how to access them are routinely mentioned in the library's instructional sessions.

In this study, the AUM Library staff examined the 56 subject categories identified in the *Choice* OAT lists. The categories are detailed in Table 1. *Choice*'s three major categories, Humanities, Science & Technology, and Social & Behavioral Sciences, are indicated by bold print. In addition to functioning as broad categories to enable sorting the more specific subject areas, some titles, such as reference books and interdisciplinary books, are sorted into the three major categories themselves. When discussing the broad categories used as subject areas in this manner, the authors add the qualifier [not further specified] to the category for clarity.

Table 1

Choice Subject Categories

Subjects	
Humanities	- Engineering
- Art & Architecture	- Health Sciences
-- Fine Arts	- Information & Computer Science
-- Architecture	- Mathematics
-- Photography	- Physics
- Communication	- Sports & Recreation
- Languages & Literature	**Social & Behavioral Sciences**
-- African & Middle Eastern Literature	- Anthropology
-- Asian & Oceanian Literature	- Business, Management & Labor
-- Classical Literature	- Economics
-- English & American Literature	- Education
-- Germanic Literature	- History, Geography & Area Studies
-- Romance Literature	-- Africa History
-- Slavic Literature	-- Ancient History
- Performing Arts	-- Asia & Oceania History
-- Film	-- Central & Eastern Europe History
-- Music	-- Latin America & the Caribbean History
-- Theater & Dance	-- Middle East & North Africa History
- Philosophy	-- North America History
- Religion	-- United Kingdom History
Science & Technology	-- Western Europe History
- History of Science & Technology	- Political Science
- Astronautics & Astronomy	-- Comparative Politics
- Biology	-- International Relations
-- Botany	-- Political Theory
-- Zoology	- U.S. Politics
- Chemistry	- Psychology
- Earth Science	- Sociology

Our investigation sought to discover the growth in availability of titles in an e format over the period of time from 2010 through 2015. We also sought to measure changes in our collecting focus to address the addition of e-books to the library's collections. Finally, we were looking to determine whether changing user experience with e-

books on our campus has translated into a greater preference for e-books over their print counterparts.

The library has focused extensively upon the addition of aggregated collections such as the NetLibrary / Ebsco e-book collections (70,877), the American Council of Learned Societies (2,375) collection, and the Springerlink (2,432) collection of e-books. In addition to these collections, the library also has a group of titles from Ebrary as a part of a demand driven acquisition (DDA) program. This group covers the areas of Biology, Computer Science, Education, English & American literature, Justice and Public Safety, and Nursing. A total of 14,232 individual titles are included in the collection as of July, 2016. Altogether, the library's purchased e-book collections total 75,684 titles; combined with the DDA titles, AUM students have access to 89,916 e-book titles as of July, 2016. Individual titles in the e-book collections are accessible via bibliographic records in the library's OPAC and discovery service.

In conducting our analysis, we looked for agreement on terms. Book circulation for print items is readily accepted as being a physical loan of a book. We also chose to include renewals and browses in our analysis. In terms of electronic books, we faced similar definition problems as identified by Lamothe (2013), who identified e-book publishers and aggregators counting accesses, downloads, or viewings as usages. As noted in the article, accesses calculated by counting each page that is viewed could artificially inflate usage, while reporting accesses per book regardless of the number of pages viewed could artificially suppress real usage. Consistency between different vendors' and publishers' reports has been facilitated by Project COUNTER's Code of Practice (Project COUNTER, 2016), which provides guidelines or standards for reporting usage statistics for electronic items. The current version of the Code of Practice is version 4, released in 2012. For the purposes of this article, an access has been determined to be the access of a book as reported by vendors using Project COUNTER's Book Report 1 format, which documents the number of successful requests per title (Project COUNTER, 2016). This is the closest equivalent to print circulations among the Project COUNTER reports for e-books.

Literature Review

E-book Availability Compared to Print

Though industry-wide data for the availability of academic titles in e-book format is not easily available, several authors have conducted local studies looking for e-book equivalents to their print collections. Link (2012) determined that 17 % of the print books that circulated most often in 2009 and 2010 at The College of New Jersey were available through one or more major e-book providers. Comparing the print monograph collection at RMIT University in Melbourne, Australia, with e-books available through GOBI, Amazon, or found via internet searches, Anderson and Pham (2013) found that there were e-book equivalents for approximately 33% of RMIT University's print monograph collection at the time of their study. This percentage would be dependent on the library using Yankee Book Peddler for acquisitions as well as using Overdrive to provide access to Amazon Kindle titles.

Usage by Format and Patron Preferences

Much of the literature relating to e-books and their use focuses specifically upon format preference. Many studies, such as those by Dillon (2001), Ramirez and Gyeszly (2001), and Langston (2003) noted the preference users have expressed for print over e-formats. However, Littman and Connaway (2004) discovered a preference for e-book usage at Duke University, noting an 11% greater use of e-books than of equivalent print titles. Some authors found that comparing usage can be a complex matter. For example, Christianson and Aucoin (2005) found that more print titles were accessed than e-titles at Louisiana State University, but that the e-books were used at a higher rate than print. Although Goodwin (2014) initially found more uses for e-books in the e-Duke Scholarly Collection than for their print counterparts at Coastal Carolina University, once she examined what she termed "substantive use" (eleven or more page views for e-books and two separate circulations, excluding renewals or ILL check-outs, for print) (pp. 103-104), she determined that print use was equal to or exceeded e-book use. She also noted that high print use and high e-book use tended to be positively correlated.

In addition to examining usage, researchers have also surveyed patrons to determine which book format they prefer. Levine-Clark's (2006) survey results revealed that "16.6 percent of the 2,049 respondents would always use print; 44.1 percent that they would usually choose print, but sometimes electronic…" but only 2.1 percent of the users would "always use electronic" (p. 292). Mizrachi (2015) found that 67.7% of undergraduates at the University of California, Los Angeles, agreed or strongly agreed with a statement demonstrating a preference for reading course materials in print, while approximately 18% agreed or strongly agreed with a statement demonstrating a preference for them on an electronic device. (Mizrachi's survey examined usage of all kinds of written course materials, not just e-books.)

Some studies suggest that format usage and preference can vary between patron groups common to academic libraries. For example, differences can appear in preferences between undergraduate and graduate students, and faculty. Students generally appear to be accepting of the electronic format, commenting that print and electronic format were acceptable options, depending upon the activity (Hernon, Hopper, Leach, Saunders, & Zhang, 2007). In a survey conducted by Cassidy, Martinez, and Shen (2012), 40% of the graduate student respondents had used e-books, compared to 37% of the faculty. Of those who had not used e-books, 68% of the graduate students indicated that they would use e-books in the future, compared to 47% of the faculty. A study completed by the University of California Libraries (2011) focusing on Springer e-books found that in no patron status group did a majority prefer e-

books to print, with just 49% of postdoctoral researchers preferring electronic, with graduate students (35%), faculty (including lecturers) (33%), and undergraduate students (27%) preferring e-books even less often. However, even though only 49% of postdoctoral researchers preferred e-books, that was still a higher percentage than those who preferred print—only 32% of postdoctoral researchers preferred print books (with 19% reporting no preference), the only patron group in this study to show a stronger preference for e-books than for print.

Authors have also examined the patron preferences or usage patterns in different fields or disciplines. Articles by Bailey (2006), Christianson (2004), and Christianson and Aucoin (2005) all focus upon the influence of books' subject areas on format selection by patrons. Bailey (2006) noted that the five subject areas with the highest total number of netLibrary accesses between 2000 and 2004 at AUM were (a) business, economics, and management; (b) computers; (c) literature; (d) social sciences: general; and (e) medicine. Christianson (2004) found that the BISAC (Book Industry Standards Advisory Committee) subjects computers, library science, chemistry, and mathematics had the highest average uses per title in a study examining several libraries' netLibrary usage between September 2002 and August 2003. Each of these subjects had an average of over three uses per title. Christianson and Aucoin (2005) examined use of print/e-book duplicates at Louisiana State University over the course of thirteen months in 2002 and 2003. They found that in the LC classes B, C, D, E, F, G, L, and R, print books were used more than their electronic equivalents, while in the H, J, K, N, P, Q, S, T, U, and Z classes, e-books were used more than print. The University of California Libraries study (2011) also included broad discipline areas: more users in (a) physical sciences and engineering, (b) arts and humanities, and (c) social sciences preferred print books than e-books, though more respondents in two discipline areas, (a) business and law and (b) life and health sciences, displayed a greater preference for e-books than print. In contrast to these studies, Mizrachi (2015) did not find a correlation between undergraduates' field of study and their preferences for print or electronic reading.

Researchers have identified a number of issues which influence users' format preferences. Several authors have identified convenience as a major factor in using e-books (Levine-Clark, 2006; Shelburne, 2009; Walton, 2014). In addition to convenience, Levine-Clark (2006) found that patrons at the University of Denver used e-books if no print version was available and for easier searching of the text. At the University of Illinois, survey respondents cited time efficiency, portability (compared to carrying multiple physical volumes), the assurance of availability, and copy-paste capabilities as reasons to use e-books (Shelburne, 2009). Walton (2014) reported that undergraduates used e-books for leisure reading and conducting research. Users have cited preferences for print based upon ease of use, and researchers have noted that students were willing to read e-books "when the amount of text to be read was limited (Letchumanan and Tarmizi, 2011; Levine-Clark, 2006; Nicholas et al., 2008)" (Walton, 2014, p. 264). Some users

who would ordinarily prefer print have been led to "forced adoption" of e-books when the only way to access needed titles has been electronically. (Walton, 2014, pp. 266-268). Mizrachi (2015) linked Zipf's Principle of Least Effort to students' format choice: although a number of students in her survey indicated that they believe they learn best using print materials, they chose various types of electronic texts for reasons related to ease-of-use, speed, and convenience.

Purchase and Usage of Titles Reviewed in *Choice*

In two separate articles, Jobe and Levine-Clark (Levine-Clark & Jobe, 2007; Jobe & Levine-Clark, 2008) compared purchasing patterns and use rates of *Choice*-reviewed titles and OAT titles to titles in libraries' general collections. By examining Colorado research libraries and undergraduate liberal arts colleges from around the U.S. as groups, Jobe and Levine-Clark found that both groups tended to purchase more copies of *Choice*-reviewed books than books that were not reviewed in the periodical, and more copies of OAT books were purchased than of *Choice* titles without the OAT designation. They also found that books reviewed in *Choice* had a greater chance of circulating at least once than books not reviewed in *Choice* in both groups. In the research libraries, they noted a slight increase in the annualized usage rate for *Choice* titles compared to the entire collection, and there was a significant increase for the OAT titles (Levine-Clark & Jobe, 2007). They did not find this increase in the annualized usage rate in the undergraduate libraries: instead, the usage rate for *Choice* titles was the same as that for the general collection, and the usage rate for OAT titles only showed a slight increase (Jobe & Levine-Clark, 2008). Schmitt and Saunders (1983) studied whether highly positive reviews in *Choice* correlated to circulation. Their determination for the Purdue library holdings was that while the reviewed titles had a "quite typical" circulation rate, highly recommended titles for undergraduates experienced higher circulation rates than those titles recommended for more specialized audiences (p. 377). Presumably, the print circulation patterns would hold true for e-books as well. Williams and Best (2006) examined a subset of *Choice* reviews for Political Science and Public Administration that were available in both print and electronic formats. Their analysis determined that the average circulations for print titles in *Choice* were almost twice the average circulation of electronic *Choice* titles.

Methodology

In conducting the analysis, we compared library holdings with the *Choice* OAT lists for 2010-2015. We identified those titles which were in print only, e-only, and both in print and e-formats. Using the Baker & Taylor's GOBI software, the OAT titles were examined to determine which titles had e-versions available.

The library's circulation records were examined to determine print circulations for the OAT titles available in that format, and vendor supplied records from ACLS, Ebsco, Springer, and the DDA collection to determine accesses of e-book OAT titles in specific subject areas.

Encyclopedic titles, dictionaries, and other similar works which would qualify as reference items along with titles in the main collections are included in the data, as the library maintains a circulation count of titles used in-house. Circulation counts for the print versions of the OAT titles include checkouts, known browses that did not result in a checkout, and renewals. Circulations while on reserve would have been excluded; however, none of the titles in question had been placed on reserve. E-book access was determined using vendor reports in Project COUNTER's Book Report 1 format, which provides the number of successful requests (or accesses) per title. Project COUNTER provides guidelines for vendors in determining how to count multiple clicks on a single link by a single user, and for potentially thorny issues such as retrievals generated through federated searching and automated search tools (Project COUNTER, 2016). As noted by Williams and Best (2006), it is recognized that access does not equate to actual use of an e-resource.

We then mapped circulation patterns for the OAT titles in each format, and checked GOBI to determine which titles were available in e-format.

Analysis

For the period 2010-2015, a total of 3,467 titles were listed in OAT. Of this figure, 2,680 (77.3%) were available in an electronic format. (See Figure 1.)
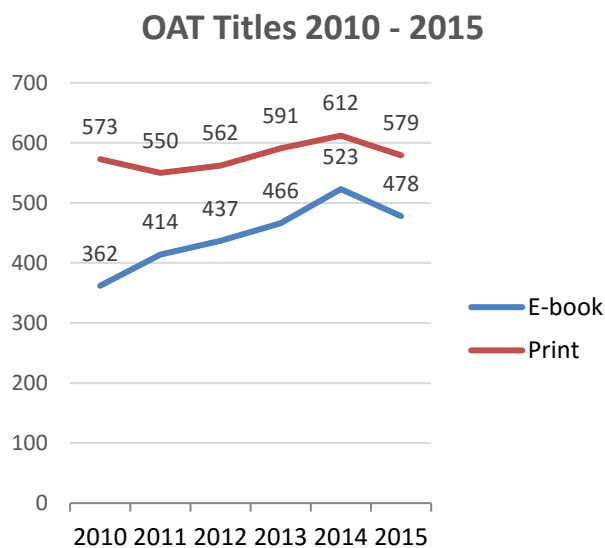
OAT Titles 2010 - 2015

Figure 1. OAT titles by format.

As can be seen by the figure, the ratio of e-book versions of the print titles has increased each year during this period, with the exception of 2015. Figure 2 shows the increase in percentage of e-books from a low of 63.18% of the print titles in 2010 to 7 a high of 85.46% in 2014, before dropping slightly to 82.56% in 2015.
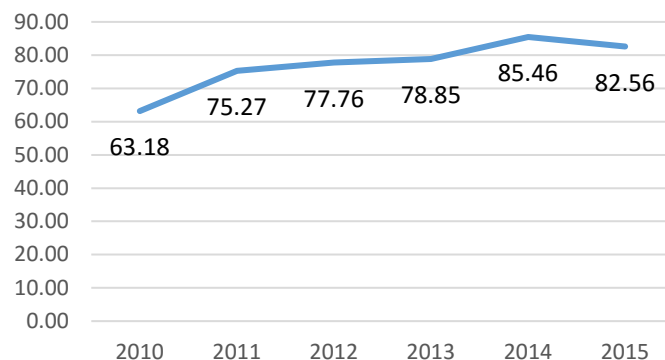
OAT E-titles as Percentage of Print

Figure 2. OAT titles available as percentage of print.

While these figures represent e-book versions available at the time the search was conducted (summer 2016), it does not represent the number of titles which had e-book availability at the time the reviews for *Choice* were conducted. For example, in 2010, there were no reviews which indicated an e-version was available. In 2011, 35 reviews indicated e-availability, while 2012 indicated 89 were e-ready, and 118 in 2013. In 2014, 112 titles had an e-version available at the time of review, and in 2015 the number increased to 147. While a lag-time exists between when most titles are reviewed for *Choice* and when the publisher issues the title in e-format, that time appears to be growing shorter.

The AUM Library holds 319 print versions of the OAT titles, which have circulated 483 times, or 1.51 circulations per title, while the 281 e-book versions of the OAT titles held by the library circulated 99 times, or 0.35 times per title. The library holds 31 in both print and electronic format. Altogether, OAT titles in the AUM Library circulated 0.97 times per title. Table 2 shows the circulations by format and by year.

Table 2

AUM Library OAT Holdings Circulation by Format and Year

Year	Print	# Print Circs	Print Circs per Title	E-books	# E-book Accesses	E-book Accesses per Title	Print to E-book Usage Ratio
2010	81	171	1.66	60	37	0.62	3.42
2011	55	74	1.35	61	37	0.61	2.22
2012	48	60	1.25	20	17	0.85	1.47
2013	51	43	0.84	4	0	0.00	N/A
2014	34	51	1.50	77	3	0.04	38.50
2015	50	84	1.68	59	5	0.08	19.82
Total	**319**	**483**	**1.51**	**281**	**99**	**0.35**	**4.30**

Consistent with the findings of Bailey (2006) the users of the AUM Library favor print access over e-access by a more than four to one margin. Specifically, the number of

print circulations per title (1.51) is 4.3 times larger than that of the e-book accesses per title (0.35) (calculated by dividing the print circulations per title by the e-book accesses per title). It is important to recognize the small proportion of *Choice* titles held by the library. Given this small a percentage, it is important for us to recognize just how many of the titles are not used. Of the 319 print titles, 117 are not used. By eliminating the not used titles, the circulation pattern for the titles that are used increases to 2.41; for the e-books, 140 of the 281 titles show no circulations during the period of study. In examining the electronic usage patterns to correct for those e-books that did circulate resulted in a circulation rate of 0.70. In other words, the overall print circulation rate for OAT titles is greater than the e-book access rate. Even if the unused titles in both formats are eliminated, the print usage remains greater than the e-book usage. Two e-book titles in this study (*Encyclopedia of African American Women Writers* and *Encyclopedia of Themes in Literature*) between them had approximately one-third of the e-accesses with 36 between them.

As a percentage, the AUM Library holds for this period only 16.41% of the possible total of all OAT titles. As we looked at the data, we examined the usage statistics by subject area in order to determine whether subject area influenced circulation rates. Christianson and Aucoin (2005) and Bailey (2006) have noted the influence of subject upon access patterns for electronic resources. Jobe and Levine-Clark (Levine-Clark & Jobe, 2007; Jobe & Levine-Clark, 2008), using LC classification, provided a similar assessment of influence. In determining the subject areas, we chose to go with those established by *Choice* and not to provide an LC breakdown, though this would have been feasible. It was not felt that the LC data would provide any more clarity to the subject influence than that established by *Choice*.

As noted above, *Choice* provides reviews for 56 subject areas. The data from the comparisons were sorted by *Choice* subject area, and the number of accesses for the analysis period and overall access per title were recorded. Table 3 includes this data.

Table 3
Print & E-Book Circulations / Accesses by Subject Area 2010-2015

Subject Area	# Print Titles	# Print Circulations	Print Circulations per Title	# E-books	# E-book Accesses	E-book Accesses per Title
Humanities	4	11	2.75	2	13	6.50
- Art & Architecture	7	24	3.43	2	0	0.00
-- Fine Arts	7	6	0.86	0	0	N/A
-- Architecture	0	0	N/A	1	0	0.00
-- Photography	2	1	0.50	0	0	N/A
- Communication	6	9	1.50	9	0	0.00
- Language & Literature	3	5	1.67	5	0	0.00
-- African & Middle Eastern Literature	1	0	0.00	1	0	0.00
-- Asian & Oceanian Literature	0	0	N/A	1	0	0.00
-- Classical Literature	2	2	1.00	2	3	1.50
-- English & American Literature	41	80	1.95	35	8	0.23
-- Germanic Literature	1	1	1.00	0	0	N/A
-- Romance Literature	1	1	1.00	7	0	0.00
-- Slavic Literature	2	4	2.00	1	0	0.00
- Performing Arts	0	0	N/A	0	0	N/A
-- Film	7	14	2.00	7	1	0.14
-- Music	1	0	0.00	2	1	0.50
-- Theater & Dance	3	1	0.33	1	0	0.00
- Philosophy	5	10	2.00	4	1	0.25
- Religion	5	17	3.40	9	2	0.22

Humanities Sub-Total	**98**	**186**	**1.90**	**89**	**29**	**0.33**
Science & Technology	2	3	1.50	2	0	0.00
- History of Science & Technology	1	0	0.00	4	0	0.00
- Astronautics & Astronomy	0	0	N/A	0	0	N/A
- Biology	7	17	2.43	5	0	0.00
-- Botany	2	1	0.50	5	0	0.00
-- Zoology	3	3	1.00	1	0	0.00
- Chemistry	3	3	1.00	2	0	0.00
- Earth Science	3	3	1.00	5	0	0.00
- Engineering	0	0	N/A	4	0	0.00
- Health Sciences	1	10	10.00	14	4	0.29
- Information & Computer Science	1	3	3.00	4	0	0.00
- Mathematics	2	7	3.50	3	0	0.00
- Physics	0	0	N/A	2	0	0.00
- Sports & Recreation	1	1	1.00	1	0	0.00
Science & Technology Sub-Total	**26**	**51**	**1.96**	**52**	**4**	**0. 08**
Social & Behavioral Sciences	2	3	1.50	9	0	0.00
- Anthropology	5	5	1.00	6	1	0.17
- Business, Management & Labor	6	6	1.00	7	0	0.00
- Economics	9	7	0.78	10	2	0.20
- Education	6	3	0.50	5	12	2.40
- History, Geography & Area Studies	8	5	0.63	7	6	0.86
-- Africa History	6	11	1.83	1	0	0.00
-- Ancient History	1	1	1.00	1	0	0.00
-- Asia & Oceania History	16	19	1.19	2	0	0.00
-- Central & Eastern Europe History	9	16	1.78	4	0	0.00
-- Latin America & the Caribbean History	2	5	2.50	0	0	N/A
-- Middle East & North Africa History	4	4	1.00	2	0	0.00
-- North America History	31	45	1.45	29	3	0.10

-- United Kingdom History	2	2	1.00	2	0	0.00
-- Western Europe History	11	11	1.00	3	2	0.67
- Political Science	0	0	N/A	0	0	N/A
-- Comparative Politics	11	11	1.00	9	0	0.00
-- International Relations	11	13	1.18	6	0	0.00
-- Political Theory	5	16	3.20	3	0	0.00
-- U.S. Politics	27	39	1.44	11	6	0.55
- Psychology	11	19	1.73	4	2	0.50
- Sociology	12	5	0.42	19	32	1.68
Social & Behavioral Sciences Sub-Total	**195**	**246**	**1.26**	**140**	**66**	**0.47**
Total	**319**	**483**	**1.51**	**281**	**99**	**0.35**

The specific subject areas with the greatest use were somewhat different depending on format. For print titles, the rankings were Health Sciences (10.00 per title), Mathematics (3.50), Art & Architecture (3.43), Religion (3.40), and Political Theory (3.20). For electronic titles, Humanities [not further specified] was the most used area per title (6.50 uses per title), followed by Education (2.40), Sociology (1.68), Classical Literature (1.50), and History, Geography & Area Studies (0.86). Looking at the raw number of accesses alone, the most heavily used subject areas for electronic titles were Sociology with 32 uses, followed by Humanities [not further specified] with 13 uses, Education with 12, and English and American Literature with 8.

Examining print usage for the general categories (Humanities, Science & Technology, and Social & Behavioral Sciences), Science & Technology is first with 1.96 uses per print title, followed by Humanities with 1.90 uses per title and Social & Behavioral Sciences with 1.26. When the electronic usage is measured, Social & Behavioral Sciences is first with 0.47 uses per title, Humanities is second with 0.33 uses per title, and Science & Technology is third with 0.08 uses. These findings concur with those of Bailey (2006), Christianson (2004), Christianson and Aucoin (2005), and University of California Libraries (2011) that e-book usage follows different patterns in different subject areas. In addition, Social & Behavioral Sciences had the highest number of e-book accesses with 66, followed by Humanities with 29, and then the Science & Technology category with 4 accesses. The low number of e-book accesses for Science & Technology is of some concern; however, the collections the library has subscribed to are neither deep nor current in this category. The subject area most likely to use e-books in this category is Health Sciences.

Expressing the usage of the general categories as a ratio of print circulations per title to e-book accesses per title, the

Science & Technology area has the greatest difference between print and e-access with 25.50 times as many print circulations per title as e-book accesses per title. Humanities was second in difference between the two formats, with 5.82 print circulations per title for every e-book access per title. The smallest difference was found in Social & Behavioral Sciences, with 2.68 times as many print circulations per title as e-book access per title. See Table 4. As noted above, the rate of print circulations per title was 4.30 times greater than that of e-book accesses per title.

Table 4

Print & E-Book Circulations / Accesses by General Category Subtotals 2010-2015

General Categories	# Print Titles	# Print Circs	Print Circs per Title	# E-books	# E-book Accesses	E-book Accesses per Title	Print to E-book Usage Ratio
Humanities	98	186	1.90	89	29	0.33	5.82
Science & Technology	26	51	1.96	52	4	0.08	25.50

Social & Behavioral Sciences							
	195	246	1.26	140	66	0.47	2.68
Total							
	319	**483**	**1.51**	**281**	**99**	**0.35**	**4.30**

Conclusion

In examining the data, to answer the first question asked, "How many of the print titles that are reviewed in *Choice* have a corresponding e-version ready for purchase?" it was determined that 77.3% of the titles had a corresponding e-version available (2,680 out of 3,467 *Choice* OAT titles). This figure, however, represents e-availability at the time the titles were searched, and not which had e-book versions ready for release with the print version.

Our second question, "How used are those e-versions in comparison with print?" we determined that first, usage is influenced by subject area. Sociology, at AUM, is the most likely subject area for students and faculty to utilize e-books in, followed by humanities [not further specified] and education. It is also clear that print remains the preferred format for our users to access materials. Possible reasons for this include those identified in the literature: student learning styles, preference over format for ease of use, and general convenience (Walton, 2014; Hernon et al., 2007).

There are other factors besides user preference that might have influenced our results. For one thing, the print and electronic titles in any given subject area were not necessarily acquired simultaneously, and the titles acquired first would have had more time to accumulate use. Also, since the print and electronic titles were not identical in any given subject area, the titles in one format may have fit patrons' needs better in certain subjects, resulting in that format acquiring more use. It is also possible that the bibliographic records for each version of any given title may not be identical: one version's record may be more detailed than the other, increasing the likelihood that that particular record will be retrieved in searches (Harker & Sassen, 2015), or one or both catalog records may contain errors that hinder retrieval. Because the e-book records are imported in batches and tend to receive less individual attention than records for print materials, they may be more likely to contain errors. The quality of records is particularly important for discovery of e-books, as the records are the primary way the books are browsed. (Print books in open stacks, such as AUM's circulating collection,

can still be found by patrons browsing the shelves even if the books' records have errors.)

In comparison with the study conducted by Williams and Best (2006) it appears that no significant difference has occurred regarding user preference for e-book access of *Choice* titles. Users of the AUM Library remain committed to print resources at a more than 4 to 1 ratio, though there has been an increase in usage of e-books. Subject matter remains a priority for e-book selection – at AUM, Sociology clearly utilizes the e-resources.

The utility of *Choice* as a review for titles remains significant. As seen from the distribution growth pattern for e-books, more titles are available as e-books for each year in question. This increased ability to select e- over print versions of a title will likely lead to increased selection rates for e-versions. Furthermore, as funding pressures continue to affect libraries and their selection choices, users will be impacted more directly by the "forced adoption" concept as libraries will be unable to afford both print and electronic copies of a title. Space constraints, exacerbated when library space is reconfigured to accommodate uses other than the shelving of print materials, may drive libraries to select e-books when they are available, regardless of whether or not patrons prefer them or print books.

The increase of electronic and remote streaming materials in libraries may strengthen the expectation of instantaneous access in our users, especially when coupled with the near-omnipresence of online media in users' lives. This increased pressure for "immediacy" of use, when applied to print materials, may have long-term impacts on the future of scholarship at smaller institutions. Without plans for storage of and access to the older materials whose currency of use has passed, the intellectual capital of institutions will be diminished by reducing the on-site collections in favor of off-site storage. Undergraduate users who do not find print materials physically available on-site and for which an electronic version does not exist or is not available are less likely to await retrieval of the print item, regardless of its relevancy to their research.

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SELA/GENERAL NEWS:

New SELA Officers

The SELA election results have been finalized. The officers for 2017-2018 will be:

President – Linda Harris, University of Alabama-Birmingham, Retired

President – Elect – Tim Dodge, Auburn University

Secretary – Melissa Dennis, University of Mississippi

Treasurer – Beverly James, Greenville County Public Library, SC

Immediate Past President – Camille McCutcheon, University of South Carolina Upstate

SELA/GA COMO Joint Conference

In early October, SELA partnered with GA COMO for an outstanding joint conference in Athens, Georgia. Total conference registration, not including vendors, was 538, and 74 SELA members attended the conference.

The following SELA Awards were presented.

- **Charles E. Beard Award -** Kendrick B. Melrose
- **Outstanding Southeastern Library Program Award -**Program to Provide Health Information at Remote Area Clinics - Quillen College of Medicine Library, East Tennessee State University
- **Outstanding Southeastern Author Fiction Award -** Greg Iles for *Natchez Burning*
- **Outstanding Southeastern Author Non-Fiction Award -** Rick Bragg for *My Southern Journey: True Stories from the Heart of the South*
- **Honorary SELA Membership Award-**Evelyn Merk and Hal Mendelsohn
- **SELA Special Award -** Sue Knoche
- **Hal Mendelsohn Award -** Gordon Baker

Southern Books Competition:

- **2016 Overall Excellence**
  Creole World: Photographs of New Orleans and the Latin Caribbean Sphere by Richard Sexton with essays by Jay D. Edwards and John H. Lawrence. The Historic New Orleans Collection

- **2016 Award of Excellence: Photography**
  Riot: Witness to Anger and Change by Edwin E. Meek. Yoknapatawpha Press

- **2016 Award of Excellence: Dust Jacket and Cover**
  Something Must Be Done About Prince Edward County: A Family, a Virginia Town, a Civil Rights Battle by Kristen Green. HarperCollins Publishers

- **2016 Award of Excellence: Soft Cover**
  Lost Miami: Stories and Secrets Behind Magic City Ruins by David Bulit. The History Press

- **2016 Award of Excellence: Hard Cover**
  Jesse Stuart: Immortal Kentuckian by James M. Gifford and Erin R. Kazee. Jesse Stuart Foundation

- **2016 Honorable Mention: Photography**
  Edisto River: Black Water Crown Jewel Photography by Larry Price; written by Rosie Price and Susan Kammeraad-Campbell. Joggling Board Press

New Voices Recipient

The University & College Section is pleased to announce our 2016 New Voices winner. Lizabeth Elaine Stem is the Director of Library Services at Vance-Granville Community College in Henderson, NC. Ms. Stem's paper, **Censorship: Filtering Content on the Web**, discussed filtering options, including pros and cons of each, in an academic library. She presented her paper at the Georgia COMO/SELA joint conference on October 6. In addition to receiving an honorarium sponsored by EBSCO Information Services, Ms. Stem has the opportunity to submit her paper to the peer-reviewed journal, *The Southeastern Librarian*.

The New Voices program encourages new professional librarians to present and publish their ideas or perspectives on current library issues. The award is given biennially to a professionally employed librarian with less than five years' experience. The next call for submissions will be for the 2018 conference. Please encourage new librarians to consider submitting a paper describing their research or programming, or thought pieces.

Special thanks to Elise Gold, of EBSCO Information Services, for their continued support of the New Voices

LIBRARY NEWS

Mississippi

MSU Libraries Adds Hood's Papers to Collection

Colleagues, family and friends gathered Thursday, July 14th, at Mississippi State to celebrate the life and accomplishments of a beloved Mississippi journalist whose papers will be housed at the university's Mitchell Memorial Library.

"Orley was very special to journalism work in the state of Mississippi and even beyond," said MSU Dean of Libraries

Frances Coleman, who officially welcomed the family of late Vicksburg native and award-winning newspaper columnist Orley Mason Hood Jr. to Mississippi State. "One of our main goals here at Mississippi State University is not only to preserve Orley's papers, but we want to share them on behalf of teaching and research, and especially on behalf of our students."

MSU President Mark E. Keenum also expressed joy, pride and honor in welcoming the Hood family into the MSU Bulldog family, as well as accepting the papers of one of Mississippi's accomplished writers and storytellers.

"Over the course of his very accomplished career, many thousands of Mississippians would get up in the morning and read his columns and start their day with Orley Hood," Keenum said. "Everyday Mississippians could get a sense and feel about how everything rang true and was real to them and their life by reading through Orley's stories and experiences."

Sid Salter, MSU chief communications officer and public affairs director, knew Hood for many years. Salter noted that Hood was a big fan of MSU basketball legend Bailey Howell, whom Hood referred to as "my first hero" in a column he wrote in October 1997.

Hood wrote, "All these years, I've kept that windbreaker stored in plastic. Last year, I gave it to my 10-year-old. I told him how important it was to me. I told him about Bailey. I told him it was the only autograph I've ever gotten. That it was the only one I ever wanted."

To read this and other Hood columns, visit http://msfame.com/category/orley/.

Hood's wife and fellow Mississippian, Mary Ann Hood, also shared fond memories of her husband. She said he remained a strong, committed family man up until his death on Feb. 21, 2014 at age 65 from complications of acute myeloid leukemia.

Hood wrote for The Meridian Star, Memphis Commercial Appeal and Jackson Daily News as a sportswriter, columnist, sports editor, Southern Style editor, senior editor and features editor. He later joined The Clarion-Ledger in Jackson, where he wrote features and a general interest column.

In addition to being a talented journalist, Hood said her husband was great at relating to people.

"Many of the things he wrote about -- our family and the experiences we were having -- readers were having, too. He just made it a lot funnier for them," Mary Ann said. "Orley loved talking to people. A simple trip to the grocery store for a gallon of milk could take an hour because he would run into somebody that he had to talk to."

She said along with loving sports -- especially soccer, which sons Hunter and Tucker played -- her husband was an avid walker. Even after being diagnosed with leukemia

in 2011, Hood maintained a walking diary he began nine years prior. He ultimately recorded 22,176 miles, or a little more than 2,000 miles a year.

Billy Watkins, features columnist and storyteller for The Clarion-Ledger in Jackson, also praised Hood for his kindness toward others and ability to "paint pictures" with his writing.

"I loved Orley Hood. The man changed my life. Whenever I finished reading his columns, I would say 'I wish I'd written that,'" Watkins said. "I worked with him in sports and features every day for more than 25 years, but I never got over being in awe of Orley. I'm still in awe of Orley. He's my hero."

Orley Hood knew more than journalists' bylines; he knew them as people, Watkins said.

Mary Ann officially presented Keenum with her late husband's papers, which are becoming part of the Mississippi Journalism Collection housed in the library's Special Collections Department Manuscripts Division.

In return, Keenum presented her with a cowbell signifying the Hood family becoming part of the Mississippi State Bulldog family.

North Carolina

Student Groups Wage "Penny Wars" to Support the NCSU Libraries

For the second straight year, the Homecoming Committee has selected the NCSU Libraries as the beneficiary of its annual Penny Wars fundraiser. All donations of pennies—as well as any other coins and bills—collected on the Brickyard during the week of Oct. 24-28 will support the Fund for Library Excellence.

Last year, students raised almost $2,160 for the Libraries, just from the spare change in their pockets. Thirteen groups participated, each placing a bucket on the Brickyard for students to drop coins into. Sigma Nu and Delta Gamma formed a spirit team to raise the most money during the initiative.

Then, NC State alumnus ('03) Wilson White, Public Policy & Gov't Relations Senior Counsel at Google and member of the Friends of the Library Board of Directors, more than doubled the students' impact by providing an additional gift to bring the total amount raised to $4,500.

This year, two winning teams—one from Spirit Week and one not participating in Spirit Week activities—will get an ice cream social and a chance to nominate a name for the unnamed bookBot during the Libraries' #sadbookbot campaign. All money raised through Penny Wars will again be matched by a generous donor, doubling the impact of student contributions.

Making Data By Hand

What do contact mics and Arduinos have to do with gathering and analyzing data? Everything, as it turns out. The D. H. Hill Library Makerspace hosted three free workshops for NC State students and faculty—in a series called "The Art of Making Data"—on September 29-30 that connected maker culture to data science.

- *The Art of Making Data: Quantifying Touch*: used an Arduino and sensors to gather data on simple human hand gestures: pressing a button, turning a dial, and waving a hand in front of an electronic eye. We will setup the Arduino to save data in a manner that allows us to use the digitized records for statistical analysis.

- *The Art of Making Data: Quantifying Sound*: built a simple contact microphone and record sounds using Audacity. Audacity was set up to save sound data so that the digitized records can be used for statistical analysis.

- *The Art of Making Data: Quantifying Attitudes and Emotions*: An audience response meter was built using an Arduino to capture audience emotional responses to a video. Data was matched to the content of the video so that a statistical analysis of the resulting data could be conducted.

All workshop materials and software were provided, including an online SAS Studio account for statistical analysis.

The workshops coincided with the first of a series of Data Science Initiative "Red Talks." Dr. Elliot Inman delivered "Quantification: The Art of Making Data" on September 28. Inman is a Manager of Software Development for SAS Solutions OnDemand and an NC State alumni. He has analyzed a wide variety of data in areas as diverse as the effectiveness of print and digital advertising, social service outcomes analysis, healthcare claims analysis, and basic scientific research on human memory and cognitive

processes. Inman also co-taught the workshops with NC State students Aaron Arthur and Olivia Wright.

The "Red Talks" continued with Dr. Laura Haas' "The Power Behind The Throne: Information Integration in the Age of Data-Driven Discovery" on Oct. 18 and Dr. Jeff Leek's "Is Most Published Research Really False?" scheduled for Nov. 2.

Renovated Spaces, New Furniture in the D.H. Hill Library

As students and faculty settle into the fall semester's routine, they might notice a variety of changes at the D. H. Hill Library. After listening to library users' needs, the NCSU Libraries staff has been busy all summer creating new learning and studying spaces, improving furniture, and even making the world a little greener.

The new Faculty Research Commons (FRC) on the second floor of the west wing boasts salon-style gathering spaces with elegant seating and a range of tech-equipped meeting spaces. The corridor outside the FRC has new benches, power outlets, laptop tables, and markerboards. Faculty love the FRC at the James B. Hunt Jr. Library—now they have one at D. H. Hill!

After the Libraries' Student Advisory Forum tabbed more workspaces as a top priority in spring meetings, a processing and storage area has been transformed into three new study rooms—a total of 42 new seats for students. These spaces feature A/V, soundmasking, and window shades. The walls and tables are fully writeable as well.

Students are already enjoying the brightly-colored Steelcase "Brody" carrels in two second-floor locations—in the south tower near the bridge to the east wing and in the north tower facing Hillsborough Street. More Brodys are destined for the third floor, near the new group study rooms.

A cluster of new Knoll "Antenna" workstations has been added to the second floor's north tower near the Unity Lab, updating the specialized engineering (Linux) computer workspace.

Two new Music Rooms have been added to the Digital Media Lab, bringing the total to four. These are fully equipped for creating and mixing music, recording voiceovers, transferring audio from analog formats, and editing digital media with full 88-key MIDI controller/keyboards, professional microphones, turntables, cassette decks, sequencers, drum pads, digital audio workstations, and media editing tools and software. Documentation regarding room use is provided for users upon check-in.

A water bottle filling station, featuring a digital display that tells how many plastic bottles have been "saved," has also been added. Another Student Advisory Forum suggestion, the bottle filling station is partially funded by a university Sustainability Grant.

New seating in the Ground Floor Reading Room includes Bernhardt "code" banquettes and Herman Miller Eames chairs, plus more writeable tables. The ConeZone has new flooring, furniture, and lighting, and two new markerboard alcoves nearby are already getting a lot of use.

The ITTC Lab 2 room on the second floor has also undergone a full renovation, complete with new furniture, two new projectors, tons of wall-mounted flat-screen monitors and whiteboards, new lighting, and a new bright red carpet!

More changes in D. H. Hill are on the way. New lockers with integrated power and USB ports are slated to be installed, as well as charging lockers. New furniture is on the way for the Technology Sandbox and the Collaborative Conference Room (CCR).

NC LIVE's Digital Library Helps North Carolinians Succeed, 24 Hours a Day

A college student in Cherokee County is learning Japanese on her smartphone, while in Raleigh a mother starts her last semester of college with a 3.9 grade point average. An entrepreneur in Stokesdale has a utility patent granted, while a small business owner in Mooresville opens her first retail store. Each credits part of their success to their library, and the tools and information they can access online, anytime, for free through NC LIVE.

These stories and other have been collected in NC LIVE Impact, a new digital library awareness campaign showcasing how residents use North Carolina's digital library resources to get the information they need to meet their goals---twenty-four hours a day, from any device.

The state's 201 public and academic libraries have collectively funded the NC LIVE online library since 1998 to ensure every resident has access to quality research materials, streaming videos, and ebooks. The digital library also includes tools for everything from competitive business analysis and market research to academic and professional test prep, genealogy research, and language learning.

All of these resources are costly, but licensing and managing them collectively saves libraries time and money. "NC LIVE spends $3.4 million a year to provide access to content that would cost our member libraries $23 million to acquire on their own. This partnership creates tremendous value for libraries of all types and sizes," notes NC LIVE Executive Director Rob Ross.

The Impact campaign will run through the end of March 2017, during which time NC LIVE and member libraries will promote digital resources and highlight how they have helped North Carolinians achieve their goals. The campaign includes social media messaging and public radio underwriting to spread the world about NC's own digital library.

Individuals can learn more and donate to the NC LIVE Foundation at www.nclive.org/impact.

Banned Books Take the Stage

Over half of all banned books are by authors of color or contain events concerning diverse communities. That's according to the American Library Association (ALA), sponsor of the annual Banned Books Week (September 25-October 1), a national celebration of and focus upon literature facing censorship, as well as the intellectual freedom issues around it.

Since 2011, the NCSU Libraries has celebrated Banned Books Week with "Banned Books Onstage," an annual staged reading of scenes and monologues from banned and challenged books. This year's selections highlighted writers of color whose work has been banned or challenged. The event was co-presented by the NCSU Libraries, University Theatre, and the Alpha Psi Omega (ΑΨΩ) National Theatre Honor Society.

While many current NC State students might associate book-banning with bygone eras, it routinely continues throughout the United States. In what became a high-profile battle in 2013, the Randolph County (NC) School Board ordered Ralph Ellison's classic *Invisible Man* removed from school libraries after a parent found its language and sexual content objectionable. Only after public outcry from teachers and parents, and national attention on sites like gawker.com, did the board reverse its decision and restore the book to libraries and the county's summer reading list.

Within the last several years, books by other authors of color which have been banned include Jessica Herthel and Jazz Jennings' *I Am Jazz*, Marjane Satrapi's *Persepolis*, Toni Morrison's *The Bluest Eye*, Khaled Hosseini's *The Kite Runner*, and Sherman Alexie's *The Absolutely True Diary of a Part-Time Indian*.

"Banned Books Week is important because it gives us a chance to recognize and appreciate the importance of intellectual freedom," says Darby Madewell, an organizer of and performer in "Banned Books Onstage," and an Electrical Engineering junior. "This year, we get to focus on the importance of diversity as well."

"Approximately 50% of banned books are written by authors of color or contain diverse content, while only something like 15% of books published per year are written by authors of color. Why are books by colored authors so disproportionately banned?" Madewell adds.

The top ten most challenged books of 2015, as compiled by the ALA, are:

- *Looking for Alaska*, by John Green (Reasons: Offensive language, sexually explicit, and unsuited for age group)
- *Fifty Shades of Grey*, by E. L. James (Reasons: Sexually explicit, unsuited to age group, and

other: "poorly written," "concerns that a group of teenagers will want to try it")
- *I Am Jazz*, by Jessica Herthel and Jazz Jennings (Reasons: Inaccurate, homosexuality, sex education, religious viewpoint, and unsuited for age group)
- *Beyond Magenta: Transgender Teens Speak Out*, by Susan Kuklin (Reasons: Anti-family, offensive language, homosexuality, sex education, political viewpoint, religious viewpoint, unsuited for age group, and other: "wants to remove from collection to ward off complaints")
- *The Curious Incident of the Dog in the Night-Time*, by Mark Haddon (Reasons: Offensive language, religious viewpoint, unsuited for age group, and other: "profanity and atheism")
- *The Holy Bible* (Reasons: Religious viewpoint)
- *Fun Home*, by Alison Bechdel (Reasons: Violence and other: "graphic images")
- *Habibi*, by Craig Thompson (Reasons: Nudity, sexually explicit, and unsuited for age group)
- *Nasreen's Secret School: A True Story from Afghanistan*, by Jeanette Winter (Reasons: Religious viewpoint, unsuited to age group, and violence)
- *Two Boys Kissing*, by David Levithan (Reasons: Homosexuality and other: "condones public displays of affection")

NCSU Libraries Part of Data Science Grant from IMLS

Chris Erdmann, Chief Strategist for Research Collaboration at the NCSU Libraries, is part of the multidisciplinary team awarded a $97,911 grant from the Institute of Museum and Library Services (IMLS) through their Laura Bush 21st Century Librarian Program. Headed up by researchers at the University of Pittsburgh, "The Data Scientist as the 21st Century Librarian?" will provide recommendations about the data-science skills that librarians need, and build model data science training for research librarians.

Erdmann's participation adds to the NCSU Libraries' portfolio of leadership efforts to train librarians in partnering with researchers across the lifecycle of their work through such in-house programs as the Data and Visualization Institute for Librarians.

"One challenge that I am particularly interested in exploring with my colleagues is what guidance can we give to library administrators thinking about incorporating data science tools and methods into their workflows and services," Erdmann says. "By being more aware of the amount of work that is involved, management can incorporate learning opportunities within the daily operations of the library and foster library environments where data science initiatives can thrive."

The project team includes University of Pittsburgh Visiting Assistant Professor Matthew Burton and Visiting Professor and Interim Doreen E. Boyce Chair Liz Lyon, as well as

Bonnie Tijerina, researcher at the Data & Society Research Institute in New York City. The team will convene a cross-disciplinary national forum to discuss how data science can be used in libraries. The project's outcomes include a roadmap for continuing education in data science for librarians, guidance for library administrators managing data-intensive teams, and an overall vision for utilizing data science in libraries.

The National Digital Platform is not an organization or piece of hardware, but a way of thinking about the digital capability and capacity of libraries and museums across the U.S. It combines software applications, social and technical infrastructure, and staff expertise to provide digital content, collections, and related services to users.

Hunt Library Wins "New Landmark Libraries" Award

Citing its role as an "innovation incubator," *Library Journal* has chosen the James B. Hunt Jr. Library as one of its five "New Landmark Libraries" for 2016.

The magazine recognizes a handful of outstanding academic libraries according to a different theme each year, this year's theme being the "Learning Life Cycle." Submissions were solicited from academic libraries across North America with construction, expansion, or major renovations completed between 2012 and 2015. A six-judge panel of professionals from the library, design, and architecture fields chose the winners.

In addition to Hunt Library and its architects, Snøhetta, *Library Journal* honored the James Branch Cabell Library at Virginia Commonwealth University (architect: Shepley Bulfinch), the Odegaard Undergraduate Library at the University of Washington (Miller Hull Partnership), the Mary Idema Pew Library Learning and Information Commons at Grand Valley State University in Allendale, MI (Stantec Architecture), and the Charles E. Shain Library at Connecticut College (Schwartz/Silver Architects).

"These five winners inspire by illustrating the creativity, innovation, and imagination that can spring from even the most modest budget," the magazine wrote in their announcement. "The trends, ideas, and methods provide inspiration for other projects and efforts, large or small. Public and school librarians as well as academics will gain from these efforts—several honorees feature public-private partnerships or provide regional services."

"The 2016 landmarks are leaders, shaping the future of the educational experience on their campuses and in their communities."

A listing of the winners, as well as a description of the award criteria, is available at: http://lj.libraryjournal.com/2016/09/buildings/lbd/learning-life-cycle-new-landmark-libraries-2016/.

Charlotte Mecklenburg Library Expands ONE Access™ Program with Charlotte-Mecklenburg Schools

In an expansion of a groundbreaking initiative launched last school year, the Charlotte Mecklenburg Library is adding new benefits for Charlotte-Mecklenburg Schools students and educators to its highly successful ONE Access™ program. This year, CMS teachers and staff will be given Library E-accounts, and the Library is piloting a student mobile hotspot lending program with Sprint to address the challenges faced by students in homes without internet connectivity.

The ONE Access initiative was launched in fall 2015, when more than 146,000 students in CMS' 168 schools were given public library accounts that they could easily use with just a CMS student ID number. The initiative was named ONE Access because one number—a CMS student ID—was the only number a student needed to remember to access the wealth of resources of the Charlotte Mecklenburg Library. Details were announced in a fall 2015 media briefing, and the program was immediately embraced. By December 2015, more than 100,000 students had used their ONE Access accounts.

"A great deal of planning went on last year to get ONE Access off the ground," notes Library CEO Lee Keesler. "The Library and CMS articulated shared goals, coordinated technical systems, and partnered to encourage students to use their ONE Access accounts—even in the summer. We're pleased to be able to expand the program to include CMS staff."

"When we were asked to create ONE Access E-accounts for the 18,000 CMS teachers and staff, we had no hesitation in agreeing to make it happen," says Director of Libraries David Singleton, "It's a natural expansion of the program to give access to the educators and staff who serve our students."

Beginning September 1, teachers and staff in the CMS system were able to use a unique ID as their ONE Access E-account, giving them instant access to all of Charlotte Mecklenburg Library's online resources, including e-books, research databases and online instructional course sites like Lynda.com. Teachers can find details on the Library's ONE Access web page, cmlibrary.org/oneaccess. The ONE Access account complements the Library's standard Teacher Loan Card program, available to all educators who teach in Mecklenburg County, which allows teachers to borrow up to 30 items for six weeks for classroom use (cmlibrary.org/teacher-loan-card).

"We are excited and thankful for the expanded literacy support every CMS student will receive as the ONE Access program continues to grow," said CMS Superintendent Ann Clark. "Together we can help all of our students graduate with the literacy skills they will need for college and career success."

The Library is also piloting new ONE Access initiatives with the aim of testing solutions for the educational challenges that exist beyond the walls of schools and libraries. One of these challenges is lack of internet access in many Charlotte-area households, locking students out of learning after the school day ends. This school year, Sprint and Charlotte Mecklenburg Library have made a commitment of offering 150 free, wireless hotspots to CMS students to stay connected at home. The Library hopes the pilot program can be expanded to ensure no child or family is left behind.

"When public schools and public libraries partner with technology providers like Sprint, we expand exponentially the opportunities for students to learn," says Keesler. "They deserve no less."

NCSU Libraries Demos Virtual Reality Gear for Lending

Have you ever paddled down the Amazon River without leaving campus? Floated through a landscape? Painted on the air around you? Then you haven't experienced virtual reality, an entertainment and educational platform that's quickly growing in popularity.

The NCSU Libraries is offeed a fun chance to try out the VR gear that it's now lending. "Virtual Friday," was an opportunity to demo the Libraries' new virtual and augmented reality equipment.

Students and faculty can navigate virtual environments with gear like the Oculus Rift or HTC Vive VR headsets and the Microsoft HoloLens augmented reality device. You can also see Ricoh Theta S 360° cameras in action, learn about the range of VR programming software available, and try out different sorts of Google Cardboard viewers with your phone. Libraries staff will be on hand to assist users with the equipment.

Although most people currently associate VR with gaming, the platform is already finding applications in education, medicine, industry, and the sciences. "You can potentially retain more from virtuality reality learning," says Pete

Schreiner, a Libraries Fellow working on the Virtual Reality Support initiative. "It can provide a direct experience, rather than a strictly informational experience."

Schreiner points to educational VR applications such as distance education, but also notes therapeutic uses for stage fright and PTSD, surgical training applications, and simulation training for responders during high-risk events.

VR gear currently available for lending:

- 4 Oculus Rift headset units available for seven-day lending (two at the Hunt Library; two at D. H. Hill).
- Ricoh Theta S 360° cameras are currently available for walk-up lending at both main libraries (seven-day loan).
- VR-related software, including Unity, Blender, and Autodesk Maya, is available on various Libraries computers.
- The Makerspace at D. H. Hill has 3D scanners to make models to bring into VR environments.

Available later this semester:

- Each library will have one Oculus Rift paired with a dedicated Alienware laptop for in-library use (four-hour loan).
- Microsoft HoloLens augmented reality unit for in-library use at D. H. Hill (four-hour loan).
- Google Cardboard viewers for walk-up lending (seven-day loan).
- HTC Vive at both main libraries.
- High-resolution 360° video support through GoPro, and stitching software.

"Making Space" Series on Women in STEM Now in its Second Season

The NCSU Libraries launched its fall slate of events for its "Making Space" series with a hands-on podcast workshop and public talk by "Criminal" podcast co-creators Phoebe Judge and Lauren Spohrer on August 24.

Building upon its highly successful first season, the "Making Space" series aims to close a persistent gender gap across STEM fields. "Making Space" public talks raise awareness among women about access to tools and technology and the scientific and creative fields that use such resources. These workshops lower barriers to entry for first-time users of makerspaces and serve as networking events for women in the NC State community.

"Criminal," a true-crime broadcast that tells "stories of people who've done wrong, been wronged, or gotten caught somewhere in the middle," won last year's Third Coast International Audio Festival "Best Documentary" award.

"So many of us are so close to touching or being touched by crime but we go through life just escaping it," Judge noted when asked about the subject of their podcast. "That can change at any moment. We were interested in the line that separates our everyday life from this other world."

Judge and Spohrer, public radio mainstays familiar to Triangle-area listeners, held a podcast workshop with participants brainstorming themes and topics, discussing how to find and develop story ideas, and learning tricks of the trade for creating compelling interviews and narratives.

Later that day, Judge and Spohrer gave a talk about founding "Criminal" while working day jobs in public radio and their decision to join Radiotopia from PRX in order to make "Criminal" full time. They also discussed the challenges of their independence and the freedoms and limitations of the podcast medium.

"We wanted to make a point in saying 'We are going to be a female-hosted podcast, but not *just* a female-hosted podcast. We're going to be a female-run business.'" Judge points out that while listeners don't necessarily find two female hosts to be a novelty, there are things that she and Spohrer do to make the show run that all too often surprise people.

"There are these ways that people think that women can't be doing every aspect of this show. They automatically assume that a man must be doing these rather technological aspects. But we do everything. We've taught ourselves every aspect of doing a podcast. There's no man hiding in a closet here."

But gender equity is not the only issue facing the podcast world according to Judge. "I do think that more women are entering this space and proving themselves in terms of the popularity of their podcasts. This is 2016--the evidence is out there that we're doing it, so let's move on to a better conversation. And that better conversation should be about the lack of diversity in podcasting. What are we going to do about the fact that there are so many white people out here in the podcasting world?"

"Making Space" continues throughout the fall semester with a September visit from BuzzFeed's Christine Sunu, the GE Internet of Things (IoT) Fellow at the Open Lab for Journalism, Technology, and the Arts, for a talk and workshop on the IoT. GitHub's February Keeney, the Engineering Manager for the Community and Safety team, visits in November to talk about privilege and intersectionality in the sciences and to conduct a patchwork workshop.

Libraries Hosts Incoming Freshmen Women Engineers

"Who here has any experience with coding?" asks NCSU Libraries Fellow Lauren Di Monte. In a room of 50 incoming freshman women at an ESCape Camp hands-on wearables workshop at the James B. Hunt Jr. Library, about five hands go up, some tilting back and forth.

None of those hands belongs to Kaitlyn Sullivan, who lives just outside of Boone, or Courtney King, who grew up just north of Charlotte. They admit to a bit of intimidation about coding. "I feel like other people know more than I do—I'm like down here," Sullivan says, holding her hand next to her knee and laughing.

Sullivan, King, and the other incoming women engineers spent an afternoon in the Hunt Library Creativity Studio at tables strewn with materials from the NCSU Libraries Makerspaces. Di Monte's workshop in wearable technology acquainted them with conductive thread and Arduinos, as well as the basics of writing code, as part of the ESCape Summer Bridge Program--a weeklong orientation organized by the Women in Engineering Program (WIE) in the College of Engineering.

Over five days, the cohort of young women acclimated to campus, made connections with members of the NC State engineering community, and networked with industry representatives. Started in 2008, the ESCape camp helps participants start freshman year at full speed and feel completely equipped to pursue an engineering degree.

"ESCape is designed to support incoming female engineering students as they transition from high school to college," says Kesha Entzminger, Associate Director of Women and Minority Engineering Programs. "We hope that the relationships and community built will carry on as students participate in living-learning villages like WISE and Engineering Village, Engineering 101, and other student organizations."

Sullivan and King peck at their laptop for a few minutes and figure out how to program an Arduino to dim an LED light on and off. Their code is slightly wrong the first time, but they troubleshoot it and make the fix. While these women look like your average high school seniors enjoying their summer, they're already driven to succeed in their chosen field of study.

"If you graduate in engineering, you'll find a job," Sullivan says. "I know a lot of students who get business degrees and can't find jobs right out of school." King nods. "I just like all the math," she says. "I really liked Calculus and Physics, so this is great."

This summer, participants learned about the basics of campus life at NC State, as well as the possible outcomes of an engineering degree. They lived in a dorm, rode campus busses, ate in dining halls, visited the Thompson Hall Crafts Center, and did zumba in a Carmichael gym studio. They also met industry representatives from John Deere and toured facilities at NetApp in Research Triangle Park, Caterpillar in Clayton, and the Naval Air Systems Command (NAVAIR) at the Marine Corps Air Station Cherry Point in Havelock, NC.

"I'm really excited about this program, and I'm hoping it will help usher in a lot more," Di Monte says. "This event is the ESCape participants' first experience with the Makerspace and likely first experience with the Libraries. They'll be able to take home their Arduino boards and parts so that they can keep learning and experimenting."

Representative David Price Honors NCSU Libraries on Congressional Floor

The Libraries have been getting a lot of attention in the nation's capitol lately, after having been awarded the federal Institute of Museum and Library Services (IMLS) National Medal for Museum and Library Service this spring.

First Lady Michelle Obama presented the award in person to Vice Provost & Director of Libraries Susan K. Nutter and Associate Professor of Film Studies Dr. Marsha Gordon at a ceremony in the East Room of the White House in early June. Then Representative David Price, who wrote a letter of support for the Libraries' IMLS nomination, recognized the Libraries' accomplishment on the Congressional floor.

Price recently presented Nutter with a signed copy of the June 10, 2016 Congressional Record that includes the transcript of that recognition. NC State Chancellor Randy Woodson was also in attendance.

"The North Carolina State University Library system has transformed how libraries involve the community to understand, learn, and participate in a myriad of educational activities," Price said on the House floor. "The system strengthens North Carolina's K-12 education pipeline, increases the public's literacy, and prepares tomorrow's researchers with college- and workforce-ready skills.

"This library was one of the first to leap into the digital age," Price continued, "and has been a terrific example for other academic research libraries around the world. Their creative recruitment tactics for librarians and the crowdsourcing of ideas from student committees have made this library an invaluable asset to our state."

The IMLS award is the nation's highest honor for extraordinary public service, recognizing institutions that are valuable community anchors. NCSU Libraries is the first academic library to receive the award in a decade. The Libraries received a medal, a $5,000 award, national

recognition, and a visit from StoryCorps, a nonprofit that will capture stories from the NC State community and preserve them at the American Folklife Center at the Library of Congress.

South Carolina

Greenville County Library System Partners with SC Department of Commerce and Others for Launch of SC CODES Greenville

Greenville County Library System has joined forces with the South Carolina Department of Commerce and other area partners to tackle a critical employment gap in the state technology job market – the availability of skilled computer programmers.

The innovative approach of this new initiative, *SC Codes Greenville* (SC Codes), combines online learning, weekly in-person meetings and mentorship support to provide free, basic computer programming training to adults.

Enrollment in SC Codes is open to anyone 18 or older with a high school diploma or equivalent and includes an emphasis on serving population segments currently underrepresented in the technology industry—women, minorities and individuals who face barriers to employment.

"The SC Codes planning team focused on creating an accessible model that would open doors to computer programming and increase diversity in the technology industry," offers Brian Morrison, Discovery Services Manager at the Greenville County Library System. "By leveraging resources from multiple community partners, the program offers a support system to keep students motivated as they learn programming plus helps them address issues that could interfere with their success. We believe this model will foster student achievement, contribute to the vibrancy of our local technology community and ultimately support economic development in Greenville County and our region."

The project model offered by SC Codes has two primary components:

- Connecting students to a defined curriculum available through online learning resources such as freeCodeCamp.com, a free website that teaches programming, and Lynda.com, an online video library that's freely available through the Greenville County Library System.
- Hosting weekly program meetups, which will build peer communities among students and also connect them to volunteer mentors from the local technology industry for learning assistance and support.

Greenville County Library System is serving as the project lead for the initial year of **SC Codes** with a one-year funding grant of $40,000 from the South Carolina Department of Commerce. The SC Codes program model is based on Code Louisville, a similar program previously implemented in Louisville, Kentucky. Like Code Louisville, SC Codes is being developed with the idea of being scalable to other communities.

"*SC Codes Greenville* will light a spark with people unfamiliar with coding, and create new opportunities for a diverse group of students in the Greenville area to be competitive in the fast-growing digital economy." SC Commerce Secretary, Bobby Hitt.

In addition to the SC Department of Commerce, other partners in the SC Codes project include Greenville County Workforce Development and Women Who Code Greenville, a local chapter of a global nonprofit dedicated to inspiring women to excel in technology careers.

The SC Codes project headquarters will be located at NEXT on Main in the OpenWorks co-working space as part of the growing tech hub in the Bank of America building. SC Codes project will take an active role within the technology and entrepreneurial community with the goal of developing strategic relationships with computer programmers, software user groups, and employers.

PERSONNEL NEWS:

Alabama

Dr. Paul H. Spence, Professor Emeritus, University of Alabama at Birmingham, and founding Director of the UAB Mervyn H. Sterne Library has passed away. Dr. Spence served as President of the Southeastern Library Association from 1980 to 1982. He received the Honorary Membership Award in 1990.

Georgia

Kennesaw State University

The 2016 Georgia Library Association's Nix Jones Award was presented to **Dr. Linda Golian-Lui**, Kennesaw State University (KSU) Associate Dean & Department Chair and Librarian Professor, at the Georgia COMO/SELA Conference on October 6, 2016. This award is given to a Georgia librarian who has significantly contributed to the library profession. Dr. Golian-Lui has provided professional librarianship and leadership service to Kennesaw State University, the American Library Association, and the Georgia Library Association. She is grateful to nominator Lesley Brown, KSU Director of Access Services and Librarian Assistant Professor, and for the overwhelming congratulations from all members of the Kennesaw State University Library System.

Emily Williams is the new Metadata & Resource Management Librarian and Librarian Assistant Professor, in the KSU Technical Services Department. Her previous position was at Georgia State University.

Ashley Hoffman is now the eLearning Librarian and Assistant Librarian in the Reference and Instruction Department at KSU. Formally, she was a member of the KSU Access Services Department.

UNC Chapel Hill

The University Library is pleased to announce three recent appointments.

Monica Figueroa is the new Music Cataloging Librarian in the Library's Resource Description and Management department. In this role, Monica will manage the music cataloging unit and work closely with the Music Library to catalog scores and sound recordings. She will also supervise staff and graduate students within the department.

Monica previously was the assistant state publications cataloger at the State Library of North Carolina in Raleigh.

She holds an M.S. in library and information science from Syracuse University, an M.A. in ethnomusicology from the University of Chicago, and a bachelor of music in horn.

Jessica Venlet has joined the staff as Assistant University Archivist for Records Management and Electronic Records. Jessica will work with departments and offices across the University, providing training and consultation on records management and the transfer of official records to the University Archives. She will also provide expertise within the Library on the acquisition, appraisal, and preservation of electronic collections.

Jessica brings experience from MIT Libraries in Cambridge, Massachusetts, where she worked as a Library Fellow for Digital Archives, assisting with the overall expansion of the digital archives program, including development of web archiving policy and workflow.

She holds an M.S. in information, preservation of information, from the University of Michigan and a B.A. in English literature from Aquinas College in Grand Rapids, Michigan.

Alice Whiteside is the new Head of the Joseph C. Sloane Art Library. Alice will oversee the daily operations of the Art Library and serve as the primary library liaison to the art department and the Ackland Art Museum. She will develop research collections, provide specialized research and instructional services, and promote the Art Library's collections and services.

Alice holds an M.S.L.S. from the University of North Carolina at Chapel Hill and a B.A. in art history from Bard College in Annandale-on-Hudson, New York.

She previously worked as the reference and instruction librarian at the Rhode Island School of Design in Providence, Rhode Island. She also brings experience in reference and library instruction from Mount Holyoke College in South Hadley, Massachusetts, and from Pennsylvania State University.

Sarah Michalak, University Librarian and Associate Provost for University Libraries at the University of North Carolina at Chapel Hill, has announced that she will retire on Dec. 31. Michalak has been Carolina's library director since 2004.

"In more than a decade of service, Sarah successfully transformed the library to meet a new information era," said Executive Vice Chancellor and Provost James W. Dean Jr. "We appreciate her leadership and her unwavering commitment to providing the best library collections and services for Carolina's faculty, staff, and students."

"It has been an honor to lead Carolina's libraries into this new era and to help make possible many innovative and forward-looking ideas—so many of which originated with our outstanding library staff," Michalak said.

Before coming to UNC, Michalak was Director of the J. Willard Marriott Library at the University of Utah from 1995 to 2004. In her 46-year career in public academic libraries, she has also held positions at the University of Washington, the University of California, Riverside, and the University of California, Los Angeles, where she earned her M.L.S.

Deputy University Librarian **Carol Hunter** will serve as Interim University Librarian, effective January 1, 2017. A search committee will soon begin work to find a new University Librarian.

North Carolina State University

Emily Lynema named 2016 EDUCAUSE Rising Star

"Every time you search for resources in the library catalog and easily find what you're looking for, in addition to other resources you didn't know existed, you have Emily Lynema to thank."

When Lynema, NCSU Libraries' Associate Head of Information Technology and Director of Academic Technology, came to NC State, online search used the same information system the old-school wooden cabinets full of 3x5 cards used. Lynema led the effort to reinvent search with user-focused ideas from e-commerce and web retail in NCSU Libraries' groundbreaking Endeca catalog, launched in 2006.

"Emily was the first person to do that, and now it's ubiquitous," says Jill Sexton, NCSU Libraries Head of Information Technology. "It's in every single library. It just swept across libraries all over the world, and that's not an exaggeration."

Lynema has been recognized with the EDUCAUSE 2016 Rising Star Award for her body of work over a decade at NC State, which includes foundational work in next-generation catalog search and leadership in the development of the James B. Hunt Jr. Library's technology-rich spaces.

EDUCAUSE, a national nonprofit of higher-education IT leaders and professionals, gives its annual Rising Star Award to an emerging leader in higher-ed IT whose work has grown the profession and increased levels of leadership and responsibility. Previous recipients have been information services vice provosts and IT directors for entire universities. Lynema is the first IT librarian to be named the EDUCAUSE Rising Star.

"It's unusual and noteworthy," Sexton says of this distinction. "We're known as one of—if not the most—technologically innovative libraries in the country. Something like the Hunt Library wouldn't have been possible without having a dedicated IT staff and leaders like Emily."

IT departments in academic libraries are often outsourced to their university's centralized IT department. The NCSU Libraries, however, has a dedicated IT group that drives innovation in its tech spaces and helps students, faculty, and researchers integrate those technologies into their learning and teaching.

"EDUCAUSE is the leading professional organization for Information Technology in Higher Education," Sexton says. "NC State's IT community is very active in EDUCAUSE. When they hear that Emily's won this award, they'll be really impressed—and really proud."

A sea change in the world of academic and public libraries, Lynema's Endeca methodology and interface for the NCSU Libraries catalog brought search into the 21st century and garnered widespread recognition, including a 2007 "Movers and Shakers" award from *Library Journal.* Features such as relevance ranking, spelling corrections, and on-the-fly filtering and limiting of results had never been done before.

"It made library systems a lot more user-friendly, and it made it a lot easier for people to find the materials that are of interest to them," Sexton notes. "And Emily led the first effort to develop that kind of system in a library."

Lynema also spearheads the development of the Hunt Library's spaces for large-scale visualization, immersive displays, and game development and testing. These spaces have brought international recognition to NC State, and Lynema's future vision aspires toward more engagement and interactivity, including programming applications involving 3D visualization, acoustic modeling, and sensor systems.

"Emily and the staff she leads are a major reason why the Hunt Library, since its opening in 2013, has received international attention for its industry-leading technology plan and the competitive advantage that plan has afforded NC State's students and faculty," writes Vice Provost and Director of Libraries Susan K. Nutter in a nomination letter. "Emily is constantly engaging with the library and technology worlds for the betterment of our users and the profession."

Lynema currently oversees the Discovery Systems unit, which develops core business applications for resource discovery, delivery, and wayfinding, and the Academic Technologies unit, which supports faculty and student use of advanced technologies for research, teaching, and learning, and provides in-depth assistance for faculty projects.

Lynema recently served as a co-PI, with members of NC State's Engineering, Design, and Computer Science departments, on the Adaptive Learning Spaces and Interactive Content Environments (ALICE) project, which explores transformative ideas in content delivery and wayfinding in learning spaces using such tools as beacon technology. Imagine walking up to an exhibit in a museum and having personalized information served to your phone based on your language or knowledge level.

Lynema will attend the EDUCAUSE Annual Conference in Anaheim next month, where she will receive special recognition in a session that will highlight her unique accomplishments. She will also earn an EDUCAUSE digital badge, which marks a person's ongoing community engagement, professional development, and accomplishments.

UNC Greensboro

Jenay Solomon has been appointed as the 5th Diversity Resident at UNC Greensboro. She comes to UNCG after earning her her BA in English from the University of Nebraska-Lincoln and her MLS from Emporia State University.

Kayla Johnson joined the University of North Carolina at Greensboro as a First Year Instruction Librarian in the Research, Outreach and Instruction Department. She was previously Research and Instruction Librarian at The University of Alabama.

BOOK REVIEWS

Kentucky Bourbon Country: The Essential Travel Guide. Susan Reigler. Photographs by Pam Spaulding and Carol Peachee. Lexington: University Press of Kentucky, 2016. ISBN 978-0-8131-6806-7. (pbk.:acid-free paper). $16.24. 237 p.
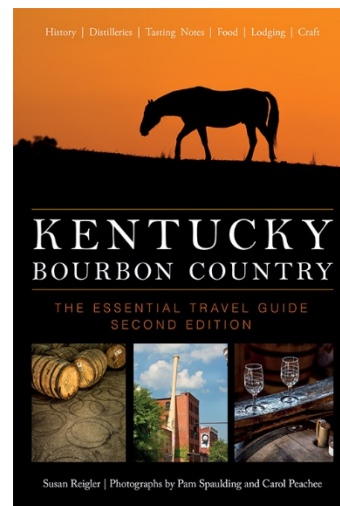
The contents of this monograph about Kentucky and its bourbon include Contents, Introduction, Chapters: 1. Bourbon Basics: Made in America, 2. Louisville: The Beginning of Bourbon Country, 3. Frankfort and Midway: Buffalo Trace and Woodford Reserve, 4. Lexington and Horse Country: Town Branch, 5. Lawrenceburg: Four Roses and Wild Turkey, 6. Bardstown: The Kentucky Bourbon Festival, Barton 1792, Heaven Hill Bourbon Heritage Center, Willett/Kentucky Bourbon Distillers, Maker's Mark, and Jim Beam, 7. Kentucky Bourbon Trail Craft Tour, Acknowledgments, Appendix A: More Resources for Bourbon Lovers, Appendix B. Bourbon Retailers, Glossary: The Bourbon Lexicon, Index, and About the Author and Photographer. This work reveals wonderful areas to visit in Kentucky and the making of Kentucky bourbon. The author Susan Reigler is an employee of Indiana University Southeast and lives in Louisville. Ms. Reigler has written other books about Kentucky including *The Complete Guide to Kentucky State Parks*. She also wrote on travelling for the *Louisville Courier-Journal*. Photographer Pam Spaulding worked as a photographer for *Louisville Courier-Journal* and contributed pictures in *The Complete Guide to Kentucky State Parks*. Photographer Carol Peachee authored *The Birth of Bourbon: A Photographic Tour of Early Kentucky Distilleries*. Ms. Peachee assisted in the establishment of the Kentucky Women's Photography Network. The writing details of Kentucky bourbon making facilities, the beautiful Kentucky scenery, and lovely places to stay and eat intrigue people to holiday in Kentucky. Most bourbon creating facilities are in mid-Kentucky and seen in three days.

This work also supplies telephone numbers, internet websites, street addresses, and low to high prices for numerous Kentucky tourist attractions and distilleries. The tour of Kentucky compendium furnishes the times attendants show distilleries and what bourbon and alcoholic products are sold. Fabulously shared are the distilleries that give complimentary samples. Descriptions of the distilleries and milieus to eat and sojourn include easy to follow directions. A Kentucky guest can easily carry this splendid Kentucky tourist manual while looking for a distillery to visit or other delightful Kentucky attractions. Disclosed are Kentucky places like the capitol of Beaux-Arts architecture, Marriott Louisville East, Brown Hotel, 21C Museum Hotel, the Old Taylor Distillery similar to a castle with picturesque gardens, The Headley-Whitney Museum, Holly Hill Inn, Locust Grove, and former Speaker of the House and Secretary of the State Henry Clay's palatial residence Ashland. Other pleasant lures are Federal Hill mansion in My Old Kentucky State Park, Beaumont Inn, Maker's Mark Distillery adorned with an arboretum and a glass ceiling of flowers, Abraham Lincoln Birthplace National Historical Park, Old Frankfort Pike, Gratz Park Inn, Pendennis Club, a Romanesque tourist bureau in Richardson, and a Bourbon Festival. The book cover draws readers with bright colorful photographs of the intriguing Louisville Slugger Museum with its seven story baseball bat, interesting barrels aging bourbon, glamorous bourbon glasses, and a single beautiful black horse against a dazzling orange sky.

Approximately one hundred sixty-six vibrantly colorful photographs of Kentucky intrigue holidaymakers. A glossary reveals sixty-six bourbon terms. To obtain extra data on the subject of bourbon, impressive "Appendix A: More Resources for Bourbon Lovers" lists fifteen books, five magazines, eleven websites and blogs, and four organizations. "Appendix B: Bourbon Retailers" tells of eight places in Louisville to purchase bourbon and possibly try at no cost, five locations in Lexington, three stores in Bardstown, and two sites in Frankfort. A serviceable map indicates the locations of fifteen distilleries in Bardstown, Frankfort, Lawrenceburg, Clermont, Loretto, Versailles, Lexington, and Louisville. Another map designates the sites of ten distilleries in Lexington, Paris, Bowling Green, Louisville, Lebanon, Pembroke, Newport, Danville, Bardstown, and Maysville.

Complete narratives of the distilleries divulge hours, types of bourbons, other kinds of spirits, chief executive, master distiller, owner/parent company, tours, what's special, history, the tours, history, travel advice, the bourbon, and products. *Kentucky Bourbon Country: the Essential Travel Guide* is ideal for academic and public libraries. The recommended audience is people interested in Kentucky and bourbon and its history.

Melinda F. Matthews
University of Louisiana at Monroe Library

The Risen. Ron Rash. New York: HarperCollins Publishers, 2016. ISBN 9-780-0624-3631-3. $25.99 272 p.
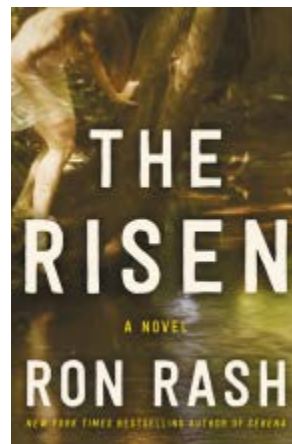
"Each spring the hard rains come and the creek rises and quickens, and more of the bank peels off, silting the water brown and bringing to light another layer of dark earth…Decades pass. She is patient, shelled inside the blue tarp." (p.1)

On a warm pleasant evening in Charlotte near 7 pm, a crowd gathers to enter Park Road Books, hoping to find a seat in the back of the shop to see and hear beloved Southern Appalachian writer, Ron Rash, talk about his latest novel, "The Risen". Many of them have already purchased and read Ron Rash's latest offering of life as he knows it in the small towns and mountain villages he calls

home. They are here to enjoy a reading of a passage or two, expectant that the sound of his voice and the emphasis he places on his own words will resonate beyond the small space they share.

Many in the room probably believe that when life ends one rises to the heavens and all pain and sorrow from life's days are washed away. "The Risen" presents family and friends whose lives were troubled, tormented, afflicted by deep sorrows, earned regrets and woes of the world. With subtle introductions, the scenes are set to draw us into characters we recognize in ourselves and in our loved ones. Who was Bill, who was Eugene, who was Ligeia, who was Nebo? If Eugene is the main character, is he always "in trouble"? Is one of those characters to be the one who is "The Risen", what does Rash want us to know about pain and sorrow being washed away?

Leaving the "book signing" that evening, those filing out of the shop into the warm night, carry their signed books with quiet dignity. Knowing respect for the departed is expected in this southern town not far from the Appalachian mountains of Ron's life.

Through a compelling and fast moving journey, the author takes his readers forward and backward through events that hook us to the two hundred and fifty three pages. Reading it in one night just as I did with "One Foot in Eden" is another night I will always remember. It is my hope you will follow this author and his beautiful deep love of his Appalachian mountain home.

Carol Walker Jordan, Ph.D.
University of North Carolina, Greensboro

The Travelers' Charleston: Accounts of Charleston and Lowcountry, South Carolina, 1666-1861. Edited by Jennie Holton Fant. Columbia, South Carolina: The University of South Carolina Press, 2016. ISBN 978-1-61117-584-4 (Hardback). $49.95. 392 p.
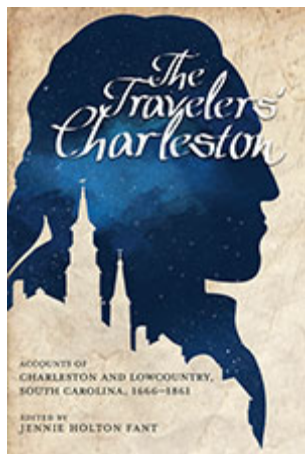
The lowcountry of South Carolina has long held sway over all who have lived there, but surprisingly, those from outside of the South often offer the most interesting perspectives on the region. *The Travelers' Charleston: Accounts of Charleston and Lowcountry, South Carolina, 1666-1861,* edited by Jennie Holton Fant, chronicles the discovery of the Carolinas in the mid-seventeenth century until the beginning of the American Civil War, primarily focusing on Charleston. The city was an increasingly popular destination for American and European travelers who came to observe, to write, and to experience the lowcountry culture. These visitors often recounted their impressions of this exotic locale, as well as their struggle to understand how a region of such charm and beauty could also perpetuate the injustices of slavery. Fant has chosen sixteen firsthand accounts written by a variety of travelers over a two-hundred-year period, and she provides rich historical context for each narrative. Through her well-researched selections of writings, she offers the reader a broad social and historical lens for the often contradictory opinions of lowcountry visitors.

The first accounts of the area describe a lush wilderness with unique geography (rivers, islands, and inlets), which early English explorers considered extremely desirable for colonization. Teaming with fish and animal life, as well as rich pastureland and forests, it was an "earthly paradise." Yet when surveyor and naturalist John Lawson came to the region in the early 1700s, he noted that natural resources were already being depleted and the Native American population was suffering from European encroachment and disease. The growing resentment and distrust felt by the Native Americans would later result in the murder of Lawson by members of the Tuscarora tribe.

By the 1770s, Charleston had become a center of American society and a strong economic force. Josiah Quincy, Jr., an attorney who had assisted John Adams in the defense of the British soldiers involved in the Boston Massacre, made his way to the city in 1773. Sent to the Carolinas on the eve of the American Revolution to recover his health, Quincy partook of the city's glittering social season, dining in grand homes and talking politics with Charlestonians. Sadly, while he enjoyed the dances, horse races, and theatre, the journey did not improve his health and he died of tuberculosis while returning to Massachusetts.

Lured by adventure and the tales of the exotic coastal South, many European tourists and travel writers found their way to Charleston. John Davis, son of a wool draper, sailed to America in 1798 and found rich subject matter for his books and travelogues. Davis had modest success with his aptly titled *Travels*, a romanticized account of his time in America, which included "odes" to crickets and mockingbirds, as well as descriptions of the population of Charleston. While he described the beauty of the country and the affability of the wealthy family whose child he tutored, he also freely expressed his feelings on slavery, condemning the treatment of the black populace as cruel and encouraging the support of emancipation.

As the book moves into the nineteenth century, the accounts reflect the city's growth and political undercurrents. Ravaged by fires, storms, and disease, Charleston had survived to become a beautiful and vibrant

city, yet it was separated by huge social and economic gulfs. Feminist, abolitionist, and social reformer, Harriet Martineau was unimpressed during her 1835 stay in the city. Astutely sensing the increasing political unrest, she marveled at discussions in which words such as "justice" and "oppression" were used in talking of tariffs, but not of slavery. While in Charleston, Martineau visited both a slave market and a slavemasters's home and she considered the experiences horrific. She believed that "if the moral gloom which oppresses the spirit of the stranger were felt by the resident, of course this condition of society would not endure another day." Yet this stranger could see the inevitable consequences of slavery, even if many Charlestonians could not.

The final narrative comes from Boston native, Anna Brackett, who arrived in Charleston in 1860. Brackett was one of many Northern educators who were recruited to train young Southern women in pedagogical methods. A fervent feminist and suffragist, Brackett often felt at odds with her Massachusetts upbringing and her newfound home of Charleston. Even though she was a witness to the secession of the state of South Carolina and the Confederate firing on Fort Sumter in 1861, Brackett was fascinated by the traditions and beauty of the city. She understood that the South's way of life was passing away just as the region was trying so strongly to hold on to it. In this nostalgic account, Brackett looked back kindly on her former students, who she was confident would share her teachings with generations of children of the postwar South.

Interestingly, Fant chooses to end the book just as the Civil War begins, yet the reader knows what is to come. An important Confederate port, Charleston was a prime military target of the Northern Army, and was under relentless siege. The constant bombardment, as well as fire and disease, led the city to finally fall into the hands of Union troops on February 18, 1865, only a little over a month before the South surrendered. However, it is the earlier years that are captured by the narratives included in *The Travelers' Charleston: Accounts of Charleston and Lowcountry, South Carolina, 1666-1861,* reflecting the transformation of the region from a swampy "paradise," to a city poised for war.

Kathelene McCarty Smith
The University of North Carolina at Greensboro

The Golden Band from Tigerland: A History of LSU's Marching Band. Tom Continé and Faye Phillips. Baton Rouge: Louisiana State University Press, 2016. ISBN 978-0-8071-6350-4 (Hardback). $39.95. 148 p.
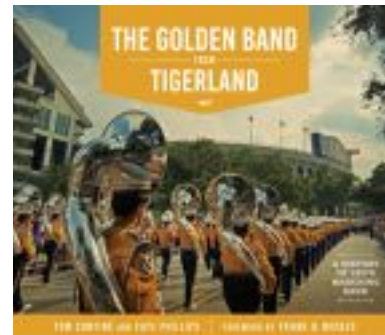
No one who has heard the thrilling first four notes of "Four Corners," the pregame salute at each of Louisiana State University's (LSU) home football games, could forget the "Golden Band from Tigerland." Authors Tom Continé, alumnus of the LSU marching band**,** and Faye Phillips, retired Associate Dean of Libraries for Special Collections at LSU, have crafted a thoughtful tribute to the storied band. Their book, *The Golden Band from Tigerland: A History of LSU's Marching Band,* weaves a fascinating narrative that traces the group's history from its modest beginnings in 1893 as an eleven-member cadet band, to its current place as one of the most preeminent college marching bands in the country. Organized in three separate "epochs" and including 150 beautiful photographs, the book chronologically follows LSU's marching band through its multiple directors, its periods of transition, and its connection with the university.

Interestingly, the history of the LSU marching band reflects the history of Louisiana itself, as well as the colorful personalities who have inhabited it. Organized by future governor Ruffin G. Pleasant in 1893 when he was a cadet at Louisiana State University (then an all-male military institute), the Cadet Band initially provided accompaniment for military drills. Just a few decades later they were incorporating jazz numbers into their repertoire, marching in Mardi Gras parades, and participating in halftime shows during the college's football games. Yet, it was another Louisiana governor, Huey P. Long, who would understand the importance of the band to both the university and the state. Not surprisingly, the most intriguing sections of the book deal with the unusual connection between the LSU marching band and Governor Long. From his election in 1928 until his assassination in 1935, Long was in large part responsible for moving the band into what the authors describe as its first "Golden Age." The governor often accompanied the band on trips, composed songs for their performances, and periodically led them in parades as the unofficial drum major. He recognized the significance of his "Show Band of the South," not only as a calling card for the state, but also for his own political interests.

Additionally, Long hired one of the most charismatic band directors in the school's history, Castro Carazo. Carazo, a

native of Costa Rica, had been working as the musical director of the Blue Room Orchestra in New Orleans' famed Roosevelt Hotel. His transition from orchestra leader to the directorship of the LSU marching band is the stuff from which legends are made. Soon, the band greatly increased in size and transitioned from military dress to purple and gold uniforms. The combination of the flamboyant personalities of Long and Carazo brought true excitement and glamour to the band, and this golden age of showmanship and fame would last until a more austere period was ushered in on the eve of the Second World War.

As the nation began to mobilize for war, the university and its band underwent significant changes. Not only was there a new, less exuberant, director, but women were being included into the band's ranks. Although LSU had accepted women since the turn of the twentieth century, they had not been a part of the marching band. The postwar years saw the addition of a costumed student tiger mascot, the inclusion of the "Golden Girls" dance team in half time performances, and adaptions to meet the needs of televised football games. The authors track the modifications, improvements, and modernization of the LSU marching band through the years, including the addition of female drum majors, as well as recent triumphs, such as the band's induction into the Louisiana Music Hall of Fame.

The Golden Band from Tigerland: A History of LSU's Marching Band is an engaging and entertaining read, not only for those affiliated with LSU, but also for those interested in the history of Louisiana, the traditions of college football, and the unique contribution made by marching bands to the American musical landscape.

Kathelene McCarty Smith
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Native American Landscapes: An Engendered Perspective. Edited by Cheryl Claaassen. Knoxville: University of Tennessee Press, 2016. ISBN 9-781-6219-0253-9. $74.95
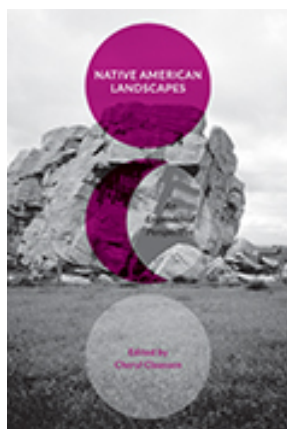
Cheryl Claassen's collection of essays caught my attention when she said, "The origin of "landscape" in Western thought and thus archaeology and anthropology is traceable

to the appearance of countryside paintings beginning in the early 16th-century canvases of Albrecht Altdorfer (Wood 2014)" (p. xiii).

Describing the paintings, Claassen goes on to reveal these landscape paintings "renders the land passive, docile and subjective, the same attitude projected by men onto women." By references to the sea and the land as feminine, using "mother earth" as an example, Claassen reminds us that the native peoples' landscapes were also filled with female spirits, caves, waterfalls, the earth and the night sky. Claassen raises the question of how differently men and women interacted with landscapes. Answers may differ as most stories we read tell us that men traveled the landscapes as hunters, warriors, and explorers while women "remained at home" and tended the land.

Through a series of nine essays, the mostly female authors explore topics of landscapes, storyscapes and ritescapes. Efforts are made to reveal how native women explored the landscapes that surrounded them and viewed them as gendered spaces. The landscape was a place for family and rituals.

As an opening to begin future research on differing peoples' perceptions of landscapes, Claassen has set the challenge for anthropology, archeology, art, environmental research, and globalization scholars to follow. Do our perceptions as male or female differ and if so, how and why?

Recommended for academic libraries, museum libraries and scholars who may study native people. Reference citations: p. 276-284.

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<p align="center" style="color:blue">Guidelines for Submissions and Author Instructions
The Southeastern Librarian</p>

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3. Submissions should be directed to: Perry Bratcher, Editor SELn, 503A Steely Library, Northern Kentucky University, Highland Heights, KY 41099. Phone 859-572-6309, 859-572-6181 (fax). Email: bratcher@nku.edu.

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