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The Southeastern Librarian

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On the cover:
SELA logo with member states

The President's Column

"You're braver than you believe, stronger than you seem, and smarter than you think."
– Winnie-the-Pooh by A.A. Milne

Spring has long been considered a time for fresh starts and new beginnings. Trees are green, surfaces are yellow, and libraries are tweaking old ideas and showcasing innovations. Recently, I've had the pleasure of observing the butterfly life cycle. From finding the eggs on the underside of a leaf, to the caterpillar growing and eating all of its available resources, to seeing them split and emerge within their chrysalis, to breaking free as a butterfly – the process is a study in patience and timing. The story of the butterfly is beautiful. Libraries and library workers have much to learn from this process.

During these trying times of book challenges, political attacks, waves of new laws, and budget concerns, it is more important than ever that our profession exercise patience and use wisdom to determine the right time to issue critical responses to our stakeholders, our communities, and our elected officials. We **MUST** be better at telling our story than others are. We **MUST** tell our story every chance we get. We **MUST** stand together. Libraries all over the region and nation are going through various hardships, but those hardships do not define us. Rather, they provide us with opportunities to engage.

SELA provides a wonderful opportunity to stand together not just at a local level, but also at a regional or even national level. Together, libraries will be successful. It may take additional patience, and it may seem as if we are moving backward, but eventually we will emerge more beautiful and more essential than ever. We are second responders, we provide essential services, we are professionals –

it is time to share those ideas outside of ourselves.

If you are new to SELA, I invite you to get involved, consider joining our mentorship program, serve in our leadership, and attend our events. If you are a SELA veteran, reach out to those you know who may benefit from joining our association. Networking is one of the best benefits of professional associations. Let's get to know each other. We can share our burdensome loads and build each other up with our successes. We've long been great at sharing others' stories. Now, it's our time. Let's go tell **OUR** stories.

"The nicest thing about the rain is that it always stops. Eventually." – Winnie-the-Pooh



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Academic Librarianship Reflection: How Do you Define Your Roles as an Academic Librarian?

*by Rebecca Rose, Professor/Assistant Dean of Libraries, University of North Georgia
Chair, University & Colleges Libraries Section*

Working as a librarian in an institution of higher education can encompass a broad range of professional roles and responsibilities. For example, librarians may teach credit-bearing courses, collaborate with faculty on assignment design, provide reference assistance, offer research consultations, lecture library instruction sessions, and so forth. Teaching can involve behind the scenes work such as cataloging and electronic resource management. The teaching role continues to evolve, with the growth of specializations such as Scholarly Communications, Data Management, OER, Scholarship of Teaching and Learning, etc.

Beyond the teaching role, academic librarians engage with scholarship, develop their own research, and guide students, faculty, and staff to library resources for information discovery. Scholarship requires dissemination, so academic librarians typically present at professional conferences and publish at some level. Participation in scholarship promotes a deepening understanding of librarianship and generates knowledge creation.

Academic librarianship values service activities. Committee work at the local, state, national, or international level happens within professional organizations, the institution, the community, and in the library. Engaging in service provides ample opportunities for developing leadership skills and enables partnerships to form and thrive. Librarianship as a profession is rooted in service.

Even though the field keeps changing, supporting the attainment of student success best illustrates the mission of academic librarians. Reflecting on your role as an academic librarian can facilitate goal setting and the realization of career expectations.

Visibility, Promoting, and Marketing of Electronic Reference Books in Academic Libraries

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ABSTRACT

Are electronic reference books visible in academic libraries? A survey administered to librarians at colleges and universities in the southern United States is used to ascertain the presence and promotion of electronic reference books in academic libraries. Findings reveal that electronic reference books are not as visible in academic libraries (both online and in library buildings) as traditional print reference is. Librarians surveyed indicate they promote electronic reference books more than print reference books. To gain an understanding of what needs more marketing, librarians should examine usage statistics. Librarians should employ a variety of ways to market and promote electronic reference books, and assess which methods work best to reach patrons. In addition, librarians and classroom faculty should work together in collection development and in endorsing the usage of electronic reference books.

KEYWORDS

electronic reference books, reference in academic libraries, marketing, promoting, qualitative study

INTRODUCTION

Moving through a traditional academic library building, one will encounter a section designated for reference with signage and volumes that support accessing basic information to begin research on many subjects. As colleges offer more distance learning courses and degrees online, and college libraries increase online collections by purchasing more electronic reference books, how visible are electronic reference books within the library and online library? Are electronic reference books marketed or promoted to potential users? The purpose of this study is to understand what ways academic libraries currently make electronic reference books known to users and what methods are used to promote the usage of electronic reference books. The significance of this is that the Association of College & Research Libraries (ACRL) promotes a Framework for Information Literacy which includes the concepts that “authority is constructed and contextual” and that “searching is a strategic exploration” (Association of College & Research Libraries, 2016, p. 8).

Reference books (including electronic reference books) are the building blocks of information in professions by providing background, historical, and foundation content on subjects. So, if authority is constructed and contextual and searching is a strategic exploration, what ways do librarians make electronic reference books visible? How do librarians promote electronic reference books for use as the building blocks in academic study in college and university libraries?

LITERATURE REVIEW

Rolfe (2011) expressed concern about the overabundance of electronic reference books that may go unnoticed and unused in academic libraries because these are purchased and housed in a catalog that may require “multiple clicks and re-executing the search to get the material” (p. 22). He explained that the visibility of print reference books allows one to become familiar with the existence and placement of paper reference collections so that these may be utilized, but that the lack of physical presence for electronic reference books may result in libraries paying a lot of money for resources that are not utilized. A

review of the literature reveals that some academic libraries have considered the challenge of promoting electronic reference books and have found ways to address the issues of visibility and usage.

When the staff at the Dana Medical Library of the University of Vermont recognized a need to update the print reference collection, instead of weeding out titles that were available online, the print books were maintained for a shelf presence with labels attached directing patrons to the current online edition (Delwiche, 2004). Promoting the online versions of the reference sources also served as an opportunity to offer bibliographic instruction to those unfamiliar with navigating the online content. So, this intentional design to incorporate electronic reference materials on the physical library shelves through signage provides visibility to the online reference sources.

To make the electronic reference book collection visible at Kansas State University, the library website developer created a separate section on the library website. Patrons could search by subject, type of electronic reference book, and title (Ramaswamy et al., 2008). Similarly, at the University of Montevallo in Alabama, a virtual reference shelf was put together containing two electronic reference book collections, Gale and Oxford, and two databases provided by the state of Alabama (Wallis, 2014). Electronic reference books were listed alphabetically and by subject with images of the front covers to show that these were bona fide books to access online. Patrons were directed to the virtual reference shelf with signs placed in the print reference section and QR codes on book displays in the physical library. A future challenge, recognized by Wallis, was incorporating larger collections of acquired electronic reference titles to the virtual reference shelf.

Morris and Del Bosque (2010) asserted that labeling library guides “should clarify that the guide is a helpful way to connect with resources” (pp. 189-190). They went on to say that “subject guides must be linked on appropriate web pages where patrons would normally go for help” (p. 190). Past analysis of library websites shows that clarity in terminology and placement of content is vital to utilization. Kim and Decoster (2011) evaluated the organization of 50 academic business library websites to ascertain the presence of entry points and instruction links that aid patrons in maximizing usage of the content. They found that 42 libraries contained research guide links, sixteen contained course guide links, five had ebook links, and three linked reference resources. The research guides and course guides included instructional content on utilization of the sources, but the reference resources and ebooks were listed without description or instructions for utilization. Library web designers should evaluate the organization of content and to what extent the content “[serves] the expected function for that spot” (Kim & Decoster, 2011, p. 142). They asserted that descriptions or annotations describing the significance of a resource, quick access points to collections, and instructional content on utilizing the resources should be incorporated to serve patrons and maximize usage.

Chow et al. (2014) examined 102 academic library websites. They found that 88% had straightforward navigation tools placed on all the pages, 85.3% were arranged logically, 92.2% contained headings that were easy to understand, and 49% of the headings were free of jargon. Only 9.8% of the academic libraries contained tag lines or annotations about what the library web pages do, and only 8.8% of abbreviations were spelled out or explained. In addition, after analyzing 1,469 self-reports from public and academic libraries across the United States, Chow et al. discovered that 72% did not include usability testing when creating their current website. To accomplish this goal of usability, user center design should be employed, which includes “a systematic process of analysis, design, and development that involves iterative testing with representative users at each phase” (Chow et al., 2014, p. 254). Chow et al. concluded, “that library websites could improve their general usability by more systematically working with users to design, test, and redesign their web information spaces” (p. 264).

A comparison study of academic library website users and academic library website designers showed that the designers perceived their websites to be exceptional (Kim, 2011). Still, only 55% of the library website users felt that they could complete their work with the online content. When designing the web pages, nearly 70% of the library web designers said, “that they consider[ed] users’ input collected via comments, feedback, and complaints” (Kim, 2011, p. 103). Like Chow et al. (2014), Kim (2011) stressed that academic library websites should be evaluated by the website users.

Usability testing was incorporated at Azusa Pacific University Library when redesigning their

library webpage (Stephenson, 2012). The web services librarian conducted a usability study to identify difficulties with the current website. The information gleaned from that study was used to guide the development of the redesigned library web page. The follow-up usability test after the redesign “revealed that the collaboratively redesigned site had greatly improved usability, with decreases in both the time and number of clicks required to locate information and resources” (Stephenson, 2012, p. 96).

Likewise, a series of usability tests were conducted at Hunter College Library to improve the design of the library website (Becker & Yanotta, 2013). Participants of the study gave their opinions of testing the present and proposed new website. Locating reference materials was the least successful user activity observed. No users could find reference materials on the current site, but there was a slight improvement when 7% of participants were able to find reference materials on the proposed new website. The link labeled “subject guides” contained the reference materials on the previous website. The proposed new website had the reference materials labeled “topic guides,” but the participants in the study suggested re-naming the link “research guides.” The website developer kept this suggested link name. The researchers determined that patrons accessed the link labeled “research guides” more than previous labels after testing was complete.

Augustine and Greene (2002) conducted usability tests to determine if the library website at the University of Illinois at Chicago (UIC) contained clear language and was easy to use. Participants were asked to complete 20 tasks using the library website while the researchers observed the participants completing the tasks. For the questions on electronic reference, all participants could locate the electronic copy of the Oxford English Dictionary. Only 42% were able to find the online guide for women’s studies. The authors noted that participants performed better when answering questions that reflected the terminology used on the library website. The authors also noticed that participants “reverted to what appeared to be a familiar way of finding things online – using search engines rather than navigating through hierarchical order of web pages” (p. 364). Augustine and Greene asserted that “the implication is that the quality of the internal search engine and the wording of the metadata may be as important, if not more so, than the structure of the pages” (p. 364). They pointed out that “in this context, metadata refers to the descriptive text within the header of a web page” (p. 364).

Polger (2011) examined students’ preference for terminology used on library websites, and surveyed librarians to compare what terms librarians use on the library websites. He found that when it comes to the language used to locate books on the library homepage, 26% of students preferred “library catalog,” 40% preferred “find books,” and 21% preferred “book catalog.” Thirteen percent preferred something other than those terms. In contrast, librarians reported using “library catalog” 61% and using “find books” 14% of the time. Twenty-five percent said something other than the most reported terms. When Polger asked the librarians what words were used on the library website to indicate where the library guides were, the answers varied. Thirty-six percent of the students surveyed indicated that they preferred the terms “research guides,” 20% said “resources by subject,” 18% stated “research help,” 16% said “library guides,” and 10% stated “subject guides.” Based on the findings, Polger (2011) concluded, “students and librarians use similar language to access the library catalog” (p. 11). Polger noted that both librarians and students recognize the word “guide” as a label for resources. Polger asserted that it is very important to ascertain if patrons understand the meaning behind the labels on library websites.

Hulseberg and Monson (2011) assembled a student focus group to examine what terminology students use and understand. Participants indicated where they would begin to find items on the library homepage, such as an article, a specific database, the listing of a library-owned book, and a specific journal. After answering these questions, the researchers discussed the answers given by the students with the members of the focus group. The researchers discovered “that participants recognized library terminology within the links, but had differing interpretations of what content each link covered” (p. 365). The discussion also “revealed some confusion and frustration over the fact that several of the links seemed alike or related and that there are so many paths to the same resources” (Hulseberg & Monson, 2011, p. 366). Students expressed uncertainty knowing where to click. The authors also noticed that brand names of databases confused students when searching for content. Hulseberg and Monson divided the focus group into pairs and gave an assessment to test what terminology students understood and used. The

pairs were asked, “what do you need to be able to do through the library’s website?”, “what link names would you use?”, and “where would these links be placed on the library website?” (Hulseberg & Monson, 2011, p. 365). Each pair created a model poster of their preferred layout. A review of the mock-up library designs revealed that the students wanted to be able to search for library materials “by format and subject or course” (Hulseberg & Monson, 2011, p. 376). The designs also showed that students “want[ed] a clear path to the information or resources they need,” including links that indicate where to begin the research process (Hulseberg & Monson, 2011, p. 373).

Klare and Hobbs (2011) interviewed and then observed students utilize the Wesleyan University Library website to understand how the library website could be improved. The interviews revealed that the students favored a website with “direct links to key resources rather than layered pages” (Klare & Hobbs, 2011, p. 104). Students also desired a “quick-search option” for the library catalog on the front page (Klare & Hobbs, 2011, p. 104). The interviews also revealed that the students “have no interest in reading lots of text on the library homepages” (Klare & Hobbs, 2011, p. 104). The librarians utilized this feedback to redesign the library webpage. Librarians considered the length of headings and titles, and the understanding of jargon vs. defining sections in understandable terms. A compromise was reached by including “standard terms but [added] pop-up boxes that would give brief definitions when library users moused over the labeled tabs” (Klare & Hobbs, 2011, p. 106). Librarians maintained a reference section on the new website through a single tab. A post-test of the redesigned library website revealed that students approved of the design, yet they still had concerns about the web page’s terminology. At the time of the publication of their research, the Wesleyan library learned that a university-wide redesign of their university website would take place soon, providing another opportunity to improve the design and terminology.

In addition to an intuitive library web page that facilitates use in finding needed resources, electronic reference books should be marketed to academic patrons. Both faculty and students need to know what reference books are available in their discipline that support the curriculum and research within the field. Young (2012) stated that “[to] effectively market any titles you first have to purchase titles that are in demand or have a direct link to the curriculum” (p. 48). Establishing relationships and collaborating with faculty will aid in collection development in deciding what titles to purchase and market. To increase awareness and use, librarians should convey to faculty the importance of endorsement and provide examples of utilizing electronic reference books. Wexelbaum and Kille (2012) found that “[f]aculty perceptions of library resources and services affect how and if they direct students to use library collections in support [of] their research” (p. 1).

In researching the marketing and promoting of electronic books, Vasileiou (2010) discovered that all academic libraries lacked a strategic marketing plan for online book collections. Still, all utilized numerous methods to promote electronic books. The library website, information literacy instruction, the OPAC, email, promotional posters, meetings, events, and online classrooms were some of the many entry points to promote electronic books reported among the librarians Vasileiou studied.

Rogers and Nielsen (2017) assessed the promotional strategy for marketing electronic resources. They found that the redesign of a library homepage coupled with a new section labeled “featured services” aided in increasing awareness and usage of the library electronic collections, including Mango Languages and Data Planet. An infographic and blog entries were inserted into the “featured services” link to bring attention to the interface and how each worked.

The literature reveals that some college and university libraries considered, planned, marketed, and promoted their electronic reference book collections, but how are academic libraries doing today with these tasks? The authors seek to find out if academic libraries own electronic reference books, have a space marked on the front of library homepages for these, and if the electronic reference books are marketed and promoted to users.

METHOD

To ascertain the presence and promotion of electronic reference books compared to print refer-

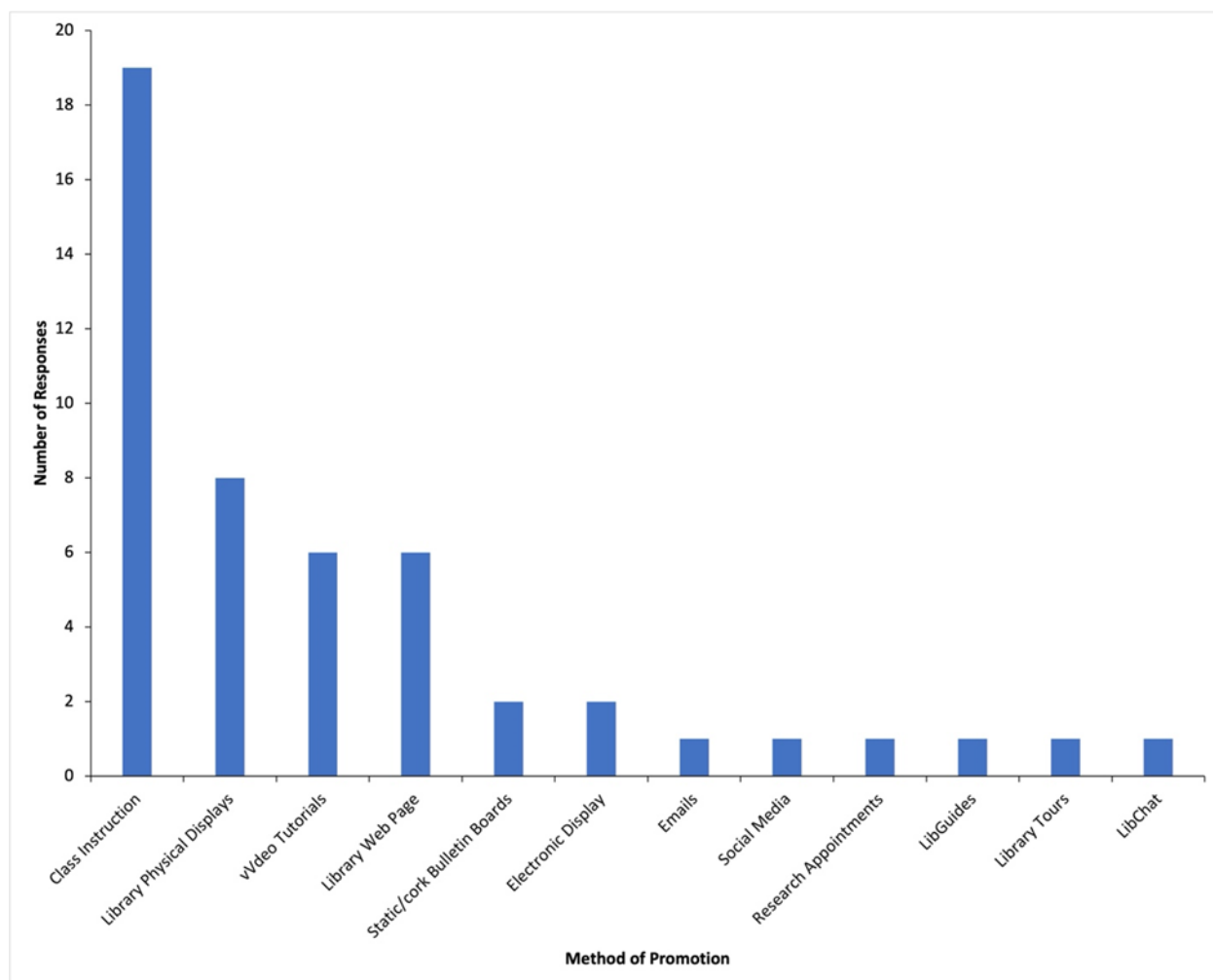
ence in academic libraries, a link to a Qualtrics survey (see Appendix), approved by Saint Leo University Institutional Review Board, was sent to 125 librarians at college and university libraries listed in the U.S. News and World Report's 2021 list of "Best Regional Universities South." The universities were in the states of Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, Missouri, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. We used this list because Saint Leo University, and schools similar in size and academic offerings to Saint Leo University, were on it. Participation was anonymous, voluntary, and no incentive was given for participation. The survey was open from the end of September 2021 until the middle of December 2021.

RESULTS

Forty-four responses were gathered for a response rate of 35.2%. Forty academic libraries had print reference books, and four did not. Of the 40 that did have print reference books, 32 (80%) have signage for the print reference collection labeled "reference," and one respondent had the section labeled some other way but did not indicate what that label was.

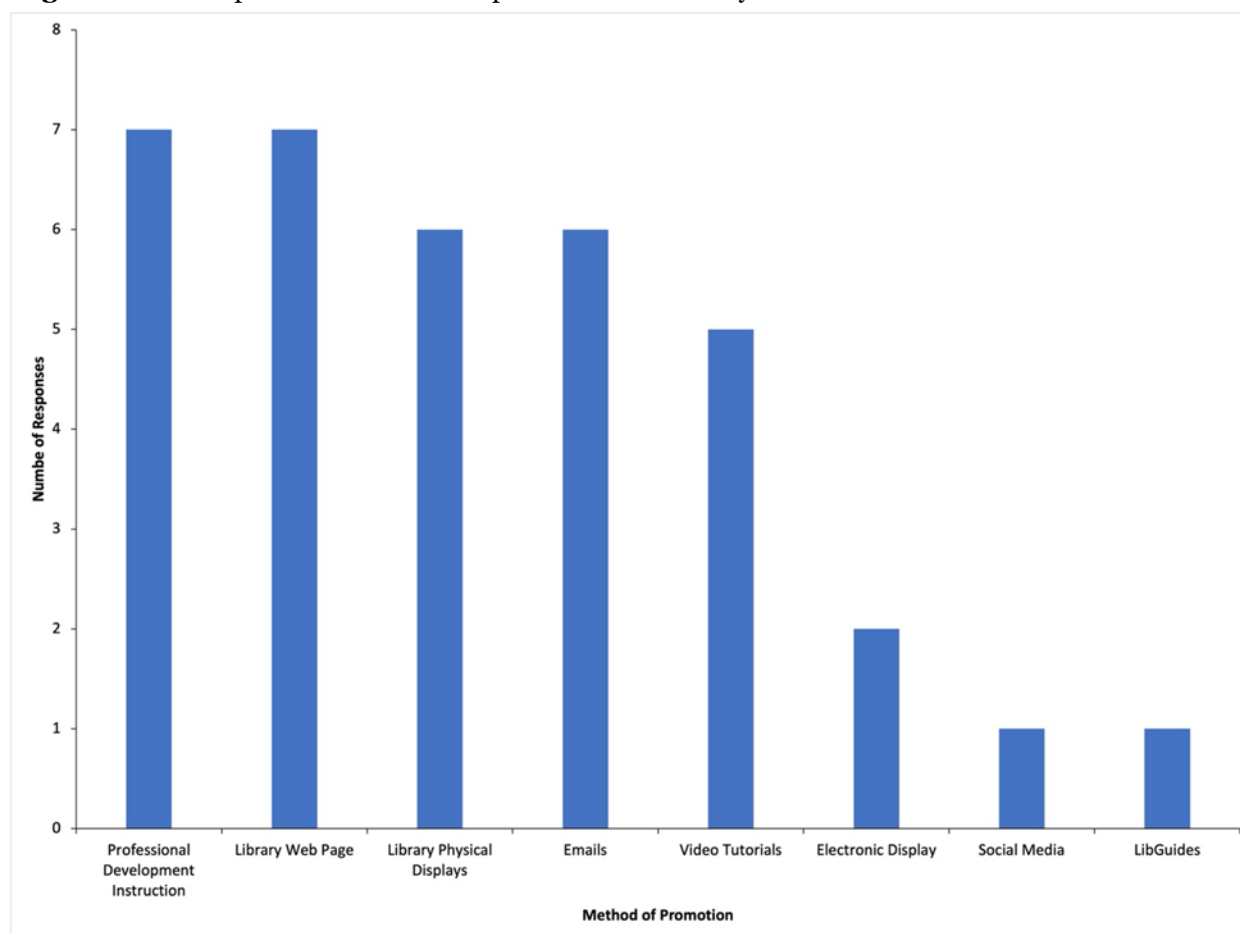
Of the 40 that had print reference books, 23 (57.5%) promoted these with students, and 17 (42.5%) did not. When asked how the print reference books were promoted to students, the majority of respondents, 19, indicated their collections are promoted during class instructions, followed by eight libraries that used displays in the physical library and six displayed on the library webpage (see Figure 1).

Figure 1: How are print reference books promoted with students?



Sixteen librarians (40%) out of the 40 who responded to the question indicated that they promoted print reference books with faculty, 23 (57.5%) did not promote print reference books with faculty, and one participant did not answer this question. The librarians in this survey admitted they promote print reference with faculty in more varied ways than they do with students (see Figure 2). When asked to check all the methods they used to promote print reference books to faculty, seven librarians promoted print reference books to faculty during professional development sessions; seven librarians also indicated that they promote print reference books to faculty through library webpage displays. Six librarians promote print reference books through faculty emails, and six librarians promote print reference books through physical library displays. Five librarians used video tutorials to promote print reference books to faculty (see Figure 2).

Figure 2: How are print reference books promoted with faculty?

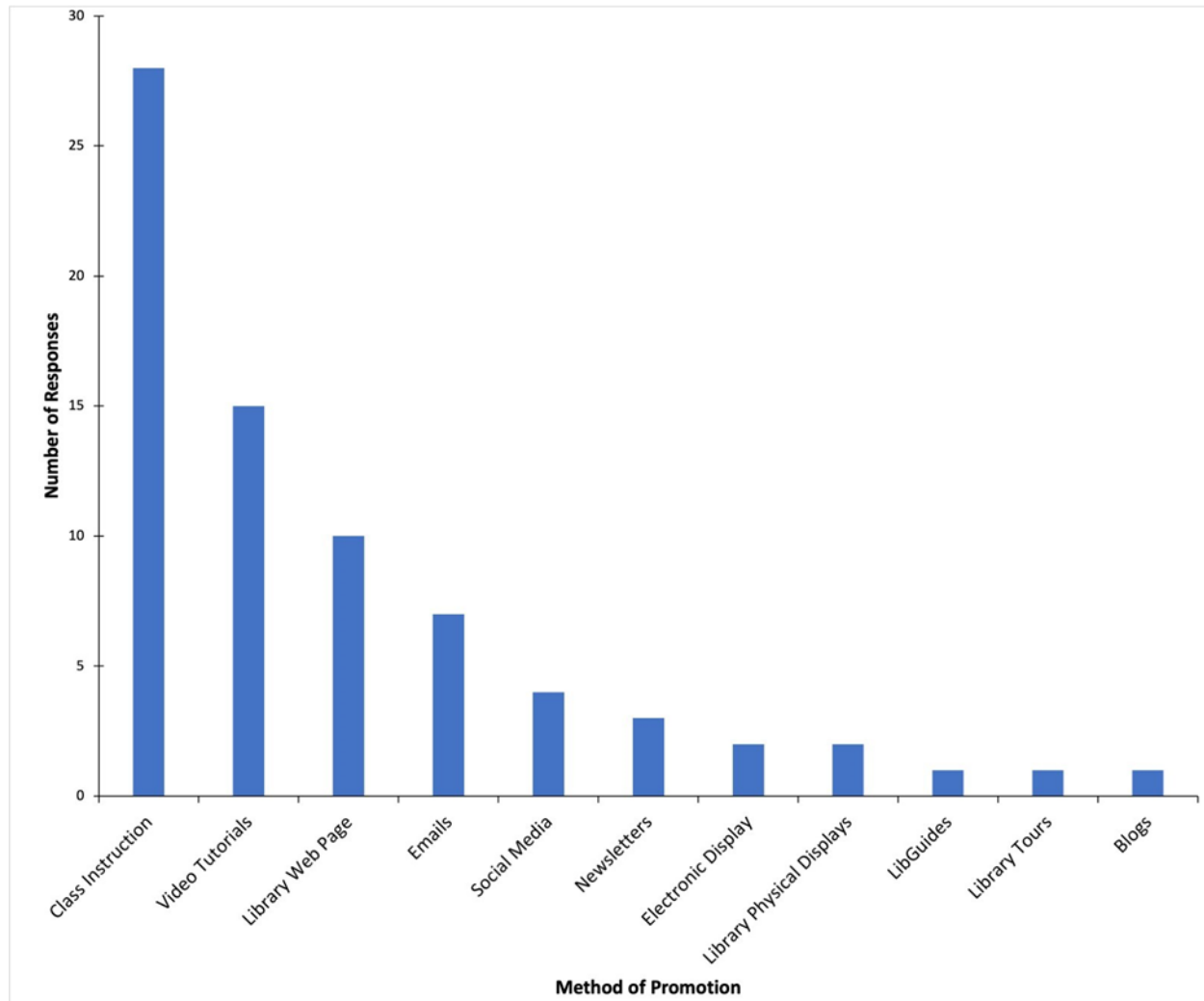


Forty librarians (91%) indicated that they have electronic reference books in their academic libraries, two stated that they did not, and two did not answer this question. When asked if there is a designated space on your website such as a tab, tile, or separate page (other than the catalog/OPAC) specifically for electronic reference books, 31 (77.5%) said no, and eight (20%) said yes. One skipped this question. Of the eight that answered this question, the term, “electronic reference” is utilized by three libraries, “E-reference” is used by one library, two indicated “other,” and two did not specify a label.

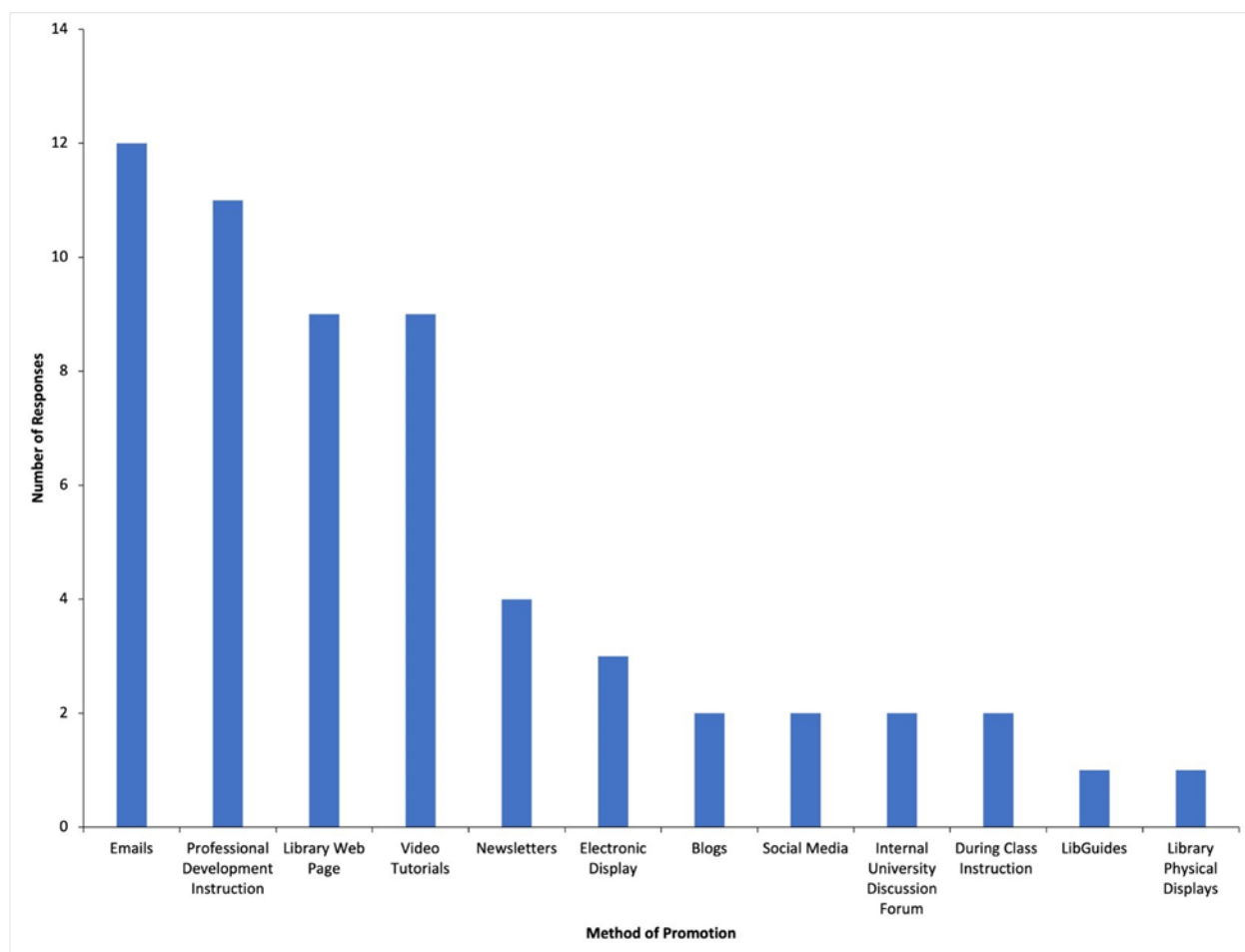
When asked if they had LibGuides or other subject or course guides on their library webpage, 39 responses were received, 100% indicated yes. When asked if there are links to reference books in these guides, 36 (92%) said yes, and three said no. Thirty librarians (75%) indicated that their libraries promote electronic reference books to students, nine (22.5%) said that they do not, and one person (2.5%) did not answer this question. Participants indicated how they promote electronic reference books to stu-

dents. The most frequently cited method was through class instruction, with 28 librarians reporting this method. Fifteen librarians said they promoted electronic reference books through video tutorials, and ten promoted through the library webpage (see Figure 3).

Figure 3: How do you promote electronic reference books with students?



When asked do you promote electronic reference books with faculty, 23 (57.5%) said yes, 16 (40%) said no, and one (2.5%) did not answer this question. Twelve indicated that email was used to promote electronic reference books to faculty, and 11 said that they were promoted during professional development sessions. Nine stated that the library web page promotes electronic reference books to faculty, and nine used video tutorials to promote to faculty. Four utilized newsletters to promote electronic reference books to faculty (see Figure 4).

Figure 4: How do you promote electronic reference books with faculty?

When asked if they thought it was important to promote electronic reference books, 29 (72.5%) said yes, 10 (25%) said no, and one (2.5%) did not answer. The reasons given varied and grouped categories represent the qualitative responses. Eleven of the 29 respondents (38%) indicated that it was important to bring attention to the library resources, including one person who said, “they [electronic reference books] are hidden from view, not easily discoverable.” Another respondent said, “if they [patrons] don’t know about a resource, they won’t use it.” Ten librarians (34%) said that online access is needed for distance students, and some even mentioned the Covid-19 pandemic as a reason that electronic access was needed. Five participants (17%) indicated that having electronic reference books was an important part of the research process to get background information, including one who said, “traditional reference titles provide a foundational understanding of advanced topics.” Three (10%) felt that the money spent on these resources should not go to waste, including one librarian who said, “they [electronic reference books] are often easier to acquire and more affordable (thru consortium), just very hard to display in a physical way.”

When asked if their library webpage had instructions on how to use electronic reference books (video tutorial, LibGuide, tip sheet), 21 (52.5%) said yes, 17 (42.5%) said no, and two (5%) respondents skipped the question.

The participants in this study shared additional information about electronic reference books and promoting electronic reference books. One librarian expressed concern that “electronic reference books replace older print titles.” Another librarian said, “we have a page on most LibGuides that says Dictionaries/Encyclopedias/Reference that include electronic and physical materials.” A third librarian indicated, “we don’t promote anything as ‘reference’ but rather promote any resource relevant to the top-

ic.” The librarian also said, “we’ve incorporated electronic reference into our circulating electronic material, i.e., people can check it out just like any other book.” This librarian also mentioned a desire to allow the print reference materials to be checked out and blended with the print circulating collection if there was enough space. Still, another librarian pointed out that “we’ve found the most effective way to promote them is at the point of need: when the student has an assignment that requires their use.” Finally, one librarian said, “I think we can do a better job at promoting them, but they are used. Perhaps it is because of our growing online only student population.”

DISCUSSION

Compared to traditional print reference collections housed in labeled sections in these academic libraries, there is clearly a disparity in having comparable online signage of the electronic reference books. Thirty-three (82.5%) librarians indicated a designated print reference section with signage versus only eight (20%) who indicated that their electronic reference collection was in a distinct labeled area online. It would seem that this common situation would keep electronic reference books hidden or at least not visible.

However, in this study librarians promoted electronic reference books more than print reference books to both faculty and students and did so in a variety of ways. In addition, 36 out of 39 librarians indicated that electronic reference books are housed in guides online. This reflects the ACRL Frame of Searching as a Strategic Exploration when patrons utilize guides to access content. It also demonstrates the ACRL Frame of Authority is Constructed and Contextual when librarians place electronic reference books in course-specific guides.

CONCLUSION

Besides using multiple ways to promote electronic reference books, librarians should examine what methods work best at their college or university. Librarians should stay abreast of the needs and challenges professors and students have regarding awareness of library resources that support the curriculum, including how to access and utilize the electronic reference collections. Librarians should stress to faculty the importance of participating in collection development. Faculty should also understand that it is important to endorse the electronic reference books to their students.

An advantage of having electronic reference books over print reference books is that librarians can take advantage of technology to discover the extent of electronic reference book usage. Usage statistics can reveal the need for more marketing and promotion of certain materials. In this study, 29 (72.5%), librarians felt that promoting electronic reference books is important and gave some compelling reasons why. Only three mentioned the cost as an essential reason to promote electronic reference books, but this is often a significant consideration for librarians when budgeting. Most libraries do not have unlimited budgets. Showing utilization through usage statistics supports the request to maintain a purchase for another year, so there is continued access to a collection.

Limitations and Suggestions for Further Study

This study was limited to colleges and universities in the southern United States. A larger widespread examination of the visibility, promotion, and marketing of electronic reference books will bring attention to the need to make these materials more noticeable and used. Students will benefit from using these scholarly materials to support their studies. Faculty should appreciate these electronic reference books available for their students and the professors to support research. Librarians will benefit by being able to justify the expense of purchasing access to electronic reference books. Maintaining access to scholarly electronic reference books will allow librarians to continue to connect users to applicable scholarly content.

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Appendix
Survey Questions: Are Electronic Reference Books Visible and Promoted in Academic Libraries

1. By completing this survey, you are indicating the following: You have read the above consent statement and have had an opportunity to ask questions to your satisfaction. You understand that additional questions should be directed to Viki Stoupenos, viki.stoupenos@saintleo.edu. You agree to participate in the study under the terms outlined in this consent statement. (I agree, continue to question #2, I disagree skip to the end of the survey.)
2. Do you have a print reference collection at your library? (If yes, continue to question #3, If no, skip to question #9)
3. If yes, is there signage for it? (If yes, continue to question #4, if no, skip to question #5)
4. If yes, how is it labeled?
 - a. Reference
 - b. Information
 - c. Other (write-in answer)
5. Do you promote print reference books with students? (If yes, continue to question #6, if no skip to question #7)
6. If yes, how are print reference books promoted with students? Choose all that apply.
 - a. Static/cork bulletin boards
 - b. Electronic bulletin boards (LCD/screen displays)
 - c. Emails
 - d. Class instruction
 - e. Video tutorials
 - f. Social media
 - g. Blogs
 - h. Internal (not public) university discussion forums
 - i. Library physical displays
 - j. Library webpage
 - k. Other (write-in answer optional)
7. Do you promote print reference with faculty? (If yes, continue to question #8, if no, skip to question #9)
8. If yes, how do you promote print reference with faculty? Choose all that apply.
 - a. Static/cork bulletin boards
 - b. Electronic bulletin boards (LCD/screen displays)
 - c. Emails
 - d. Professional development instruction
 - e. Video tutorials
 - f. Social media
 - g. Blogs
 - h. Internal (not public) university discussion forums
 - i. Library physical displays
 - j. Library webpage

k. Other (write-in answer optional)

9. Do you have electronic reference books at your library? (If yes, continue to question #10, if no, skip to the end of the survey)

10. If yes, is there a designated space on your website such as a tab, tile, or separate page (other than the catalog/OPAC) specifically for electronic reference books? (If yes, continue to question #11, if no, skip to question #13)

11. If yes, is the designated area for electronic reference books labeled on your website (other than the catalog/OPAC)? (If yes, continue to question #12, if no, skip to question #13)

12. What is the specific designated label on your library website for electronic reference books (other than the catalog/OPAC) that indicates these are for reference?

- a. E-Reference
- b. Electronic Reference
- c. Encyclopedias
- d. Other (write-in answer optional)

13. Do you have LibGuides or other subject or course guides on your library web page? (If yes, continue to question #14, If no, skip to question #15)

14. If yes, do you link electronic reference books to your LibGuides or subject or course guides?

15. Do you promote electronic reference books with your students? (If yes continue to question #16, if no, skip to question #17)

16. If yes, how do you promote electronic reference books with your students? Check all that apply.

- a. Static/cork bulletin boards
- b. Electronic bulletin boards (LCD/screen displays)
- c. Emails
- d. Class instruction
- e. Video tutorials
- f. newsletters
- g. Social media
- h. Blogs
- i. Internal (not public) university discussion forums
- j. Library physical displays
- k. Library webpage
- l. Other (write-in answer optional)

17. Do you promote electronic reference books with faculty? (If yes, continue to question #18, if no, skip to question #19)

18. If yes, how do you promote electronic reference books with faculty? Check all that apply.

- a. Static/cork bulletin boards
- b. Electronic bulletin boards (LCD/screen displays)
- c. Emails
- d. Professional development instruction
- e. Video tutorials

- f. newsletters
- g. Social media
- h. Blogs
- i. Internal (not public) university discussion forums
- j. Library physical displays
- k. Library webpage
- l. Other (write-in optional)

19. Do you think it is important to promote electronic reference books? (If yes, continue to question #20, if no, skip to question #21)

20. If yes, why is it important to promote electronic reference books? (write-in answer optional)

21. Does your library web page have instructions on how to use electronic reference books (video tutorials, LibGuides, tip sheets)? Yes or No

22. Please share any additional information about electronic reference books and promoting them at your library. (write-in answer optional)

Thank you for taking your time to complete this survey. Your responses have been recorded.

*The skip logic for this question in Qualtrics was not designed correctly. Responses for only those who responded yes to question #10 were reported for question #11 and #12.

Scanning the Digital: Using Survey Data to Support Digital Scholarship Initiatives at the University of Mississippi

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ABSTRACT

Digital scholarship (the use of digital technology in research or teaching applications) is a new and growing field but many Mississippi libraries, including the University of Mississippi, are not officially supporting digital scholarship. To change this, librarians at the University of Mississippi sent out an online survey to faculty, staff, postdocs, and graduate students in order to gauge their interest in and experience with digital scholarship methods and tools and how the library can best support digital scholarship on campus. The results showed a wide variety of interest and expertise across several fields, mostly in the humanities, with important data and suggestions for future digital scholarship initiatives. The authors hope to use this data to improve digital scholarship support at the university library, and to offer it as a template to other libraries interested in digital scholarship that do not yet have a formal program of support.

KEYWORDS

digital scholarship, digital humanities, digital initiatives, outreach, library services

INTRODUCTION

Lippincott (2017) defined digital scholarship as the “use of digital tools and methods to support research, teaching, content creation, and stewardship” (p. 51). She further explained that this multifaceted area includes “digitization and the use or creation of digitized collections; data acquisition, description, analysis, visualization, stewardship and curation; digital content creation and sharing, including digital publishing; GIS and mapping; text mining and analysis; and the hardware, software, and infrastructure to support all of the above” (p. 51). Digital scholarship has become a pervasive concept in higher education libraries, with many institutions benefiting from strong buy-in from their schools in the form of resources and dedicated personnel. As with any paradigm shift, however, some institutions may find themselves behind in terms of funding, staffing, or other essential resources—despite a strong interest in digital scholarship or digital humanities from their communities. This raises an important question: Where, and how, can librarians begin building infrastructure and services for digital scholarship or digital humanities in the absence of dedicated funding, staffing, or administrative support?

A group of librarians from the University of Mississippi Libraries set out to answer these questions as part of their work on the Digital Scholarship Committee (DSC). DSC is made up of members from across library departments including Research and Instruction, Metadata and Digital Initiatives, Archives and Special Collections, and Library Administration. Formed to support and promote digital scholarship on campus, the DSC:

- Provides functional expertise in the areas of data across the research life cycle, open access, copyright and author’s rights, and scholarly metrics and profiles.
- Provides support in the areas of digital science, scholarly publishing, and digital humanities.
- Actively looks to expand the Libraries’ expertise in emerging areas of digital scholarship both through its members and through assistance to individual librarians and assess the needs of the campus regarding support for digital scholarship (University of Mississippi Libraries, 2020).

Members of the DSC, including the authors, recently conducted a survey to identify stakeholders already working on digital projects on their own, as well as those who were interested but had no active projects. The results of this survey form the basis of this paper, which is organized into four distinct sections beginning with a literature review that contextualizes this research project within the larger scholarly conversation around best practices for supporting digital scholarship at academic institutions. Next, the methodology section outlines the survey's development process, from survey design to data collection and clean-up. The results and analysis section provides a review of the results of the survey including a breakdown of respondents' campus affiliation, their interest and/or experience with digital scholarship methods and tools, and what role, if any, they see the library playing in supporting digital scholarship on campus. This section also considers the implications of the collected responses, both individually and as a whole. In the final section, the authors provide recommendations for the library to implement based on survey results.

LITERATURE REVIEW

Since digital scholarship is a relatively new and emerging field, it should come as no surprise that research is limited on conducting surveys to gauge interest in and support for digital scholarship at academic institutions. In the last ten years, however, there have been a number of studies conducted by academic librarians that proved to be especially helpful in identifying best practices for developing a digital scholarship survey. The authors were especially interested in research from other institutions with little or no history of digital scholarship support. The remainder of this section will provide a chronological overview of the scholarship about supporting digital scholarship at other institutions that helped inform the present study.

Some of the earliest research on library support for digital scholarship came in the form of meta surveys. Bryson's SPEC Kit 326: Digital Humanities (2011) used a more restrictive definition of digital scholarship, limiting its scope to digital humanities only. Its questionnaire was a meta-survey, quizzing libraries instead of library users on their use of and support for digital humanities (Bryson, 2011). Bryson's findings indicated that library services were being provided on a provisional basis and that there was an increasing demand for these services. The survey also found that libraries engaged in self-assessment and that staff members desired to increase their available services. This desire has been echoed in many other publications in the proceeding decade. In a meta-survey two years later, for example, Vinopal and McCormick (2013) reported similar results to Bryson, highlighting library staff's problems with scalability and sustainability of digital scholarship resources. These early surveys provide both a baseline for later research and confirmed the authors' assumptions about the challenges of supporting digital scholarship at institutions with no history of such support.

In another early example of a similar approach, an audit on support for digital scholarship at the University of Pittsburgh, Brenner (2014) quizzed faculty about library support, using interviews rather than a survey. Faculty interviewees were selected based on their use of or interest in "digital technologies, computationally-supported investigation, or data-intensive research or teaching," and were therefore a more focused group than representatives of faculty interests at large (Brenner, 2014, p. 5). He found that faculty were enthusiastic about increased support for digital scholarship from the library, having worked and struggled to create a digital scholarship community of practice among themselves (Brenner). The faculty at Pittsburgh also demonstrated enormous variation in their needs, and many were unaware of the library's existing digital scholarship services. Through using interviews rather than a survey, the focus on improving library support for digital scholarship through gauging stakeholder opinions is one shared by the current project.

Lindquist et al. (2015), at the University of Colorado at Boulder, completed a campus assessment of digital humanities that included a survey administered to faculty and graduate students. The most useful feature of this approach to the current project was collecting data from a diverse group, including those who had indicated no interest in digital scholarship. The survey discovered key differences between established practitioners and campus as a whole: wider adoption of digital scholarship was stunted by lack of interest or perceived applicability, while lack of time, lack of access to technology

training, and lack of funding were the key obstacles for those already engaged in the area. Responses came from scholars in humanities, education, and engineering, with the most support in the arts and humanities: 17% of faculty surveyed in those areas responded positively, with History, Philosophy, and English standing out in particular. Finally, the "lack of a coherent community of practitioners" (Lindquist et al., 2015, para 19) was an issue also raised at Boulder, which led to lack of awareness of what resources already existed on the campus. Similar issues confronted the University of Mississippi group, particularly the lack of a coherent practitioner community and lack of perceived resources and support.

Three years later, other scholars at UC Boulder distributed a survey to 3,612 researchers in an attempt to capture a snapshot of their current digital scholarship (Eichmann-Kalwara et al., 2018). After receiving a 12.5% response rate, with 68% graduate students, 25% faculty, and the remainder from miscellaneous areas, the UC Boulder team found that they had the highest response rate from the sciences, 90% of which indicated current or previous use of digital research methods. Graduate students and faculty were interested in learning about new digital scholarship methods, tool selection, identifying funding opportunities, and data and project management (Eichmann-Kalwara et al.). Respondents also indicated interest in a variety of learning methods, including consultations, workshops, web-based resources, and fellowships and graduate assistantships (Eichmann-Kalwara et al.). The authors noted with some evident frustration that UC Boulder had already provided that digital scholarship support in the past), once again highlighting a lack of awareness of resources provided by libraries similar to what has been encountered at the University of Mississippi.

To prepare for the development of a digital scholarship center at Appalachian State University, Mitchem and Rice (2017) completed a faculty-only survey. This survey aimed to determine overall knowledge of digital scholarship and scholarly communications practices and to glean information on current projects, tool usage, and areas that needed support. After receiving only 58 responses, 8% of the total eligible faculty, the surveyors followed up with their local digital humanities working group about the climate in various departments. Their survey and climate results indicated that many faculty projects fell under the umbrella of digital scholarship, but faculty themselves did not define their undertakings as such (Mitchem and Rice). Furthermore, the survey uncovered an apparent lack of awareness regarding what constituted digital scholarship and a conflict in humanities areas between "traditional and new forms of scholarship" (Mitchem and Rice, 2017, p. 833). Forty percent of the 58 faculty used some sort of digital tool, while 43% were interested in learning more; when asked if they would join a workshop about classroom use of digital tools, 38% of Mitchem and Rice's faculty agreed, while 57% indicated interest but wanted more information, and 86% were interested in some form of support for publishing digital journal articles. The Appalachian State researchers concluded that the survey had shown that digital scholarship was practiced by a focused group, while a broader range of faculty expressed enough interest to warrant increased education on the topic; a similar insight for a group that also included faculty was the goal of the University of Mississippi project.

Lippincott's (2017) digital scholarship survey at Harvard used a preexisting pool of graduate students, departmental library liaisons, and direct invitations. An overwhelming majority of their responses were from the graduate student pool, with Arts and Sciences being by far the largest in terms of respondents. The survey found that 51% of their graduate students participated in some form of digital scholarship, and that a further 18% were interested in doing so, with only a few respondents remaining totally uninterested. The faculty responses (n=18) were perhaps too small to be meaningfully compared to the graduate student responses (n=230) in this case. This mixture of response types, albeit without the luxury of a preexisting survey pool to draw upon, was similar to what was hoped for with the University of Mississippi survey.

Finally, an internal survey by the Center for Survey Statistics and Methodology (2019) at Iowa State University presented a thorough data-gathering questionnaire on digital scholarship, digital humanities, and scholarly communications. Sending a mass direct email using addresses controlled by the university, they reached out to four distinct groups within their academic community: faculty, research staff, graduate students, and postdocs. The surveyors received responses from 18.4% of targeted individ-

uals. Contrary to similar surveys reviewed for this project, the Iowa State group had higher response rates from faculty (23.3%) than graduate students (16.8%), with the other two categories of postdocs (21.4%) and research staff (16.8%) falling somewhere in between.

In all of the aforementioned attempts at data gathering, respondents were asked how they were engaged in digital scholarship. The results showed that, while digital scholarship certainly was a broad and amorphous term, there is some cohesion across institutions. Forms of digital scholarship cited by three or more institutions were text mining and analysis, production and editing of audiovisual materials, data visualization, geospatial analysis, digital publication, machine learning and computational linguistics, and programming. Methods cited by at least two institutions were media analysis, digital archives and databases, and digital exhibit production. Respondents indicated interest in learning to use tools like Tableau, Plotly, Google Charts, Microsoft Excel, as well as coding languages like Python or R and mathematics tools like MATLAB and Mathematica. Lindquist et al. (2015) found that desire for experience in these areas was particularly high among graduate students. These commonalities between prior surveys helped to shape and guide the University of Mississippi's efforts in its survey, both in terms of content and execution.

In summary, this literature review finds that while campus surveys were part of an overall framework used at many institutions, previous surveys were often targeted toward existing digital scholarship centers or personnel, who were routinely used for survey purposes. Though relatively early in the process of building digital scholarship programs, most of the institutions had secured the infrastructure – funding, staff time, and access to tools – required to get their programs started. Conspicuously absent from the literature were any examples of institutional surveys conducted before they secured that infrastructure. As such, the present study, detailed below, both builds upon the existing body of scholarship covered in this section and fills an important gap in the literature.

METHOD

Inspired by the scholarship referenced in the previous section, the University of Mississippi team built its survey to collect data for designing an implementation framework for the University and capturing a snapshot of whatever ad hoc activity was already taking place. Specific attention was also paid to the lack of digital scholarship infrastructure (staffing, funding, and support) at the University of Mississippi in general, with the hope that a survey would provide evidence of digital scholarship activity on campus.

The authors hoped that the survey would answer several questions:

- How much interest in digital scholarship is there on campus?
- What types of digital scholarship research methods or tools are being used on campus?
- Are there any digital scholarship research methods or tools that campus users would like to learn more about?
- What is the level of expertise of campus users with digital scholarship research methods and tools?
- How much support, if any, has campus provided to those interested in digital scholarship?
- What support or resource(s) can the library provide to those interested in digital scholarship?

The online survey, built on the Qualtrics platform, was designed with these questions in mind. A user consent form was included at the beginning of the survey that asked each participant to acknowledge that they were over the age of 18 and confirm their understanding that the survey was voluntary and confidential. The survey questions fell into three broad categories: university affiliation of each participant, including department as well as research and teaching focus; participant experience with digital scholarship for research and teaching; and participant opinions on how the library can best support digital scholarship on campus. A recruitment script was also developed that served as an invitation to participate in the survey along with a description of its purpose. Both the survey and the recruitment script were sent to the Institutional Review Board (IRB) at the University of Mississippi for ap-

proval, which was received in mid-February 2021. With IRB approval in-hand, the next step was distributing the survey across campus. Calls for participation were sent to the campus community using *UM Today*, a daily, campus-wide email newsletter. Additionally, library liaisons were provided with the recruitment script and asked to distribute it to their respective departments. The survey was open for a period of approximately six weeks, from mid-March until late April 2021.

Processing survey responses began in early summer 2021. Cleaning up the raw data included removing time stamps and other information not directly relevant to the project's scope. The authors also disaggregated data where multiple selections could be made in response to a single question.

Once the process of data clean-up was complete, the authors added qualitative coding to open response fields. The coding process was independently performed ahead of time to fulfill the requirements of an inter-rater reliability experiment (Gwet, 2014). Once the independent coding was complete, the authors met to review and compare codes. The majority of independent coding resulted in high inter-rater reliability thus establishing controlled coding vocabulary to the responses in the open response fields. This vocabulary was essential to categorizing and sorting open responses for data visualization purposes. Once the data clean-up and qualitative tagging was complete, the authors used Tableau Public software to generate data visualizations of the survey findings.

RESULTS AND ANALYSIS

For the semester in which the survey was administered (spring 2021), the University of Mississippi employed 3,272 people. Of these employees, 1,181 (36%) were current, full-time faculty members and 2,091 (64%) were full or part-time staff members. Additionally, there were 46 post docs and approximately 2,000 graduate students. Combined, the total possible population of the survey target audience was approximately 5,318.

Overall, the response rate of the campus community excluding undergraduates was less than one percent. When disaggregated along university affiliation lines, a slightly higher response rate among faculty members (4%) is detectible. While these response rates were low, the survey was designed for those who had some level of interest in or experience with digital scholarship. As a result, data was collected using convenience sampling, a method of sampling where respondents are "convenient" and there is no pattern in acquiring survey responses (Galloway, 2005). This approach allowed individuals who saw the survey invitation to self-select based on their awareness of, interest in, or experience with digital scholarship methods and tools and their willingness to participate in the survey. Selectively targeting respondents with some level of interest in or experience with digital scholarship outweighed any fears of convenience sampling or the high likelihood of bias (Galloway, 2005). Moreover, the authors used descriptive statistics to analyze the data collected and were not interested in making inferential claims from the data such as identifying patterns or making predictions, testing hypotheses, or assessing whether the data was otherwise generalizable to the broader campus population.

From this pool of potential survey respondents, 79 members of the campus community participated in the survey. Of these, five previewed the survey but did not progress any further, one did not consent to the terms, and six did not answer any questions. Participants were asked to disclose their departmental affiliation and role at the university (faculty, staff, post-doctoral researcher, or other). Forty-eight (73%) were current faculty members, 11 (17%) were graduate students, two (3%) were staff members, and five (7%) were categorized as "other," a mixture of retired faculty, individuals who were both graduate students and staff, and undergraduate students. No post-docs participated. After completing affiliation questions, 46 participants continued the survey. The results of this study are based on the responses of this core group, as seen in Tables 1, 2, and 3:

Table 1. Core Group of Participants by Department Affiliation

School or Unit	Department	Total
Academic Support	Academic Innovations Group	1
Academic Support	Office of Global Engagement	1
School of Engineering	Civil Engineering	1
College of Liberal Arts	Art and Art History	2
College of Liberal Arts	English	10
College of Liberal Arts	History	10
College of Liberal Arts	Modern Languages	7
College of Liberal Arts	Philosophy and Religion	4
College of Liberal Arts	Political Science	3
College of Liberal Arts	Theatre and Film	1
College of Liberal Arts	Writing and Rhetoric	4
Unknown	Unknown	2
Total:		46

Table 2. Core Group of Participants by University of Mississippi Affiliation

Faculty	Graduate Student	Staff	Other
35	10	0	1

Table 3. Core Group of Participants by University of Mississippi Affiliation and Department Affiliation

School or Unit	Faculty	Graduate Student	Other
Academic Innovations Group	1		
Office of Global Engagement	1		
Civil Engineering		1	
Art and Art History	2		
English	2	8	
History	9	1	
Modern Languages	7		
Philosophy and Religion	4		
Political Science	3		
Theatre and Film	1		
Writing and Rhetoric	4		
Unknown	1		1*
Total:	35	10	1

*self-identified as a Civil Engineering Emeritus Faculty

Digital Scholarship Interest and Experience

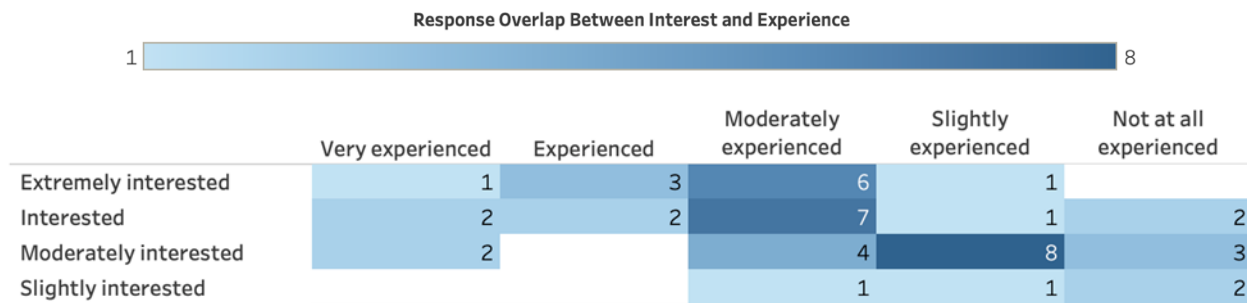
After disclosing their departmental affiliation and role at the university, the core group of participants were asked about their interest in and experience with digital scholarship. Their responses reflected wide-ranging interest in and experience with digital scholarship methods and tools among the campus community. For instance, when asked to describe their interest in digital scholarship, 11 (24%) respondents from the core group of survey participants indicated they were “extremely interested” followed by 14 (30%) who were “interested,” 17 (37%) who were “moderately interested” and four (9%) who indicated they were “slightly interested.”

Likewise, when survey participants were asked to describe their level of experience with digital scholarship, 10 (22 %) respondents from the core group of survey participants indicated they were either “very experienced” or “experienced,” 18 (39%) said that they were “moderately experienced,” 11 (24%) said they were “slightly experienced,” and seven (15%) described themselves as “not at all experienced.”

Overall, of the 46 survey participants who self-rated their interest in and experience with digital scholarship, 25 (54%) rated themselves as either interested or extremely interested while 36 (78%) participants rated themselves as either moderately, slightly, or not at all experienced. As Hidi (2006) noted, Interest in an area or a topic is usually a crucial motivational variable for building expertise by informing

“attentional processes, quantity and levels of learning, learners’ organization of tasks, their goals and choices...[p]ersistence in engagements and positive affect” (p.70). Comparing participants’ interest in digital scholarship methods and tools with their experience reveals that the majority of survey participants who self-reported being moderately, slightly, or not at all experienced with digital scholarship also reported being either extremely interested, interested, or moderately interested in digital scholarship. This is visible in Figure 1 where the darker the shade of blue represents a higher concentration of response overlap between interest and experience.

Figure 1. Comparing Survey Participants’ Interest in and Experience with Digital Scholarship



Since interest in something is a critical motivational factor for developing expertise, the high rate of reported interest in digital scholarship methods and tools coupled with an equally low rate of reported expertise by the same survey participants indicates a promising opportunity for the library to support users who are interested in building expertise with digital scholarship tools and methodologies.

Digital Scholarship in Research and Teaching

In order to gauge digital scholarship activity currently taking place at the university, participants were asked if digital scholarship was used in their research or teaching. Slightly more than half (26 or 57%) indicated that digital scholarship was involved in their research, though only two stated that it was a majority of their research. Of the 20 respondents who indicated that they do not use digital scholarship in their research, 16 (43%) stated that they use digital tools but would not consider it digital scholarship. One respondent said that they were interested in integrating digital scholarship into their research, and three said that they did not use digital scholarship in their research and had no interest in doing so.

The responses were similar when survey participants were asked about the use of digital scholarship in their teaching. Twenty-nine (63%) indicated that they use or have used digital scholarship methods in their courses, seven of whom listed it as a core component of at least one class a semester. Twenty-two respondents (48%) indicated that digital scholarship methods are used in some of their courses but not every semester and 18 (39%) answered that they were currently working on a digital scholarship project or implementing it into their teaching. Seventeen respondents (37%) indicated that they do not currently use digital scholarship methods in their courses. Of this group, 14 (30%) indicated interest in implementing some digital scholarship into their teaching.

Overall, 33 survey participants (72%) indicated that they use digital scholarship tools either in their teaching, research, or a combination of both. Of that number, 22 (67%) use digital tools in both their research and teaching, seven (21%) use digital scholarship tools for teaching only, and four (12%) use digital scholarship tools for research only.

Digital Scholarship Methods and Tools

Survey participants were next asked to list the specific digital scholarships methods and tools they have used. Survey participants reported experience using the following digital scholarship methods:

- Data analysis/visualization: 12 (26%)
- Text editing and annotation: 15 (33%)

- Digital platform or archive: development 4 (9%)
- Text mining and analysis: 8 (17%)
- Digital publishing: 16 (35%)
- GIS and mapping: 6 (13%)
- Hardware or software development: 1 (2%)
- Data management: 6 (13%)
- 3D modeling/printing: 1 (2%)
- Transcription: 3 (7%)
- Other (please explain): 3 (7%)

The respondents who selected “other” worked in pedagogy of digital history, facial and deepfake analysis, and building digital portals to dispersed collections.

Survey participants were also asked about their experience with digital scholarship tools. Their responses included specific digital scholarship tools, which were then qualitatively coded to match the tool with the appropriate method. The following list of tools is, therefore, organized around each method:

- *Mapping*: GIS, StoryMaps, Geo Media Pro, TheClio
- *Visualization and Analysis*: Voyant, SPSS, Timeline.JS, Kumu.io
- *Website and Application Building*: Wordpress, Weebly, Claris FileMaker, Testmoz, UCraft, Scalar
- *Coding*: Python, R, XML, UNIX/Linux shell scripting
- *Image Editing and Recognition*: Adobe Photoshop, Pictriv, Betaface
- *Databases and Digital Archives*: Wikidata, JSTOR, various unnamed sources

Support for Digital Scholarship

Lastly, survey participants were asked about support for digital scholarship. When asked whether they received adequate support from the university, two (4%) selected “strongly agree,” eleven (24%) selected “agree,” eight (17%) selected “somewhat agree,” nineteen (41%) said that they neither agree nor disagree with the statement, three (7%) selected “somewhat disagree,” two (4%) selected “disagree,” and one (2%) selected “strongly disagree.” When asked specifically how the library can support digital scholarship, respondents indicated a preference for:

- Digital collections 32(70%)
- Tools 24(52%)
- Workshops 23(50%)
- Consultations 20(43%)
- Library guides 14(30%)
- Datasets 12(26%)
- Campus-wide communication 9(19%)

In text-entry responses, participants requested a variety of different methods for library digital scholarship support. These included acquiring more digital collections and resources such as journals, databases, and digital archival materials, building infrastructure for communication and collaboration between digital scholars on campus, and workshops and showcases. Overall, survey participants indicated an interest in gaining access to new digital scholarship tools, workshops or training opportunities, and connecting with other members of the campus community who share interest in digital scholarship methods and tools.

RECOMMENDATIONS

Based on the survey results, the survey authors developed a list of recommendations for the library to implement, which are listed below.

Recommendation 1: Promote and expand library access to digital collections and digital tools.

When asked how the library could promote the use of digital scholarship methods on campus (Appendix A: Survey Instrument, Q17) or if there was anything else respondents would like to share (Appendix A: Survey Instrument, Q29), the most frequently requested service was to expand the library's access to digital collections and resources, such as journals, databases, and digital archival materials. Many of these requests were generic ("More journals", "More access to digital archives"), while some requested specific resources ("Access to ancestry.com"). The next step will involve liaison librarians discussing digital scholarship resources with all interested parties.

Furthermore, it is apparent that the library and academic departments need to further collaborate on advertising library resources to faculty, staff, and students. Many librarians are familiar with the frustration that stems from patrons who lack awareness of the full extent of their institution's resources. Therefore, the goal for this first recommendation is to mindfully promote and expand library collections – especially regarding digital scholarship tools.

Recommendation 2: Offer workshops on various digital scholarship tools and methods.

The second most popular request was for library-hosted workshops. Many of the survey responses revealed that faculty and students know digital scholarship resources exist, but they do not know how to identify or use them. Hosting in-house workshops would give librarians the opportunity to expand community knowledge of digital scholarship while helping patrons gain applicable skills. Offering a series of workshops also has the advantage of exposing people previously unaware of digital scholarship (whether the practice as a whole or certain methods) to the general campus population.

Recommendation 3: Offer one-on-one or classroom consultations about digital scholarship.

Building off library-hosted workshops, another popular request was for consultations from qualified librarians. Librarians could offer one-on-one consults for specific tools, or visit classrooms in person or online to provide workshops or overviews on digital scholarship principles. This approach offers the added benefit of exposing undergraduate and graduate students to digital scholarship fields they are unfamiliar with. These consultations could be modeled off the existing liaison librarian system, in which patrons can schedule time with a specific librarian depending on the skill they want to enhance.

Recommendation 4: Start a campus-wide digital scholarship interest group and/or listserv.

Prior to taking the survey, the authors were aware of several disparate digital scholarship projects taking place on campus and suspected there was a larger digital scholarship community than was known. Throughout the survey, this assumption was repeatedly confirmed. The survey authors believe that it would be beneficial to individual scholars and the community as a whole to have a network of those interested in digital scholarship. This network, which could comprise of an interest group and listserv, will give scholars opportunities to exhibit their work, find collaborators, and share news from the broader digital scholarship community.

Recommendation 5: Write a library guide on digital scholarship.

Several respondents requested a library guide or webpage dedicated to digital scholarship. An environmental scan of digital scholarship services at peer institutions revealed that this is a common

practice. This recommendation also supports the first four recommendations as it will provide a central online location where information can be shared. The library guide (currently in progress) will have sections such as overviews of various disciplines within digital scholarship, a list of tools and resources, and sample projects from within the university.

Recommendation 6: Expand the digital services team.

Through the course of developing, distributing, and analyzing this survey, it became clear that more personnel are needed if the library wishes to enhance its digital services. Currently, the Digital Initiatives Librarian is the only position solely dedicated to digital projects. Personnel from other departments, including Metadata and Digital Initiatives, Research and Instruction, and Archives and Special Collections, work on digital projects but are able to dedicate only a fraction of their work time to such projects resulting in longer start-to-finish times. With more digitally-focused personnel, such as a Data Services Librarian, the library would be able to expand its digital services and ensure that support remains relevant as digital scholarship services develop.

CONCLUSION

In conclusion, the survey results show that there is interest in and experience with digital scholarship at the University of Mississippi. The survey results provide the University of Mississippi Libraries not only with a clearer sense of who on campus is interested in and has experience with digital scholarship methods and tools but also how it can better support this group. A good place to start is by promoting and expanding library access to digital collections and digital tools, by offering workshops that showcase the variety of digital scholarship methods and tools available to researchers, by supporting digital scholarship inquiry at all levels by offering one-on-one consultations, in-class instruction, and creating research guides and tutorials that encourage self-guided learning, and by fostering a campus-wide community for those interested in digital scholarship.

Moving forward, routine assessment of digital scholarship activity on campus is important and necessary. Using the data collected and lessons learned from this first survey, future iterations may be expanded upon in order to reveal, for instance, if interest in and experience with digital scholarship tools and methods has increased or decreased over time or if new and emerging approaches to digital scholarship are present on campus. Additionally, while initial survey response rates were low, as already noted, the resulting data was never intended to be used to make inferential claims such as identifying patterns or making predictions. If future iterations of a digital scholarship survey intend to make such inferences, a higher response rate will be needed necessitating a different methodological approach including a more aggressive marketing and promotion campaign along with other common methods for encouraging participation such as incentives.

In conclusion, by supporting and promoting current digital scholarship activity, the library is well positioned to increase digital scholarship's profile on campus as a potentially powerful research and teaching tool among practitioners and non-practitioners alike. But digital scholarship's utility goes beyond the halls of academia. Increasingly, employers value the kind of skills that are utilized by digital scholarship practitioners such as text mining and data visualization. By facilitating the growth of digital scholarship on campus, there is the added benefit of equipping University of Mississippi students, regardless of academic major or background, with the skills that employers are seeking, thereby making them more competitive applicants on the job market. The library can be the hub for all of this.

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Appendix A

Survey Instrument

Q1 - By submitting this form, you are indicating that you have read the description of the study, are over the age of 18, that you agree to the terms as described, and that you consent to participate in this study.

Yes

No

Q2 - What is your affiliation with the University of Mississippi?

Faculty

Staff

Postdoctoral Researcher

Graduate Student

Other

Q3 - What is your department affiliation?

(Free response)

Q4 - What is your teaching/research focus?

(Free response)

Q5 - Harvard University defines digital scholarship as the, "use of digital tools and methods to support research, teaching, content creation, and stewardship." Examples include: "digitization and the use or creation of digitized collections; data acquisition, description, analysis, visualization, stewardship and curation; digital content creation and sharing, including digital publishing; GIS and mapping; text mining and analysis; and the hardware, software, and infrastructure to support all of the above." Do you have any additions or alternate definitions of Digital Scholarship?

(Free response)

Q6 - Are you interested in digital scholarship?

Extremely interested

Interested

Moderately interested

Slightly interested

Not at all interested

Q7 - Do you use digital scholarship methods in your research? Please select the answer that best describes your research. "Digital scholarship" includes using tools/methods such as GIS, text mining, digital annotation, digital archives, or building websites/blogs/digital archives as part of your scholarship.

Yes, that's the majority of my research

Yes, but it's only part of my research

No, but I use digital tools

No

No, but I'm interested

Q8 - Do you use digital scholarship methods in your teaching? Please select the answer that best describes your teaching. "Digital scholarship" includes using tools/methods such as GIS, text mining, digital annotation, digital archives, or building websites/blogs/digital archives as part of a class reading or assignment.

Yes, it is a core component of at least one class a semester

Yes, I have used it in some classes, but not every semester

No, but I am interested in implementing digital tools in my courses
No, and I'm not interested in using digital methods in my courses

Q9 - What is your level of experience with digital scholarship?

Very experienced
Experienced
Moderately experienced
Slightly experienced
Not at all experienced

Q10 - Are you currently working on any digital scholarship projects or implementing digital scholarship into your teaching? If yes, please explain.

(Free response)

Q11 - What is your area of specialization or experience within digital scholarship? Select all that apply

GIS and mapping
Text mining and analysis
Data analysis/visualization
Text editing and annotation
Digital publishing
Transcription
Hardware or software development
Data management
Digital platform or archive development
3D modeling/printing
Other (please explain)

Q12 - Please list any digital scholarship tools you have used. Include your confidence level with each tool listed.

(Free response)

Q13 - Describe any previous experience you have with digital scholarship outside of the University of Mississippi.

(Free response)

Q14 - You receive adequate support for your digital scholarship needs at the University of Mississippi

Strongly agree
Agree
Somewhat agree
Neither agree nor disagree
Somewhat disagree
Disagree
Strongly disagree

Q15 - How can the library support digital scholarship activities on campus?

Digital collections
Datasets
Tools
Workshops
Library guides

Consultations
Campus-wide communication
Other

Q16 - What are some ways the library can promote use of digital scholarship methods on campus?
(Free response)

Q17 - Are there any research methods/tools you would like to learn more about?
(Free response)

Q18 - Are you currently part of a digital scholarship working group, listserv, or similar initiative?
Yes
No

Q19 - Are you interested in being part of a digital scholarship listserv, working group, roster, or similar? If yes, please include your email address.
(Free response)

Q20 - Is there anything else you would like to share?
(Free response)

Appendix B Recruitment Script

Dear *[insert name]*,

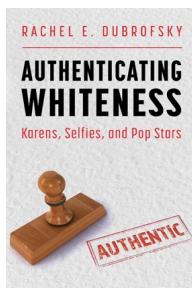
On behalf of the Digital Scholarship Committee at the University of Mississippi Libraries, I am writing to invite you to participate in a research project designed to ascertain how the library can best support digital scholarship on campus. Digital scholarship is understood as any use of digital technology in research or teaching applications, and is known by several other names, including digital humanities and public history. You are invited to participate in this research project because you are a faculty member, staff member, postdoctoral researcher, or graduate student at the University of Mississippi.

The procedure involves completing an online survey that will take approximately 10-15 minutes. Your responses will be confidential, and we do not collect identifying information such as your name and email address unless you voluntarily choose to include that information. The survey questions will be about your university affiliation, your experience with digital scholarship, and how the library can best support digital scholarship initiatives going forward.

This research has been reviewed according to the University of Mississippi IRB procedures for research involving human subjects and was approved in mid-February 2021.

REVIEWS

Authenticating Whiteness: Karens, Selfies, and Pop Stars



Rachel E. Dubrofsky
Jackson: University Press
of Mississippi, 2022
ISBN: 9781496843326
184 p. \$99.00 (Hbk)

Authenticating Whiteness provides a scholarly analysis of the

ways in which authenticity is portrayed as a strategy of whiteness in popular media sources. The author uses close readings of a wide variety of popular media types to show how authenticity—the quality of seeming spontaneous and unable to suppress one’s true feelings or emotions—is frequently portrayed in popular media as a positive trait of white people, particularly white women – a.k.a. Karens. Because authenticity is depicted as such an admirable quality, it can create sympathy in viewers that works to excuse or obscure the perception of any harm caused by the person’s behaviors—they might be seen, for example, as having been so overwhelmed by their emotions that they can’t be faulted for their actions, even when those actions were hurtful in serious, consequential ways.

Each chapter in the book focuses on analyzing examples of authenticity and how it works from a wide range of media sources, including musicians (Miley Cyrus and Taylor Swift), television series (UnReal), media coverage of Donald Trump, and examples drawn from viral internet content (a tweeted-out selfie, trending YouTube videos). The book also examines the pervasiveness of surveillance in culture, and the relationship between close scrutiny and authenticity. It asks questions about how authenticity works in a culture where so much of everyone’s lives are so often under some sort of surveillance, and looks at the performance of authenticity, where behavior that is seen by viewers as spontaneous may sometimes really be a carefully planned performance of au-

thenticity, created for an audience predisposed to value spontaneity and realism.

The author of the book, Rachel Dubrofsky, is a professor of Communication at the University of South Florida. She has published articles in Communication Studies journals including *Critical Studies in Media Communication*, *Surveillance & Society*, and *Communication Theory* and has also edited a book-length collection of essays, *Feminist Surveillance Studies*. Well-known for her scholarly expertise in reality television, she is frequently consulted by magazines and other media sites about topics related to the portrayal of gender and race on popular reality television shows. This book is a continuation of the research she has conducted throughout her career.

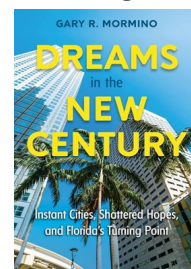
Although the book looks at popular topics like television shows and social media trends, it is a thoroughly academic study that is grounded in theory and well-documented. The topics are attention-getting, but the analysis is serious and asks important questions about who gets to be authentic, and why, and why the answers matter. The final chapter in the book examines how authenticity can get in the way of the work of antiracism, and how recognizing and addressing this problem is important.

Better suited for academic libraries because of its scholarly nature, this book would be a good addition to libraries with collections related to communication studies, media studies, and race relations. There are very few other books listed with the same set of subject headings in WorldCat at the time of this review, so this book should complement other works by adding a new consideration of these topics.

Allison Faix, Coastal Carolina University

Dreams in the New Century: Instant Cities Shattered Hopes and Florida's Turning Point

Gary R. Mormino
Gainesville: University Press
of Florida, 2022
ISBN: 9780813069340
548 p. \$34.95 (Hbk)



Dreams in the New Century—Instant Cities, Shattered Hopes, and Florida's Turning Point by Gary R. Mormino is a well-timed publication for those interested in understanding how 21st-century Florida developed over the first decade of the new century. With Hurricane Ian's devastation filling up today's newsfeeds, his work seems even more pressing as readers seek to understand Florida and its inhabitants. A retired historian, Dr. Mormino is the founder of the Florida Studies Program at the University of South Florida in St. Petersburg. His publications include several books about the varied history of the state of Florida.

The story picks up at the turn of the century, on the eve of the 2000 presidential election. The infamous hanging chad election and the subsequent US Supreme court case set the stage for Florida's rapid and drastic changes from then to now. *Dreams in the New Century*—is a mix of political, economic, environmental, and social history, providing an approachable text for the academic and the armchair historian. When people think about Florida, perhaps the two things that immediately come to mind are Walt Disney World and vacationing at the beach. What is particularly interesting about Mormino's text is along the way, you begin to recognize that Florida is a far more complex state than the oversimplified vision of existence for vacation and retirement.

While its focus centers on the first years of the century, 2000-2010, the author values the importance of readers knowing the decade does not exist in some vacuum. Instead, understanding the state's social, economic, and environmental history is necessary to contextualize the changes occurring during those years. Florida joined the union in 1845, seceded in 1861 during the Civil war, and rejoined the union, after restoration, in 1868. It is now the third most populous state in the union, with over 22 million residents. Most residents currently residing in the state were born elsewhere, having relocated to pursue the dream it offers.

The chapters walk through the decade year by year, offering the reader a narrative written in a timeline fashion. Explaining in detail the political dramas happening on the state and local levels while also giving careful attention is the significant ties of Florida's important role in national politics with each presidential election season. It is

hard to imagine Florida, having now lived through the first two decades of the twenty-first century, not maintaining a key place in the dialogue surrounding our national political landscape.

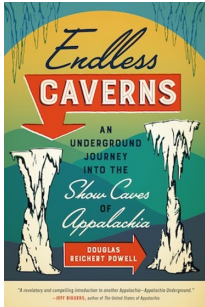
The portions of the book dedicated to Florida's environmental story make it plain that the state's biodiversity, climate forces, naturalists, and land developers are constantly driving the next steps for Florida's future preservation and development. Evidently, they are more often than not in conflict with one another and struggle to agree on how to coexist with agendas, clearly struggling to maintain control of the future before them. The author provides essential background on these often overlooked pieces of history while making the case that careful consideration of environmental impact is vital to the ongoing prosperity of the state.

The economic and social history included only strengthens the book's theme of Florida chasing dreams and progress that sometimes appears haphazard and driven purely by monetary motivations. With every story of a dream achieved, occasional nightmares cloud the picturesque vision of how people dream of chasing life in Florida see things. One such example is the housing crash at the tail end of the decade, upending countless resident's American dream. The author dedicates an entire chapter to that season, leaving readers to wonder if they are on the brink of history repeating itself.

At more than 500 pages, Mormino gives readers a carefully researched and inviting text, including over 50 pages of citations. He closes the final chapter posing the question, "What does it mean to be a Floridian?" Packed to the brim with meaningful context, backstory, and anecdotes, many might respond to the question with, "it depends." Highly recommended, this book helps enrich both academic and public library collections. Its value is not just in telling the story but in how it constructs the story, with its essential and varied evidence. Mormino, a skillful writer and historian, provides a narrative demonstrating that history is critical to understanding current events and can also be accessible to many audiences.

Austina M. Jordan, University of North Georgia

Endless Caverns: An Underground Journey into the Show Caves of Appalachia



Douglas Reichert Powell
Chapel Hill: University of
North Carolina Press, 2022
ISBN: 9781469669434
232 p. \$29.00 (Pbk)

A network of caves and caverns spans the southern Appalachian region. Throughout history, these caves and caverns have been used by enterprising people for legal and illegal purposes – from storing confederate goods to hiding escaping enslaved people to making and distributing moonshine. These hidden warrens were also a lure to adventuring cavers who could only rest once they explored the next gallery and found all the underground spectacles. It is little wonder that resourceful people could take these natural wonders and turn them into attractions that would draw people from all over the world.

In *Endless Caverns: An Underground Journey into the Show Caves of Appalachia*, Douglas Reichert Powell recounts his many adventures exploring current and former show caves throughout the Appalachian region. Powell's book is part travelogue, part sociological treatise, and part case study on the impact of history tourism. Powell spent years researching this book, traveling along the Appalachian Mountains from Alabama to Maryland, searching out show caves, and collecting the stories of how they came to be and, in some cases, why they ceased to be.

Endless Caverns opens with Powell recalling a visit to Bedquilt Cave in Kentucky. The story of the Bedquilt Cave trip is not merely a story of a commercial cave visit but rather the tale of a spelunking adventure that Powell used to explain why he chose to write about caves as tourist attractions and how the history of those caves aid in the understanding of Appalachian culture. The author continues to explain that there is a particular pattern to a show cave visit, such as the introduction, features of the cave, a descent into darkness, and a visit to the gift shop, to name a few, and the chapters of the book are arranged to reflect that pattern.

Each chapter describes the history of one or more show caves and includes Powell's often

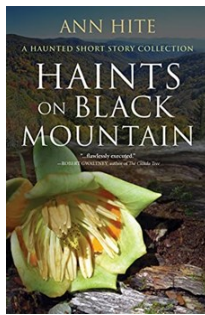
funny observations and experiences while visiting the fissures. In chapter three, Powell covers one reason many visit caves: the natural formation that looks like fixtures from life above ground. Some of these natural formations look like Niagara Falls, the Capitol dome, or even bacon. The tour guides are sure to point out what the natural formations resemble so the tourist can marvel at the wonder. In some cases, the developers of these attractions will mix in exhibits that bring some of the history of the cave to life. Forbidden Caverns in Pigeon Forge, TN, is a prime example of a show cave that mixes nature with history. Their natural formations have names such as "Ice Cream Parlor," Grotto of the Dead," and the "Fried Egg," and along with these, there can be exhibits that include a model of a moonshine still.

At some point during his travels from cave to cave and interview to interview, it was suggested to Powell that he attend the National Cave Association (NCA) conference. After working and contacting his network, Powell was finally able to secure an invitation to the NCA conference. Expecting a trade show the author instead discovered that the NCA's commitment to maintaining the health and integrity of the caves in their care.

Along with the discussions of the general tradecraft of running a tourist cave, Powell also covers topics such as the impact of strip mining, over-development, and gentrification on Southern Appalachian culture and how these attractions might be used to frame the conversation around these topics. Powell touches on the White Noise Syndrome, a deadly fungus that affects many of the bat populations that make their homes in some of the caverns.

Powell's book is a readable mixture of content covering history, ecology, natural conservation, and sociology. Written in a conversational manner that draws the reader in and then surprises them when they discover they have learned something intriguing. Anyone interested in Appalachian cultural history, history tourism, social history, or caves and attractions, in general, will find *Endless Caverns* an engaging read. This book is recommended for academic and public libraries and is a crucial addition to any collection that caters to Appalachian studies.

Timothy Daniels, The University of North Georgia

Haints on Black Mountain

Ann Hite
 Macon: Mercer
 University Press, 2022
 ISBN: 9780881468526
 243 p. (Pbk) \$20.00

If you are from the South, you have certainly heard of “haint blue” — a color that adorns porches and sometimes entire houses, to keep spirits at bay. In this book of intertwining stories by Ann Hite, haints appear in the form of apparitions that encourage, support, comfort, and even warn generations of family members in the rural Black Mountain region of western North Carolina. Ancestral spirits weave a continuous thread throughout the book, uniting themes of nature, home, and family. While specters inhabit every chapter, these are not merely ghost stories, but shared narratives of life on Black Mountain spanning a period of 160 years.

The book is divided into three parts — *Wind*, *A Little Removed*, and *Women to Be Reckoned With*—each signaling a separate collection of stories featuring generational ghostly hauntings set against the backdrop of the Appalachia. In the first chapter, “Wrinkle in the Air,” the reader is introduced to Polly Murphy, a young Cherokee woman who will begin the dynastic chronicle of these stories. Polly connects strongly with nature and the souls that wander the mountain. She understands that the wind will soon blow in change for her tribe and her environment. Change came in the form of Samuel Richard Riley, who is gathering the history of the Cherokees and alerts the tribe of the government’s plan to remove them from their land. A native of Ireland, Riley also relates strongly to nature and the mountains, creating a deep bond with Polly. She understands that by breaking tradition and marrying Riley, she is not only committing to a new life, but also to the coming change for her people.

Nature continues as a theme in subsequent chapters, focusing on the severe storms that are prevalent on the mountain. Just as Polly dreaded losing her tribe’s homeland, in successive narratives her descendants fear losing their homes to storms and floods. In “The Root Cellar,” her grandson has lost the ability, or the desire, to lis-

ten to nature. Despite this, Polly’s spirit joins those of the mountain, warning him of the coming storm. He learns too late that he should have listened. In the final chapter of *Wind*, “Ghost Dog,” it is the spirit of a loyal pet that provides warning and rescue, finally being able to save a child in the present, just as he was not able to save his young charge in the past.

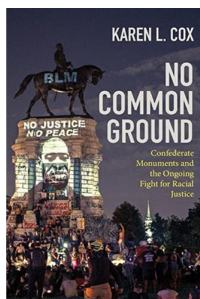
While storms connect the first chapters, the second section, *A Little Removed*, includes stories with characters that are either physically or mentally removed from their Black Mountain home. It begins with an account of Emmaline and her mother traveling from North Carolina to Georgia to stay with Emmaline’s grandmother. Emmaline’s mother finds employment at the Georgia Central State Hospital, which is known to be haunted. Emmaline soon finds that her new home of Milledgeville is also haunted by those who have unfinished business on this earth. Subsequent chapters are interwoven with spirits of family members and neighbors offering warnings and even words of wisdom. Such themes are illustrated in “Dancers on the Horizons,” where ethereal comforters help Emmaline come of age, and deal with her seemingly uncaring mother.

Part Three, titled *Women to Be Reckoned With*, involves stories that concern women who gain strength through adversity and challenges. Some of these struggles are of their own making while some come about as a result of their environment. “The Dance Lesson” tells the story of a mother and daughter who moved to Black Mountain from Atlanta in 1935. Fifteen-year-old Jean Logan meets two local boys, Carlton and James, who give her confidence and friendship. Yet it is Carlton’s mother who truly influences Jean and helps her evolve into the woman who she was meant to be. Strong women continue to dominate the section as the author intertwines past family connections with current ones. The spider, a known teacher and protector of wisdom in Cherokee traditions, is the catalyst in “A Spider’s Bite.” Miss Shirley, a New Orleans conjurer, teaches Jeannie Ray magic for the good of others, but instead, the young girl spins her web to further her own ambitions. The last chapters involve women who rely on their personal strength to get through hardship, such as the death of a loved one, or one who is not so loved.

Haints on Black Mountain is a good choice for those who are interested in Appalachian history, and culture, as well as those who like a good ghost story. Ann Hite captures the feel and lore of the North Carolina Mountains. Although the first section is the strongest, Hite's prose engages and entertains throughout the book as she leads the reader through the compelling stories of the people and spirits of the region.

Kathelene McCarty Smith, University of North Carolina at Greensboro

No Common Ground: Confederate Monuments and the Ongoing Fight for Racial Justice



Karen L. Cox
Chapel Hill: University of
North Carolina Press, 2021
ISBN:9781469662671
224 p. \$24.00 (Hbk)

Since the end of the Civil War, thousands of monuments have been built to memorialize the “Lost Cause,” which remembers Confederate soldiers “as defenders not of slavery but of the region and their race” (p. 18). In her new book, Karen L. Cox explores the legacy of these monuments and the fight to find common ground over the statues, the spaces they fill, and what they represent.

Initially built in commemoration of lost Confederate soldiers, the statues’ subjects and dedications became imbued with Lost Cause rhetoric and ideation. The memorial statues enabled many white southerners to express and share their version of Dixie, while many of their Black compatriots came to view the monuments as symbols of oppression as well as the glorification of men who fought to preserve the institution of slavery.

Cox begins the narrative with an introduction of the United Daughters of the Confederacy (UDC), founded in Nashville in the late 19th century with the goal of preserving and honoring Confederate culture. The education of children with a pro-southern message and the building of monuments helped teach and reinforce that message. Construction of these memorials has waxed and waned over the years, but there have been new

monuments erected in every decade since the Civil War. The most recent surge has occurred in the 21st century, with 35 new pro-Confederate monuments having been built during this time. While this new construction is often attributed to the same desire to protect southern heritage as that espoused by the UDC, Cox attempts to correct this narrative by explaining the full history of white and Black interpretations of these statues. The author delves into the rationale of those who think the monuments should remain in place, as well as the justifications by those who believe they should be removed.

Criticism of these statues is as old as the monuments themselves. On Confederate Memorial Day in 1887, a monument honoring John Calhoun, a prominent politician and defender of states’ right to preserve slavery, was unveiled in Charleston, South Carolina. The statue was derided by Black Charlestonians who considered the statue to be a personal affront and who therefore defaced the statue. Cox provides many examples of the statues that have been erected since and explains the progression of attitudes about them during Reconstruction, through World Wars I and II, in the midst of the Civil Rights era, and into the 21st century.

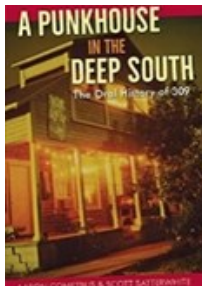
The final chapter of the book focuses on the recent fights over the removal of these monuments. Cox begins with the removal of the Confederate flag (not a statue per se, but a monument, nevertheless, with many of the same attributes as the stone testaments) outside the South Carolina state capitol in Columbia, a battle that intensified after the 2015 murder of nine Black members of Emanuel African Methodist Episcopal Church in Charleston. The author also scrutinizes the 2017 Charlottesville rally in which participants, under the guise of preventing the removal of a Robert E. Lee statue, marched, chanted, and violently demonstrated, ultimately leading to the murder of a counter protester. Several other recent cases across the southern United States also provide examples of the contentious arguments over these markers.

No Common Ground not only provides a thorough history of Confederate monuments, but also a timely one. Current events including police violence and the Black Lives Matter movement have highlighted issues surrounding race in the United States, and Cox has built a strong founda-

tion to help readers understand the historical basis for some of this racial tension. This book is unique in its scope, as it spans more than a century and covers statue controversies across the southeastern United States. Libraries across the country, but particularly in the southeast, should add this essential book to their collection.

Ariana Baker, Coastal Carolina University

A Punkhouse in the Deep South: The Oral History of 309



Aaron Cometbus &
Scott Satterwhite
Gainesville: University
Press of Florida, 2021
ISBN: 9780813068527
154 p. \$19.95 (Pbk)

Defining a punkhouse as simply a house in which punks reside raises several questions, such as, what is meant by “punk”? and what happens when a bunch of punks live together? *A Punkhouse in the Deep South: The Oral History of 309* presents a collection of interviews which was not initially meant for publication in book form. Authors Aaron Cometbus and Scott Satterwhite address these questions and others by letting past residents of 309 6th Avenue (or simply, “309”) discuss how they ended up living in the ramshackle house near downtown Pensacola, Florida and how that particular time in their lives affected them.

The interviews were conducted by the students in Dr. Jamin Wells’ Public History class at the University of West Florida and were originally solely intended to be part the 309 Punk Archive—a collection of fliers, posters, zines, photographs, and other ephemera collected from the Pensacola and nearby punk communities. After reading the transcripts, however, Cometbus, well-known for his own long-running zine, and Satterwhite, a writing & literature professor at University of West Florida, determined that there would be sufficient public interest in reading each subject’s own take on the house, the city, and the punk scene, and published the book through University Press of Florida.

A brief introduction provides context for

the subsequent chapters by providing an overview of punk, not as a style of music or dress, but as a philosophy that encourages self-sufficiency while revering a strong community support infrastructure. Context is also given to Pensacola, part of the “other Florida” that has more in common with the cultural Deep South of its neighboring states than most other well-known cities in Florida. The authors note that Pensacola is an unlikely place to have a notable punk community for several reasons including its size, location, and its role as home to a large U.S. Naval Air Station. Looking further into Pensacola’s history, however, they find parallels to the modern punk scene in the city’s “culture of resistance” (p. 4), found in slave rebellions and blues venues long before bands like Maggot Sandwich and This Bike is a Pipe Bomb made their own expressions of anti-authoritarian dissent.

The interviews with thirteen former residents of 309 generally start the same, with each subject asked about their background and childhood. Subsequently, each interview veers off into a direction determined by the interviewee, but the interviewers are mostly successful in their efforts to steer the conversation back to the central questions of how the person came to reside at 309 and what that time meant to them. The stories paint 309 in different shades of memory, with some residents crediting the community the house helped foster with deeply influencing the directions of their lives and others viewing it as more of a pit stop amidst a broader and more personal journey. Readers familiar with the punk scene of the past 30 years will recognize names of people and bands scattered throughout, but the book does an admirable job of illustrating some of the most meaningful characteristics of the punk scene without relying on some of the more conspicuous elements other books have concerned themselves with. *Punkhouse* deals more with the benefits and challenges of living communally and the encouragement these people found in one another in their attempts to better themselves in pursuit of their political, artistic, and personal goals.

One of the common threads that holds these stories together, some from people whose only connection to another is that they lived in the same house 20 years apart, is that there was an expectation of the residents to contribute something for the greater good. With that expectation

came an informal support network that was so impassioned that it sometimes led to friendly competition between residents. Activist and self-improvement practices common at 309 include protests, reading groups, sports and other physical fitness activities, food sharing, foreign language lessons, and boatbuilding. Another through line found in these narratives revolves around the efforts of 309 residents to connect with other progressive or marginalized institutions in the larger community. Unsatisfied with existing in their own bubble, the residents were continually searching for ways to make broader positive change in the world.

What is especially interesting in reading the subjects' takes on 309, punk, and the Pensacola scene is the difference in how they view these things, which they all seem to hold as important influences. For example, several of the residents interviewed are either directly involved with the purchase and preservation of the house or active proponents of efforts to archive and preserve the artifacts and stories surrounding it. Others are of the opinion that the energy and resources put toward these 309 projects would be better spent looking toward the future instead of the past. With so many voices stretching across so many years, there was bound to be some divergence of opinion on what the whole thing meant and what to do with its legacy.

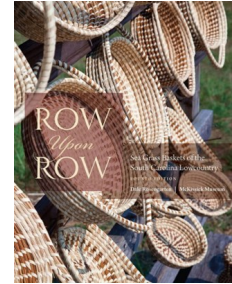
To readers unfamiliar with the culture of punk and DIY, *Punkhouse* serves as a compelling ethnology of one of its more unique and unlikely hubs, nestled in the Florida panhandle. While much has been written about the bands and cultural icons of the music side of things, this book succeeds in relating the everyday stories of a scrappy, unpretentious collection of artists, writers, musicians, activists, do-gooders, and dreamers who passed through the same rickety doorways of a former railroad flophouse in Pensacola. To those already familiar with the Pensacola punk scene and 309, the book, unearthing stories from 25 years of continuous activity, provides a deeper view into the house's history than had previously been recorded. While there are parallels with recent books on the rise of the Athens, Georgia music scene in the 1980s, *Punkhouse* does not delve into tales of booming popularity and flirtations with mainstream success; instead, it looks inward and asks the members of a particular scene to tell

a story, their story. *A Punkhouse in the Deep South* would complement regional history, pop culture, and southern cultural studies collections in public and academic libraries.

Stephen Michaels, University of North Georgia

Row Upon Row: Sea Grass Baskets of the South Carolina Lowcountry, 4th Edition

Dale Rosengarten
Columbia: University of South
Carolina Press, 2022
ISBN:9781643362731
96 p. \$18.99 (Pbk)



South Carolina's Lowcountry basketry is a uniquely beautiful example of African American folk art, and in this historical nonfiction fourth edition of *Row Upon Row: Sea Grass Baskets of the South Carolina Lowcountry*, Dale Rosengarten describes the history of Lowcountry basketry, the connection to thriving rice production and the difficulties confronted by South Carolina Lowcountry sewers. In this edition, the author added the modern-day challenges the tradition and the sewers face. "Basketry was introduced in Carolina in the late seventeenth century with origins in ancient African folk art" (p.1). African American basketry grew out of a utilitarian need for rice cultivation, but is now being created as conceptual art and respected and coveted by museums, collectors, and consumers.

This book includes an in-depth, well-researched examination of Lowcountry basket making that has a significant influence on the readers' understanding of the issues encountered by sewers both past and present. The book reveals the contributions the baskets and sewers had to the success of rice cultivation in the Lowcountry plantations. The importance of the sewers, their endurance, and the significance of basket-making are unmistakable. "By the mid-eighteenth century, rice would become the principal crop and attributed to the wealthiest group of planters in America" (p.1). Rice cultivation could not have been possible without the fanner, a coiled basket crafted by enslaved Africans used to fan the rice to blow away the chaff. While rice production was the

leading motive behind the manufacture of baskets, other functions would emerge, such as using them for “African American babies sunning in blanket-padded ‘fanner baskets’, supervised by ‘mauma or nurse’ or used as a head tote basket to carry heavy loads or used as sewing, vegetable, and bread baskets, and work baskets” (pp.13-14). “The crafting of baskets also contributed to the economic opportunities and independence of enslaved men, as well as helping women’s mental health through avenues of expression with one sewer stating it’s enjoyed because it’s a relaxing kind of therapy” (p.33).

Explanations of the techniques such as coiling, materials used called the foundation, and stitching elements called the binder or weaver are described in detail. The book provides several illustrations of the tools handled, the labor involved, and the completed creations. In this latest edition, Rosengarten’s expertise in African American basketry is evident from years of fieldwork and investigation, which continues to this day revealing the challenges that are being confronted. “Challenges such as imported knock-offs, scarce sweetgrass, highway development, and the opposition met with trying to convince the newer generations to carry on the tradition threaten the future of the trade” (p.51). The author’s ability to continue the research to include up-to-date information is notable and an indicator of the commitment to South Carolina Lowcountry basketry promotion and education.

The book is clear, concise, and easy to understand, and for readers with no previous knowledge about Lowcountry basket making, African American folk art, or Gullah/Geechee culture, it is exceedingly informative. Rosengarten includes numerous sewers’ experiences that enhance interest, adds authenticity, and gives the reader a glimpse into this traditional craft’s past and present. The limited documentation on Lowcountry basket making, the methods used, the artists’ stories, and the impact these elements had on rice cultivation make this book even more special and valued. It is apparent that the author’s purpose in writing the book is to highlight the tradition and to ensure that history is preserved.

Row Upon Row: Sea Grass Baskets of the South Carolina Lowcountry’s greatest worth is the contribution it has to the safeguarding of Lowcountry African American culture. The content

reveals a crucial part of southern history. If readers are drawn to learning about the historical significance of Lowcountry basketry, the specific creation process, and African American art, this book is recommended. It is also a pertinent addition to any public or academic library collection.

Rosengarten is a historian and curator at the College of Charleston whose research of coiled basketry spans three decades. In the early 1980s, McKissick Museum employed Rosengarten to interview basket makers in Mt. Pleasant, South Carolina, purchase baskets, and curate an exhibition showcasing the artistry of basketry. Rosengarten has authored a number of publications centered on the African American tradition of coiled basketry and continues to conduct work in this area of study establishing her as an authoritative expert in the field. Additional Rosengarten titles include *Grass Roots: African Origins of an American Art* and *Lowcountry Basketry: Folk Arts in the Marketplace*.

Samantha Duncan, Coastal Carolina University

Surfing the South: The Search for Waves and the People Who Ride Them

Steve Estes
Chapel Hill: University of
North Carolina Press, 2022
ISBN: 9781469667775
214 p. \$23.00 (Pbk)



In *Surfing the South*, author Mark Estes, a native southerner, history professor, and devoted surfer, documents the region’s little-known surf culture along the Gulf Coast and Eastern Seaboard while chronicling the road trips he embarked on with his adolescent daughter, Zinnia, to learn more about this culture. The result is a unique mashup between a popular history of surfing in the American South and a travelogue that explores the author’s personal reflections on surfing, his identity as a southern transplant, and as a father bonding with his daughter through travel and recreation.

Over the course of two consecutive summers, Estes traveled along the coastal South from Houston, Texas to Ocean City, Maryland interviewing more than 40 individuals previously or

currently engaged in various facets of southern surf culture: recreational and professional/competitive surfing, surfboard “shaping” or crafting, surf shop ownership and employment, surf club participation, surf journalism and writing, surf coaching, local museum exhibit curation, and surf documentary production. States represented include Alabama, Florida, Louisiana, Maryland, North Carolina, South Carolina, Texas, and Virginia. Estes’ surf history is largely informed by his interviews and supplemented with secondary and additional primary sources. Significantly, this volume also examines how the rise and evolution of surfing in the coastal South during the 20th century intersected with broader social movements and developments:

These stories chronicle not only the history of southern surfing but, in a sense, the modern South. They reflect many of the major trends that shaped the region and nation since World War II: Cold War militarization, civil rights, the counterculture, the women’s movement, environmentalism, and coastal development (p. 3).

Some of these themes appear in multiple chapters whereas others are featured discussions of a single chapter. The women’s movement and adjacent topics, for instance, emerge with every female surfer interviewee’s experiences. Environmentalism, on the other hand, looms large in the Grand Isle, Louisiana chapter given the Pelican State’s extensive relationship with offshore drilling. The book is divided into 12 chapters, one for each city or destination along Estes’ coastline journey. For those interested in learning more, the “Notes on Sources” section provides a brief, but useful essay highlighting essential texts in surfing history, southern history, and oral history.

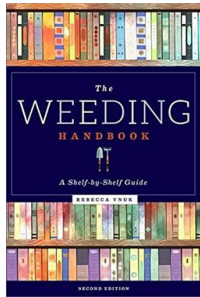
In the 21st century, our society recognizes that an individual’s demographic makeup (particularly race, gender, and sexual orientation) helps shape their identity, influences their perspective, and often impacts their walk of life. One aspect rarely considered, however, is the role that regional culture plays in molding our identities. Estes’ travelogue writing demonstrates the potential for studying how this neglected dynamic adds another layer to a person’s worldview. As a South Carolina native-turned longtime Californian, Estes has developed a hybrid regional identity between

his southern heritage and his adopted West Coast ways. As a result, readers will notice that his outlook is occasionally conflicted throughout the book. An even more compelling example is his daughter. Estes reveals that Zinnia, who has never lived in the South, conceptualizes her identity as Jewish by her mother and “half southern” by her father. As anyone living in the southeastern United States can attest, this father and daughter pair are not unique in this regard. The author’s reflections on southern identity shines a spotlight on a phenomenon that warrants more attention, both among academics and the public.

There is one minor criticism of *Surfing the South*. As with any sport or pastime, the surfing community uses a unique lexicon. Estes recognizes that many readers are unfamiliar with this insider terminology and occasionally provides definitions for clarity. Regrettably, he is not consistent with this support throughout. In the opening story of the book, for instance, he describes a missed wave opportunity as a “beautiful little left that could have been my best ride of the day” (p. 2). A “left” is apparently any wave that breaks left from the surfer’s perspective. For surf enthusiasts like Estes, this term may seem self-evident. For inland readers (particularly those residing in landlocked states), however, it is not. Consistent use of in-text definitions or the inclusion of a glossary with surfing terms and phrases employed throughout the volume would better serve the readership. This minor critique notwithstanding, Steve Estes’ book and oral history project are important resources for documenting and raising awareness about the coastal South’s little-known surf culture. While academic libraries located along the Gulf Coast and Eastern Seaboard near featured destinations should consider adding this title to their main collection and special collections stacks, public libraries throughout the southeast are encouraged to provide copies for their communities. As both a popular history and travelogue written in an engaging narrative prose, *Surfing the South: The Search for Waves and the People Who Ride Them* is a natural fit for patrons interested in educational pleasure reading.

A. Blake Denton, The University of Arkansas at Monticello

***The Weeding Handbook: A Shelf-by-Shelf Guide*, 2nd edition**



Rebecca Vnuk
Chicago: ALA Editions, 2022
ISBN: 9780838937174
240 p. \$49.99 (Pbk)

“A Library,” writes author Rebecca Vnuk “is an ever-changing organism” and “weeding helps a library thrive” (p. xv). In *The Weeding Handbook*, Vnuk, Executive Director for LibraryReads and a former editor for collection management and library outreach at *Booklist* magazine, notes that “libraries (particularly public libraries) are not—and never have been—archives. There simply is not enough space to hang on to every book and every item” (p. xv). Intended for school and public librarians, the purpose of *The Weeding Handbook* is to “give the reader a good grounding in how and why to weed library collections” (p. xx) and to “give library staff the knowledge and confidence needed to effectively weed any collection of any size” (p. xxi). The shelf-specific chapters are written by Dewey-area, not Library of Congress Classification and are based on the “Weeding Tips” column that was published in the e-newsletter *Corner Shelf*. While the author worked at *Booklist*, she was in charge of *Corner Shelf*.

In the Acknowledgements section, the author comments that the free online publication, [CREW: A Weeding Manual for Modern Libraries](#), “is the true bible of weeding and should be obtained and read by every staff member involved in weeding collections” (p. ix). In the 1970s, the CREW method was created by Joseph P. Segal and Belinda Boon of the Texas State Library and Archives Commission and was revised and updated by Jeanette Larson in 2012 to include a section on e-books. “CREW” stands for Continuous Review, Evaluation, and Weeding and, using the acronym “MUSTIE,” offers six guidelines that can be used to evaluate materials for weeding: Misleading, Ugly, Superseded, Trivial, Irrelevant, and Elsewhere.

First published in 2015, *The Weeding Handbook* is now in its second edition. In the Introduction, Vnuk states that “based on user feedback and reviews, [she has] thoroughly examined

the shelf-by-shelf advice and made adjustments where readers felt things could be made more general (mostly material age considerations) and added tips throughout reflecting diversity and inclusion and budgetary issues” (p. xix). New to this edition are a series of interviews conducted with library staff about their weeding philosophies and experience and a chapter on diversity and inclusion.

The book is divided into thirteen chapters and also has an appendix. In addition to a shelf-by-shelf guide for Dewey Classifications 000 to 900, *The Weeding Handbook* contains helpful tips on weeding fiction, biographies, and Youth Collections, and other areas of library collections including reference; physical media, such as audiobooks, DVDs, and music CDs; magazines and newspapers; e-books; and databases.

In the chapter on diversity and inclusion, the author suggests that libraries need to consider whether items in their collections “represent diverse people of different cultures, ethnicities, gender identities, physical abilities, races, religions, and sexual orientation” (p. 105) and that diversity and inclusion should be part of both the selection and the deselection processes. “Libraries,” remarks Vnuk, “would do well to remember the first ‘M’ in MUSTIE: *Misleading*. CREW goes even further to define that “material that contains biased, racist, or sexist terminology or views should be weeded” (p. 106). She writes that “most weeding policies/procedures should be updated with a statement regarding diversity and inclusion and where those intersect with weeding” (p. 107). This timely chapter concludes with a list of selected resources on diverse collections and diversity audits.

The Weeding Handbook also has chapters on horror stories about weeding, including suggestions for communicating with patrons about weeding projects and on collection development plans. Vnuk says that plans are important when making decisions about weeding and states that “having a plan in place puts everyone on the same page....Although it can’t tell you what individual titles to keep, it can give you firm guidelines of what should—and shouldn’t—remain on your shelves” (p. 111). The book’s appendix consists of an updated list of eight sample collection development plans from school media centers, public, and academic libraries that are also freely accessible

online.

Well written and authoritative, this second edition of *The Weeding Handbook* also contains an index and a suggested reading section of books, articles, and web sites. Although geared toward school and public librarians, academic librarians may find the sample collection development plans and information on material age considerations and weeding Youth Collections useful, especially for those libraries that have juvenile collections. Readers interested in other recent resources on weeding may also consider Francisca Goldsmith's *Crash Course in Weeding Library Collections* (2016). Vnuk's excellent book is an essential purchase for school and public libraries and is highly recommended for academic libraries, too. Whether a librarian is a veteran weeder or is working on a first weeding project, *The Weeding Handbook* has something for everyone.

Camille McCutcheon, University of South Carolina
Upstate

If you are interested in becoming a book reviewer for the *SELn* email Melissa Lockaby, melissa.lockaby@ung.edu, for more information.



ArLA/SELA 2023 Joint Conference

The ArLA / SELA 2023 Joint Conference will be held October 13-15, 2023 in Hot Springs, Arkansas. The Joint Program Subcommittee is seeking break-out session proposals for this year's conference. ***The deadline for submissions is May 8, 2023.***

This year's conference theme is ***Libraries: Shining a Light in the Darkness***. Hot Springs will experience a partial annular eclipse during our conference on October 14th.

ArLA and SELA are committed to hosting an inclusive and welcoming conference experience for the entirety of our memberships. We invite participation, and especially program proposals, from people of all ethnicities, genders, ages, abilities, religions, and sexual orientations. ArLA and SELA are committed to making all reasonable accommodations that will allow conference attendees and presenters to fully participate in conference events.

Conference Break-out Sessions

The Conference Program Subcommittee is seeking a wide-range of programs that support the conference theme, and that represent the range of our diverse memberships including academic, public, school, and special library organizations, and professional and para-professional members.

Programs may include single or multiple presenters, panel discussions, case studies, interactive hands-on activities, demonstrations of projects, etc.

ArLA Communities of Interest and SELA Committees, Roundtables, and Sections are encouraged to submit proposals.

For more information, please see the full Call for Proposals on the [ArLA website](#).

If you have any questions, or need assistance, please contact [Jenn Wann](#), ArLA Conference Program Subcommittee Chair or [Laura Slavin](#), SELA President-Elect.

NEWS FROM THE STATES



SPRINGDALE PUBLIC LIBRARY

Public library to celebrate centennial

Springdale Public Library will commemorate its centennial this September. In 1923, Reverend W. G. Brandstetter started a library as a children's summer project at the Central Presbyterian Church. One hundred years later, the Springdale Public Library is still serving the community as a branch of the Washington County Library System. Director Anne Gresham is leading the library into its second century as a space that will continue to entertain, inspire, connect, and inform its patrons: "Springdale has seen a tremendous amount of growth and change since the library first opened its doors in 1923. We're so excited and honored to celebrate that growth while also looking to our library and our community's bright future."



VIRGINIA TECH

Virginia Tech dean appointed board chair of Academic Preservation Trust

University Libraries Dean Tyler Walters was recently appointed governing board chair of Academic Preservation Trust (APTrust), a consortium of colleges and universities across the country committed to providing a preservation repository for digital content and developing related services.

The University Libraries at Virginia Tech has been a member of APTrust since 2014, and Walters began his service as a board member soon after. This valuable membership leverages expertise, infrastructure, and financial resources across member universities to collaboratively preserve digital content. Walters looks forward to his role in helping to guide future developments in digital preservation as the governing board chair.

Virginia Tech researchers work to combat cyberbullying by looking for patterns

A small team of researchers within University Libraries at Virginia Tech is looking into possible ways to combat cyberbullying. Chreston Miller, data and informatics consultant at University Libraries, along with computer science major Deep Datta and computational modeling and data analytics major Ishana Garuda are conducting research to find out if there are any patterns that can indicate when cyberbullying surfaces the most on Twitter. The researchers believe that if they can identify indicators that predict when online harassment is most likely to occur, then the findings have the potential to make a positive impact on social media outlets such as Twitter.

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