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news
Association of College & Research Libraries

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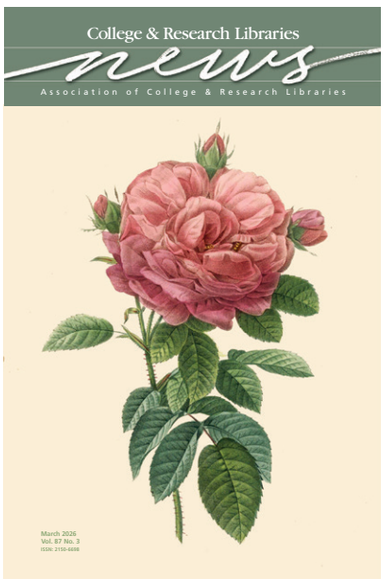
Features

Departments



This month's cover features an image of Rosa Gallica from *Les Roses,* created by Pierre Joseph Redonte and Claude-Antoinein Thory. The work is from the 1835 Troisième edition and provides a description and illustration of most of the important roses known at the time and are some of the key ancestors of present-day roses. The specimens included roses from the Malmison Gardens as well as other gardens around Paris.

Les Roses is the latest acquisition to the Louise B. Belsterling collection of antique botanical material at the Eugene McDermott Library at the University of Texas at Dallas. The collection of more than 1,100 volumes is endowed by the Belsterling Foundation of the Dallas Garden Club, which supports horticultural education and botanical literature preservation. Learn more about the collection at https://library.utdallas.edu/special-collections-archives/louise-b-belsterling-botanical-library/.

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Back issues: $11.00 each.

Library of Virginia Selects Baskervill to Design Building Renovation

The Library of Virginia has selected Richmond-based architectural firm Baskervill to lead the schematic design of a transformative renovation of its building in downtown Richmond, located at 800 East Broad Street. The multiyear project will reimagine 112,749 square feet on the library's first and second floors to improve the visitor experience, focusing on accessibility, flexibility, and community engagement. Baskervill will be joined on the project by Shepley Bulfinch, a Boston-based architecture firm renowned for library design, to implement a design phase that will include extensive stakeholder engagement.

The renovation will address a number of priorities designed to enrich public use and support a modern, safe, and welcoming visitor experience. These include upgrades to conference and event facilities to support increased use and modern broadcasting capabilities; reconfiguration of reading rooms to reflect the changing nature of research and scholarship; consolidation of service points for improved efficiency and user experience; enhancement of exhibition areas, including the creation of a new permanent "Virginia Experience" gallery; and relocation of the café space and the gift shop to activate the street level and invite greater public interaction. Planning is underway, with detailed design and preconstruction efforts expected to continue through 2027. A phased construction schedule is targeted to begin in early 2028 and continue for approximately two and a half years, with a focus on maintaining continuity in public services and staff operations.

Library of Virginia lobby photograph by Ansel Olson for the Library of Virginia.

ALA Celebrates 150th Anniversary

The American Library Association (ALA) officially launched its 150th anniversary year in January 2026, marking a century and a half of empowering library professionals, advancing access to knowledge, and protecting the freedom to read. Founded in 1876, ALA has advocated for all libraries and library workers to ensure equitable access to information for all.

"Libraries are lifelines, shared public spaces, and engines of opportunity," said ALA President Sam Helmick. "This milestone year is a moment to inspire, to rally our members, and to invite all library professionals and advocates into the shared mission of shaping the next 150 years for our libraries."

ALA began 2026 with key flagship events, kicking off with the 2026 Youth Media Awards, honoring outstanding books, videos, and materials for children and teens. Celebrations will continue throughout the year, including the annual observance of National Library Week, April 19–25, led by 2026 Honorary Chair Mychal Threets, award-winning librarian and "Reading Rainbow" host; a 150th anniversary celebration at the ALA Annual Conference &

Exhibition June 25–30 in Chicago; and a special commemoration of ALA's official birthday on October 6, coinciding with the annual observance of Banned Books Week. Learn more about the celebrations at https://ala150.org/.

OCLC Introduces AI Cataloging Tools

OCLC has added powerful new artificial intelligence (AI) features to its WorldShare Record Manager and Connexion cataloging applications. These updates help catalogers by automatically suggesting classification numbers and subject headings, saving time and improving accuracy. Catalogers can now see AI-generated suggestions for Dewey Decimal Classification (DDC) numbers, Library of Congress Classification (LCC) numbers, and Library of Congress Subject Headings (LCSH) as they create or edit records. The system draws on WorldCat data—built from hundreds of millions of library records—to make these intelligent recommendations. This innovation is part of OCLC's broader effort to apply AI responsibly across its services. OCLC already uses AI to identify duplicate records in WorldCat, provide reading recommendations on WorldCat.org, and speed up resource sharing by connecting users to the best available copies. Learn more at https://www.oclc.org/en/artificial-intelligence.html.

Clarivate Launches Library Innovation Awards

Clarivate has announced the launch of the inaugural Clarivate Library Innovation Awards, an annual program designed to recognize and support innovation by academic, national, and public libraries worldwide. In a time when libraries face unprecedented challenges—from evolving digital demands and budget constraints to shifting community needs—the Clarivate Library Innovation Awards will demonstrate the resilience, creativity, and impact of library professionals. The awards will celebrate inspiring projects, innovations, or transformational initiatives that have made a tangible impact on librarians, patrons, students, or communities. Submissions are encouraged to highlight achievements in community outcomes, patron engagement, student success, operational excellence, digital inclusion, accessibility, sustainability, or other areas central to library missions. Finalists in each category will

Tech Bits ...

Brought to you by the ACRL ULS Technology in University Libraries Committee

TheirStory is an online platform specifically built for the collection, organization, distribution, and preservation of oral history projects. Subscribers can use it for video recording and avail themselves of TheirStory's other features, including AI tools for transcription and indexing. The platform's editing features are limited to creating clips from longer recordings and remixing. Projects can be shared through multiple apps, including YouTube, Instagram, and Vimeo.

TheirStory offers pricing options for individuals and institutions but does not publish specifics on their website. Several academic institutions have partnered with TheirStory to collect and publicize oral histories, like the University of Connecticut, whose Dr. Fiona Vernal used the platform to collect and organize oral histories of West Indian, African America, and Puerto Rican immigrants to Hartford.

— Jessica Epstein, Georgia State University

TheirStory
https://www.theirstory.io/

receive all-expenses-paid attendance for two library staff members at Clarivate international user group conferences in 2026, where they will be announced and recognized on stage. Learn more at https://exlibrisgroup.com/clarivate-library-awards/.

Nursing & Allied Health Reference Source Now Available from EBSCO

EBSCO Information Services (EBSCO) has launched Nursing & Allied Health Reference Source, a new full-text resource offering a vast collection of material that will support the research and education needs of individuals across the health care and social services fields. Tailored for researchers and students of nursing, allied health, social work, occupational therapy, physical therapy, rehabilitation, and other related fields, this new resource provides comprehensive content, an intuitive interface and covers a broad range of subjects.

Nursing & Allied Health Reference Source features essential reference content, including evidence-based care sheets, clinical reviews, drug information, exercise sheets, skills with in-context images and videos, quick lessons, and research instruments. The resource provides access to an extensive array of topics, ranging from clinical procedures and physical therapy to risk management and nutrition. Other topics covered include core measures, diseases and conditions, interventions, nursing leadership, regulatory topics, respiratory therapy, and speech-language pathology. Learn more at https://www.ebsco.com/products/research-databases/nursing-allied-health-reference-source.

Call for ACRL ALSGS Notable Works Submissions

The ACRL Academic Library Services for Graduate Students Interest Group's (ALSGS) Notable Works for Library Support of Graduate Students Working Group seeks nominations for our biannual Notable Works List. The project goal is to recognize and showcase excellent professional contributions that inform the work of library colleagues who support graduate students. Submissions can include projects and publications by library workers or by researchers in related fields who shed light on important elements of serving graduate students. The deadline for submissions is April 10, 2026, and complete details are on the ALSGS LibGuide at https://acrl.libguides.com/als4gsig/home.

Angela Pashia and Annie Bélanger

Becoming a Coach to Continue Our Library Goals

A Year of Exploring Why We Choose Librarianship

Academic Library Workers in Conversation is a *C&RL News* series focused on elevating the everyday conversations of library professionals. The wisdom of the watercooler has long been heralded, but this series hopes to go further by minimizing barriers to traditional publishing with an accessible format. In past issues, authors proposed the topics. However, during 2026, this feature will focus on the authors' stories of librarianship. How they got here, why they stay, and even why they consider leaving or transitioning at times. During this time of great upheaval in higher education, exploring our many "whys" is a worthy venture. — *Dustin Fife, series editor*

Angela Pashia (AP): Can I start by echoing the last line of that intro? Exploring our "whys" is incredibly valuable and is an important part of what I help library leaders do now.

I was an academic librarian for twelve years. Like way too many of us, I went through several low-morale experiences (shoutout to Kaetrena Davis Kendrick's research[1] in this area). Eventually, I reached a point when I was just done and started exploring what else I could do with my life.

And then I learned about coaching, and it just clicked. So I took a couple of years to complete training and make the transition, and now I'm self-employed as a professional coach. I get to continue contributing to librarianship from the outside by helping library leaders use curiosity to confidently manage change and conflict in their libraries.

Annie, what brought you to coaching?

Annie Bélanger (AB): As a consultant with DeEtta Jones, I stumbled into leadership coaching. Working with a large R1 library on leadership development and team cohesion, I led 360s and provided coaching for individual leaders. I was hooked!

The values that brought me to libraries were deeply present in my coaching: care, asking hard questions, connectedness, and sparking new knowledge. Much like a librarian, to be a coach is to be in partnership with and in service of the learning journey.

Angela, what's your "why" for working with librarians?

AP: Even though I needed to leave traditional library employment, I couldn't bring myself to just walk away from libraries.

Angela Pashia is a leadership development coach who works with library leaders, email: coach@angelapashia.com. Annie Bélanger is a senior librarian at Grand Valley State University as well as a leadership and transition coach, email: belange1@gvsu.edu.

I work with library leaders to get in touch with their "why" so that they can become more confident leading in a way that's aligned with their values instead of letting their fears and insecurities run the show. I see that as a space where I can help make libraries at least a little less toxic.

What about you, Annie?

AB: Angela, I understand how deeply rooted libraries can be in journeys. To weave my commitment to libraries with my coaching made sense to me.

As I work with library leaders, I focus on deepening self-awareness. Who we are is how we lead. Coaching helps leaders manage their strengths and act with greater intention. This in turn has a positive impact on their teams. We can oscillate between discovering solutions to a pressing tactical problem, increasing resilience and capacity, and facilitating transformational change.

Libraries have a leadership succession gap. My hope is that coaching enables leaders to be better and to remain in leadership sustainably. And then enable an improved working experience in libraries, for all levels.

It sounds like we both see coaching as a way to nurture leadership that is more human and values driven. What do you wish more library leaders understood about coaching?

AP: Annie, the thing I find myself highlighting most often is that it's a specific technique that's different from, and complementary to, a lot of other types of support that you need in your support net. When I first started researching this path, I envisioned a coach as a combination of a mentor, teacher, and trainer. But coaching is actually distinct from all of those roles.

As you mentioned, partnering is a crucial part of the definition of coaching. So I'm an expert in the process, while my client is an expert in their own context. Coaching is a strengths-based practice, designed to help the client build on their strengths to maximize their potential.

Mentoring is a different type of support because the whole premise is that a more experienced colleague is sharing their expertise with a less experienced colleague. The focus is on the mentor sharing what worked for them in similar situations and giving advice, though some may use a coaching approach here. As coaches, we're there as equal partners. We may share examples as a place to start brainstorming, but we don't give advice about what the client *should* do. What worked for you or me is not going to work for everyone, so we coach people through finding their own paths.

Coaching is also distinct from training or teaching. We may help clients get a clearer idea of what training they need and figure out the best way to get that training, but actually delivering that training is a different type of interaction.

And I always have to add that coaching is also not therapy.

What would you add here?

AB: Angela, your overview is spot on. As you said, in coaching we are equal partners. This highlights a key concept that distinguishes coaching from mentoring and counseling: The individual is fully resourced and able to succeed. The coach provides the individual with a safe space to surface insights and experiment to advance their growth.

Another aspect I love is that we look forward to what could be. Once we have the awareness of where we are (without judgment) and what's driving us to enact behaviors, we can begin to move forward with intention. For some, that future is clear, and the focus is outlining ways to move toward it. For others, the future is murky as they find themselves in transitions. Some transitions are small—think changing jobs within the field for a new challenge. Some transitions are massive —exploring whether to stay or go in a profession, what meaning making is now, and shifting our identity.

I certainly found myself at a crossroads after twenty years in the field. At first, I thought that maybe I needed a new challenge as I had grown restless—cue small transition of rehabbing a house. However, as I dug inward with my coach about what was driving that restlessness, I realized it was time for a professional sabbatical. I needed space from being a senior leader to ascertain who I wanted to be rather than what I wanted to be.

AP: Annie, that talk about massive transitions is hitting home for me.

Unlike you, I didn't experience being coached until I was actually in a program to become a coach. Before I started exploring this path, I knew someone who is a psychic medium, tarot card reader, and life coach. I made assumptions and didn't see coaching as a valuable investment for myself.

That changed when I was exploring my options for my transition out of my traditional library role and stumbled across a video about becoming a book coach.

That led me to research the various credentials and certifications and training programs. Like in libraries, there are professional organizations that accredit training programs, and there are unaccredited programs. And you can work as a coach without any formal training at all.

There's a lot of debate within libraries about whether we should require an ALA accredited degree. But it's still a norm to look for that ALA stamp of approval on a formal training program because that signals a certain baseline knowledge about the fundamentals of librarianship. Your mileage may vary, of course, and we can also discuss how those programs could be improved, but that's the reasoning.

There are also library science programs out there that aren't accredited but that may still qualify a person to seek a teaching credential from their state.

And similarly, that explains why my first impression of a professional coach landed the way it did.

So I started my transition by enrolling in a training program that's accredited by the International Coaching Federation (ICF). There are a couple of other major professional organizations for coaches, but the ICF is the biggest name in the US right now.

And I've always been an overachiever, so as soon as I completed all of the requirements, I also earned my ICF Associate Certified Coach (ACC) credential. A credential from a member-led professional organization, like the ICF, is a good way to identify who has that foundational knowledge of the field. It's not the only way someone can become a great coach, but it's the simplest way for someone who isn't a coach to start to narrow their search.

Annie, I know you started coaching with DeEtta Jones and are now enrolled in an accredited program. What differences are you noticing in how you approached coaching before and what you're learning now?

AB: Earlier you mentioned that you first thought of a coach as a mentor and teacher. I think that I also brought this misconception into my early efforts as well as consulting. I focused a lot on skills development (teacher). I shared my experiences to normalize or validate their experiences (mentor). I sought to understand a lot of nuances to help diagnose (consultant).

Now I focus on my ability to challenge with care and uplift insights out of what appears like disparate information to consider the deeper changes. Thinking of self as coach, I am deepening my presence and awareness to slow my pace and intensity while being grounded. I empower the client to develop the agenda, the outcomes, and the associated action plan so that they can develop resilience, adaptability, and capacity for future evolutions. This approach draws a parallel to information literacy instruction to support new habits of mind and self-sufficiency.

AP: Annie, that connection to teaching information literacy hits home for me. As a librarian, I focused heavily on using critical pedagogies in teaching critical information literacy. I looked for opportunities to share power with, instead of holding power over, students. So shifting into coaching felt like taking that approach to the next level.

My favorite part of this work is seeing the difference coaching makes for library leaders. Just like with a lot of reference questions, the surface issue they come to me for help with is often not the real challenge we need to address. Bringing this back around to our ongoing contributions in libraries, I love that I get to continue doing that work to uncover and address the real challenge while doing what I can to help make libraries a little less toxic.

I think we're just about out of space here. How do you want to wrap this up?

AB: Angela, I really appreciate your clear purpose in engaging in the profession from your new vantage point. I see parallels between the transformational process and why I led within academic libraries. Coaching, like libraries, is often quiet enough to hear yourself becoming who you will be and loud enough to know you are not alone in the journey. Both seek to invite curiosity, knowledge creation, and meet people where they are.

I would like to close with an invitation for readers to take some time to reflect on these questions:

- What is your big aspirational goal?
- How is this goal important to you?
- What do you have to help you reach it?
- What are one to three behavioral changes that will help you reach and sustain the goal?

And remember that it's not perfection but rather presence, courage, and a commitment to growth that supports our ongoing development.

Note

1. This body of work examines a range of contexts, from public to academic libraries and from librarians to library leadership. You can find a list of published articles on this topic at https://renewalslis.com/published-low-morale-studies/.

Michele McDaniel and Amy Odwarka

Families Belong

Supporting Student-Parents and Library Patrons with Family-Friendly Spaces

Student-parents are a growing constituent of university students. According to Anderson et al., the 2020 National Postsecondary Student Aid Study (NPSAS) reported almost 18% of undergraduate students are raising children while enrolled.[1] There is a growing body of research examining how the needs of these students can be met on university campuses, including in academic libraries. The Illinois Board of Higher Education requires public universities collect student-parent data, made available in the Student Parent Data Collection (SPDC) Report; statewide, the number of student-parents hovers just under 3%.[2] Over the course of several years, librarians at Eastern Illinois University (EIU) Booth Library have seen this emerging need, backed by the SPDC data: In 2022–23, 325 (7.1%) of EIU students were parents.[3] We knew student-parents and caregivers were visiting Booth, but we did not know the potential impact of specialized spaces and amenities meeting the unique needs of caring for children while accomplishing academic tasks. What began as a modest endeavor blossomed when members of university administration learned about our project. With their buy-in, we gained additional funding that allowed the expansion of our initial plans into a "Family Hub." Unique to the library, EIU's Family Hub would serve the entire campus as a place where people could go care for their children while finding support for their academic endeavors.

Community Need

University students with children face distinct challenges and barriers when it comes to utilizing library services and accessing one-on-one research help from librarians. They are often balancing school, work, and their children and have specific needs allowing for more productive work sessions at the library. Research shows small offerings, such as lactation spaces, child-friendly furniture and toys, stroller accessibility, and educational activities, all help student-parents feel welcome at the library.[4]

This project began because of an interaction with a student-parent and her baby. The student used our curriculum materials center several times per week to complete computer-based assignments, all while pushing a stroller, soliciting friends to hold the baby, or bouncing the infant up and down. The computer terminal where the student worked was near an open stairwell, so she could not set the baby down to play for fear of her crawling toward the stairs. Because we did not have a safe, clean, infant-friendly place for her child, the student could not truly settle into her work. We began to wonder, *"How could we help this student and students like her?"*

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A small internal grant we wrote for $775 was funded through a university endowment, allowing the purchase of infant activity mats, screen-free audio players, activity packs for older children, and lactation room amenities. At the same time, EIU was starting to build affinity-based hubs around campus, supporting marginalized populations. Our provost felt this was an excellent match and invited us to develop a multispace hub at the library geared toward student-parents and the larger university community. The budget of $10,000 would include two lactation rooms and additional family-friendly study spaces, appropriate for parents trying to study and care for their children.

Project Management

Once the scope of the project shifted to a multispace plan, the need for a full project management team came into view. Members were selected based on their roles within library services and relationships with university constituents. The team included librarians, the dean of library services, and members of our library administrative office: our business manager, marketing director, and events and display coordinator. We knew project deliverables would include buildout, procurement, marketing, and stakeholder feedback, but we had not anticipated concepts like library policy and systems updates.

Family Hub logo.

The librarians began envisioning the necessary spaces. University leadership requested two lactation rooms, and the librarians settled on an enclosed family study room and an additional open family-friendly study area. Once spaces were selected, the librarians began working on naming the spaces; it was imperative to be inclusive so all users would feel a sense of belonging. We discussed potential names with the campus parent group and conferred with a women and gender studies faculty member. We also researched how international support groups like La Leche League International name such spaces.[5] In the end, we selected "Lactation & Infant Feeding Room" for two spaces, along with "Family-Friendly Study Space" and "Family Study Room," all composing "The Family Hub."

Our dean and business manager took the lead on timelines, buildout, budgeting, and communication with the facilities planning and management department. Adding a sink was imperative for families to have a positive experience; we identified a room that could share existing plumbing for a budget-friendly retrofit. Additionally, facilities needed to remove attached shelving, repaint, remove carpeting, and refinish the existing floors with tile so the spaces could be sanitized.

Librarians were charged with furnishing the spaces. When the project grew from a small lactation room with one chair to a multispace hub, we needed to secure double the items originally planned for (e.g., glider chairs, sound machines, rugs, mirror) and source items for the family study areas. Because many people would use the furnishings over several years, we chose commercial suppliers for durability. We purchased consumables (coloring packs, plastic baggies, and cold packs) and learning activities like audiobook players through online retailers.

Unanticipated Tasks

Two areas not anticipated were how policies and systems would need to be updated and library personnel would need to be trained. Working with our library policy committee,

we reviewed the Children in Library policy, finding it out of date compared to current Illinois law.[6] Once updated, this was shared widely in multiple personnel meetings and posted in all hub spaces. We also discussed which spaces would be part of our room reservation system and which would be open for public use. The decision was three spaces would be added to the current reservation system (both Lactation & Infant Feeding Rooms and the Family Study Room) while the Family-Friendly Study Space would be open on a first-come, first-served basis. The reservable rooms follow the same protocol as any other study space in the library, with one caveat: The lactation spaces are open to both the EIU community and the general public visiting campus. With thousands of visitors to campus each year, it was important to make sure campus partners like New Student and Family Programs, Events and Catering, and Enrollment Management could publicize that family-friendly spaces are available to campus visitors. Lastly, multiple activity pack items were added to the catalog for patron checkout for in-building use only.

Lactation & Infant Feeding Room with sink.

The new spaces also meant library personnel needed training. We created a frequently asked questions page that was circulated via email and Microsoft Teams and discussed at the monthly all personnel meeting. Additionally, personnel were instructed on helping patrons without reservations and patrons who are not part of the university system. We also trained staff to show patrons to rooms on other floors, which spaces would remain locked when in use, and reminded personnel how to handle unattended children. Lastly, research, engagement, and scholarship librarians were asked to meet students in these spaces, if called upon, as signage in these areas welcomes student-parents to call the Research Help Desk for research assistance. Detailed training put library workers at ease and allowed all to take ownership of the new spaces.

Marketing

Strategic marketing of the Family Hub was critical; previous lactation spaces had little use by patrons due to a lack of signage and clear communication. Working with our library marketing director, we developed a marketing plan consisting of branding and identity, messaging for leadership, and outreach to library patron groups. Like the naming conventions, it was important the branding be inclusive; our marketing director and exhibits and events coordinator created a logo, in the university colors, symbolizing two adults with a child. The logo is used as signage to identify the four Family Hub spaces and acts as branding on promotional fliers, webpages, and social media posts.

With the logo in place to visually represent our work, developing messaging for university leadership was our next step. Talking points, including draft statements for faculty syllabi, university events, and visitor messaging, were delivered to key constituent teams to share around campus. Additionally, our marketing director worked with human resources and university marketing and communications to ensure promotional materials were included

in new hire packets and displayed at relevant event and that new spaces were identified on campus maps. Lastly, a specific plan for a social media rollout for the first month of classes was designed and implemented.

Outreach to library patron groups was crucial for spreading the word to students, faculty, staff, and the community at large. We identified multiple campus leadership units, setting up short in-person presentations at their regular meetings. These included the provost advisory group (all deans and directors), council of chairs, faculty senate, employee unions, and student government. The feedback from these teams was overwhelmingly positive. Although it took more time than email communication, the in-person presentations helped convey the need of working together to promote these new, essential spaces and services. Lastly, a ribbon-cutting celebration allowed the entire community to see the new Family Hub. In addition to university members, the Chamber of Commerce and other community partners attended. With more than seventy-five guests in attendance, word about these spaces spread through the campus newspaper, two local news outlets, and the university television and radio broadcast.

Marketing materials.

Results and Next Steps

We were pleased with inaugural usage during the fall 2024 semester: fifty-seven bookings for all our reservable spaces for a total of 4,260 minutes of use. Of these, twenty-six reservations were for the Family Study Room, and thirty-one were for the lactation rooms. We were excited that thirteen unique patrons returned to the Family Hub, with two patrons returning more than ten times each. Results showed that Wednesday was our busiest day of the week. The Family Hub activity kits were checked out five times.

Family study room.

As part of our evaluation plan, we created a brief survey for Family Hub users to complete. Three users responded, with two providing free-form feedback indicating that they loved the space but would be more comfortable if the lactation room locked behind them. We took this as an opportunity to change our procedures and retrain our personnel appropriately.

As we think about the future, we recognize marketing will be an ongoing process. We plan to advertise the Family Hub at our summer new student and faculty orientation programs and meet with our new human resources director to help raise awareness among our faculty and staff that the Family Hub is for them too.

Recommendations

For anyone seeking to make their library more family-friendly, here are three customizable ideas.

(1) Think about any small spaces that are underutilized in their current form, such as large closets, unused faculty study carrels, or vacant offices. We repurposed existing study rooms and faculty study carrels for our lactation rooms and Family Study Room. Also consider where your patrons with children tend to gravitate. Examine whether there are any amenities, such as soft seating, or activities you can add to the spaces to make them more comfortable, friendly, and safe for families.
(2) Lean into partnerships both within your organization and with family agencies in your community. Invite community partners, such as lactation professionals, birth to five programs, WIC, or hospital educators to advertise their programs for families in your library.
(3) Finally, do what you can. You do not need a large budget to make your library more friendly. Purchasing a purpose-built, parent-child study carrel was out of reach for our budget. We scoured educational furniture companies and saved money by creating our own Family-Friendly Study Space for people with small children using connective furniture panels and foam flooring. The computers added to study areas were repurposed from around the library, also saving costs.

Conclusion

Family-friendly spaces around academic libraries support patrons as they juggle the responsibilities of being a parent/caregiver and student. Acknowledging this need and making an effort eases the burden for these student-parents seeking to use our resources and expertise to succeed in their university coursework. The Family Hub at Booth Library, with new lactation/feeding rooms and study spaces for those with children, allows student-parents to feel they belong at the library, just like their traditional student counterparts. Through the generous support of Eastern Illinois University administration, we had the opportunity to take a small project and grow it into a multispace service point for the entire EIU community. We understand not all schools have the monetary resources to create these special spaces, but we have learned that a little goes a long way. As students, faculty, staff, and community members continue to learn about the facilities, our hope is the program will grow and attract more patrons who would not otherwise seek out the library as a hub of support for their academic work.

Notes

1. Theresa Anderson et al., "Who Are Undergraduates with Dependent Children? An Updated Overview of Student-Parent Characteristics Using 2020 Data," *Student-Parent Action through Research Knowledge (SPARK) Collaborative*, September 2024, https://studentparentaction.org/resources/who-are-undergraduates-with-dependent-children-2020.

2. "Student Parent Data Collection Act Annual Report | Institutional Research," *Eastern Illinois University*, accessed June 3, 2025, https://www.eiu.edu//ir/student-parent-data-collection-report.php.

3. "Student Parent Data Collection Act Annual Report," *Eastern Illinois University.*

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Martha Stuit

The Publishing Tips Series

Point-of-Need Guidance to Teach Graduate Students

Graduate students require guidance to navigate the scholarly publishing process as new authors. Librarians grapple with reaching authors with relevant information at the right time. Unlike the more reliable schedule for some library services like instruction and orientation, authors publish at various times year-round. In response to these challenges and findings from my own research on graduate student needs, I created and piloted the Publishing Tips Series in the fall of 2024 at the University of California, Santa Cruz (UCSC). This series is an asynchronous text- and audio-based program, addressing common questions about publishing from graduate students.

Why I Created the Publishing Tips Series

My sources of inspiration came from research, students, and colleagues. When I looked at the literature on graduate students learning to publish and conducted research on the topic, I saw that graduate students have a gap in publishing literacy because it is not consistently taught.[1] To fill this gap, my colleagues and I conducted a survey on publishing to graduate students that included the open-ended question, "Do you have any other thoughts you would like to share about the publishing process?" A student responded, "Given the uncertainties in timing of publication process and when certain questions come up, a freely accessible source of info (i.e., webpage or prerecorded content) would be much more useful to me than a workshop at a particular date/time." This strong statement expresses an interest in more support available just in time and sporadically, which helped me conclude that I needed to take an asynchronous approach that was active but also could be accessed at any time. One more major source of inspiration was the Research Impact Challenge by Rebecca Welzenbach at the University of Michigan.[2] In 2019, Welzenbach conducted a two-week opt-in email program with messages sent once daily and reported good engagement and positive feedback with this approach.[3] These findings and this model informed the Publishing Tips Series.

Designing and Implementing the Publishing Tips Series

The Publishing Tips Series took about three months to develop, including producing the content, sorting out logistics, and promoting and running the series.

Content

First I mapped out the content. The publishing questions that this pilot addressed were:

1. How long does it take to get an article published?

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2. How should I choose a journal for my article? Is this a good journal?
3. What are the decision points during the publishing process?
4. How do I respond to peer reviewers' comments?
5. How do I get support for the cost of open access publishing?
6. Can I use this thing (e.g., photo, quote, data, figure) in my article without violating copyright? Also how does it work to include an article in my dissertation?

Each question formed one weekly installment of the Publishing Tips Series. The content primarily focused on articles but also mentioned books and dissertations when relevant.

The ways that I determined the topics included reflecting on questions I have received from graduate students, gaps in the publishing literacy of students as identified by research, and threshold concepts that were necessary to establish before subsequent guidance could be shared. The most frequent questions and comments that I have heard in workshops and consultations with graduate students are the questions about time to publication, followed by how to address peer review feedback and expressions of surprise that publishing can cost money (weeks 1, 4, and 5). Additionally, research shows that students expect to receive journal recommendations from their advisors.[4] Although valuable, a journal recommendation does not teach authors what factors to consider in choosing a journal (week 2). The issues of decision points during the publishing process and copyright (weeks 3 and 6) are ones about which authors ask less frequently but are crucial to know for navigating publishing, so weaving those in for context and reference when students reach those stages of publishing was important. Many publishing matters were compelling but did not make the cut, owing to the need to fit the series in the quarter schedule, capacity for running this pilot, and the goal to be succinct.

Furthermore, I had to presume some baseline knowledge of publishing on the part of the readers and listeners. Teaching concepts like why researchers publish, what peer review is, what copyright is and why it exists, and more would have made the series long and unwieldy, though these would be great topics for a future iteration of the series.

The tips ranged in length from 1,100 to 1,700 words, and the identical audio episodes ranged in length from eight to twelve minutes. Although I hoped they would be shorter, the concepts are complex. To make the tips approachable and actionable, each installment included an overview, headers and brief sections, a list of tips, a section called "Putting It into Practice" with exercises to learn more, contact information for questions, and a preview of the next week's topic. Participants could not only read or listen to the series but also engage as lightly or deeply with the exercises and resources as they liked.

Logistics

After planning and writing the content, the next issue was how to space and schedule the series. Because students receive high volumes of email and have full schedules, I opted for a frequency of once a week for six weeks, with emails sent on Thursday afternoons to avoid the rush at the start or end of the week. The pilot ran from October 24–December 5, 2024, skipping Thanksgiving break.

Although the content was distributed at set dates and times, the Publishing Tips Series is meant to be asynchronous so that participants can engage with it on their own time. The series was time bound because students signed up for the incremental distribution in the

same ephemeral window of time. However, students could read and/or listen to the content anytime, whether it was the same day, following week, or next summer. Although sign-ups have concluded, the content is available online for anyone to read[5] and on Spotify to listen.[6]

Choosing software and platforms was a matter of availability. The University Library subscribes to an email marketing platform, so it was the clear choice. The campus uses Google Workspace, including Forms, which served as the sign-up mechanism. Anyone could register, so the form included a question about affiliation with the university.

For the audio portion, episodes mirror the written content and offer an alternative way to absorb information. Students could listen while doing something else like commuting. Making the Publishing Tips Series multimodal so that it could either be read or heard increased the learning options. With support from the University Library Center for Digital Scholarship, I used Spotify for Creators to upload and share the audio as podcast episodes, Blue Dot Sessions for music, Hindenburg for recording, and the Library's Audio Production Studio for equipment.

Promotion and Implementation

Next up was promotion of the series, which required a variety of strategies. At the annual resource fair during graduate student orientation, a cross-departmental team handed out flyers containing a logo and QR code with a signup link. Librarians promoted the series to classes, departments, and faculty. Emails with the flyer were sent out by the Graduate Student Commons and Division of Graduate Studies. I added a blurb about the series to the quarterly library newsletter that the library sends to graduate students. I contacted individual faculty so that they could share the series with students or participate themselves.

Running the series went smoothly. All of the content was written prior to the start, but not all of it was loaded into the email platform or recorded. The recordings were typically not ready until the day before or day of the email, so the timing required finalizing the email and episode a few hours before it was sent.

The participants totaled eighty people, which is a contrast from the typical three to fifteen attendees at my publishing workshops on a campus with 2,000 graduate students. Participants consisted of sixty-one graduate students, two undergraduate students, one faculty member, and sixteen staff, mostly from the library but also other units at UCSC and across the University of California.

The readership and listening rates were strong. The open rate for emails ranged from 85% to 94% of recipients. As of May 2025, episodes have been either streamed for at least sixty seconds or downloaded for a total of thirty-one times across all episodes.

As the Publishing Tips Series concluded, I gathered feedback. The last message of the series included a feedback request with a link to the form. A reminder message went out to encourage more responses. To incentivize feedback, two $50 gift cards were given to two randomly selected graduate student respondents. Participants who provided feedback numbered fourteen, primarily graduate students.

During and after the Publishing Tips Series, several unsolicited events reflected its value. A graduate student participant replied to one of the series emails to say the series was helpful and they looked forward to subsequent weeks. A faculty member invited me to teach a session about publishing in their course during the following quarter. Advertising this series was a way to highlight how the library offers author services.

Takeaways from the Publishing Tips Series

My goal was to not let perfect be the enemy of good. It was not feasible to have everything prepared and scheduled prior to launch. Staff illness and other circumstances necessitated on-the-fly adjustments. For example, a podcast episode was not ready one week; I still sent out the textual content in the weekly email and included a note saying that the episode would be ready the next week. Despite my interest in having everything ready to go at the start of the series, the ability to make changes, as one may do in a workshop, was useful. In the future, I would consider setting up the series as an automation so that people could subscribe to receive the content at intervals whenever they sign up, instead of during a set time frame, but it would require everything to be ready at once.

Based on what I learned, I would continue offering the two formats—text and audio—as well as add videos or visual content so that participants have even more options for consuming the series. The series frequency of once a week worked well, as did the length, though more content would have been good if time and scheduling allowed because students have a lot of questions about publishing. Additionally, discipline-specific publishing guidance could be incorporated into the content more directly.

For future iterations, I would like to discuss more introductory topics about publishing, such as how journals relate to publishers, how common rejection is, and how to develop a publishing strategy. Adding author interviews would be compelling to provide real-life stories about academic publishing. The episodes in this first season matched the emails, but adding author stories raises questions of whether episodes would match the text portion, whether episodes would instead be supplemental, whether interview transcripts would be included with or in emails, and how to find the stories to feature. Stories could include faculty experiences, student endeavors, tales of rejection, and more.

Next Steps

The Publishing Tips Series reached more students than a single workshop of mine has, and the feedback was overwhelmingly favorable. Plus, now that the content has been created, it can be shared repeatedly. For librarians considering moving their outreach to an asynchronous mode, I found this form of instruction to be manageable as the only scholarly communication librarian, scalable to any number of participants, more active than web pages, and excellent in terms of feedback. Although the one-on-one connection from workshops and consultations is lost in this approach, the asynchronous method still leaves the door open for participants to reach out with questions. The scale means it reaches many more graduate students. Since some students may be nervous to ask their question or not know the library can help, the series gave them a low-barrier way to engage with the library and learn about the topic.

Given the success and positivity, I am considering leveraging this format for subsequent series, such as a part two with answers to other publishing questions, a series on copyright, and/or one on dissertation submission. The series effectively demonstrates the need for and value of point-of-need support for graduate student authors.

Acknowledgments

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I appreciate the support of UCSC University Library in the form of software and incentives for the series.

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Meet the Candidates for ALA President

Vote in the Election this Spring

Tamika Barnes

Becky Calzada

The ACRL Board of Directors posed the following questions to the candidates for ALA president, and *C&RL News* is pleased to publish their responses. Each candidate was given 1,500 words to respond to six questions and contribute an optional opening and/or closing statement. The responses are identified under each question.

1. As ALA president, what is your top goal for working with the divisions, and how will you measure success?

Tamika Barnes: My top goal is to strengthen and deepen the relationship between ALA and its divisions so that our collective work is more aligned, more effective, and more responsive to the profession's needs. Strengthening relationships is not just about "coordination." It is about trust, shared problem-solving, and a clear understanding of who does what best. Divisions are the engines of expertise, professional growth, and innovation within ALA; they are where members often find their professional home, their peers, and the most immediately relevant opportunities for learning and leadership. When ALA and the divisions are pulling in the same direction—particularly on shared priorities like intellectual freedom, equitable access, and a diverse and resilient workforce—our work is stronger, clearer to members, and more compelling to partners and policymakers. I also want us to be candid about what is working and what is not—because alignment requires honest feedback and a willingness to adjust.

I will measure success in practical, member-visible ways. I want to see increased cross-division engagement (for example, more members participating in programs that are jointly sponsored or designed), growth in collaborative programming and advocacy initiatives, and improved, bidirectional communication between ALA and divisional leadership. I also want

to see evidence that members better understand how both ALA and its divisions add value: clearer pathways to professional development, leadership, publishing, and ways to plug in to serve. Ultimately, I want every division to feel supported, visible, and heard—and for members to experience ALA as a unified, interconnected organization with many meaningful points of entry.

Becky Calzada: A primary goal for me as ALA President will be to build relationships with division leaders with the focus to understand division priorities and needs, listen for specific concerns and challenges of division members, and capture stories that celebrate or highlight challenges within the ACRL division. Because this goal is relationship-forward, success for me looks like building trust between the ALA President and division board in order to open access for immediate needs, to facilitate continuity in compiling takeaways and information that I can sort into common themes that other divisions may also have.

An association should not just be member-driven but should also be member-informed. Understanding ACRL-specific issues will allow me to highlight concerns and share impact stories within ALA and with the media to build context so your divisions and ACRL members are highlighted.

2. What is your plan to grow and retain ACRL membership, and what barriers should ALA help remove?

Barnes: Growing and retaining ACRL membership begins with demonstrating clear value across the academic library career span—from students and early-career professionals to mid-career practitioners, senior leaders and retirees. Value must be concrete: skill-building that maps to real responsibilities, leadership opportunities that are transparent and attainable, and advocacy that connects to the pressures people feel in their daily work. I want ALA to help amplify ACRL's distinct value while also strengthening the bridges between academic libraries and the broader library ecosystem. Academic library issues—research access, data privacy, academic freedom, the student success agenda, and emerging technology—are not isolated from public policy or public discourse. When ALA and ACRL speak in an aligned way, members feel their association understands their environment and is acting on their behalf.

Retention also depends on removing barriers to participation that are often structural, not motivational. Many academic library workers are stretched thin, they may lack travel funding, have limited professional development time, or face workloads that make volunteer service feel impossible. ALA can help by making opportunities easier to find with clearer onboarding for new members, more predictable volunteer pathways, shorter "micro-volunteering" options, and better recognition of the contributions of support staff and colleagues in non-traditional roles. When academic library workers clearly see how ACRL and ALA add value to their growth and to their institution's success, membership becomes a professional desire rather than an optional affiliation.

Calzada: Membership retention is a goal for not only ACRL, but also for ALA. An association offers members community and library workers need a professional community now more than ever, especially as we continue to deal with intellectual freedom issues, funding challenges, new technologies like AI and more. We must also keep in mind that due to state-specific legislation restrictions, many library workers are unable to use state funds for

professional memberships or are even allowed to attend any professional learning that is connected to ALA.

That said, following up with members whose dues have lapsed to ask deeper questions helps us to determine if alternate considerations need to be made (ie payment plan due to paying with personal funds), or reminding them of the benefits of membership lapsed are important steps. Leveraging social media on the benefits of memberships, why it matters and value gained by participation in a professional association could be the nudge to bring lapsed members back in and even gain some new members. For existing members, sending pre-renewal impact reminders that personalize what was gained over the past year or offering grace periods that nudge retention rather than guilt would also go a long way.

3. Given ALA's financial constraints and staffing changes, how will you support divisions like ACRL, including transparency, staff capacity, and access to professional development?

Barnes: My experience chairing ALA Budget and Review Committee reinforced that transparency, communication, and priority alignment are essential to responsible stewardship—especially when resources are constrained. In times like these, divisions need clear, consistent information about how decisions are made, what resources are available, and what assumptions are shaping planning. Uncertainty is expensive: it slows decision-making, discourages innovation, and can create an "every division for itself" dynamic. My goal is to reduce uncertainty by improving clarity and predictability, even when the news is difficult. As President, I will advocate for ongoing, transparent communication around financial strategy and resource allocation. It also means making tradeoffs explicit: if we choose to invest in one area, we should be equally clear about what we are not funding and why.

Access to professional development is a core member expectation. Strategic partnerships, collaborative programming, and well-designed virtual and hybrid learning models can expand access while managing cost. We should look for opportunities to co-develop content across divisions, share speakers and instructional design, and reduce administrative overhead so that staff time is spent on member-facing impact. My goal is for divisions like ACRL to feel informed, supported, and included in planning—able to engage proactively, adapt thoughtfully, and continue delivering the high-value programs and resources members rely on.

Calzada: These are challenging times for ALA and the financial constraints and staffing changes have impacted every division, round table, and member. I am committed to supporting the domains and goal statements of the financial stability area of the ALA Forward plan. To that effect, I believe transparency about decisions, actions, and potential impacts must be thoroughly vetted and shared in order to retain and build trust. ALA is also reviewing all staff positions to ensure duplication of work is addressed and staff capacity is maximized. These changes require open, frequent communication channels between divisions and the executive board. Many members are likely also living in their own challenging, economic times; these moments require us all to have a common understanding and situational awareness in order to be fiscally efficient and thoughtful budget stewards for our association and one another.

4. What should ALA and ACRL co invest in over the next three-to-five years to strengthen member value and participation?

Barnes: ALA and ACRL should co-invest in a focused set of strategic areas that both reflect the realities of higher education and strengthen the skills of library workers across public and technical areas of the library. The profession needs support for navigating censorship pressures, policy constraints, and evolving job roles—especially as libraries take on responsibilities in privacy, digital access, and research integrity. Co-investment ensures sustainability and scale: shared frameworks, shared platforms, and shared messaging that serve academic libraries while strengthening the broader library community.

Calzada: Collaboration is key and offers many prime opportunities. First, having division executive directors meet and share division conference bright spots and opportunities can help us continue to be innovative in professional offerings for our members. This is also an action that is fiscally efficient, something we must all be mindful of as ALA works to navigate current budget challenges.

Seeking to learn about shared priorities across divisions and round tables opens robust conversations so that we can support one another. ALA is an influential voice in advocating for libraries and library professionals at the national level in the areas of public policy, legislation, and funding issues. We *must* all invest time in sharing a unified message to leverage that influences, but it can't happen if we are working in silos. ALA and ACRL strength come from our mutual support; we must have a fine-tuned message that showcases this.

5. How will you support academic library workers facing policy pressure, intellectual freedom challenges, and rapid technological change, including generative AI? Name one concrete action you will take during your presidential year.

Barnes: Support must be more than moral encouragement—it needs to show up in advocacy, guidance, and resources that help people act with confidence. During my presidential year, I will work closely with ACRL leadership to ensure that academic library priorities—academic freedom, equitable access to information, research integrity, data privacy, and the ethical and responsible use of AI—are clearly integrated into ALA's national advocacy agenda and public policy messaging. That integration matters because academic libraries need their realities represented clearly and consistently.

One concrete action I will take is to amplify ACRL's AI Competencies for Academic Library Workers that was approved by the ACRL Board of Directors in October 2025. By pairing advocacy with practical guidance, we help academic library workers respond to change in a way that is credible, coordinated, and grounded in core library values.

Calzada: We are living in an unprecedented time where state and national leaders are actively engaging in actions to disrupt systems in higher education, restrict free expression on campuses and coerce compliance by threatening the removal of funding. Our academic spaces are meant to inspire the next generation of citizens and leaders. How is this supposed to happen if these disruptions continue?

Generative AI is also impacting us in positive yet legitimately concerning ways. It is critical that we understand how to use AI thoughtfully but remain hyper-vigilant of potential ethical implications, risks and biases that AI use can also introduce. We must also be thoughtful and patient with those that are not early adopters to generative AI use. Offering opportunities

to bring members along via occasions to learn, explore and work with peer mentors builds confidence and lasting relationships that benefit all members of our association.

My concrete action includes looking to the experts *within* our association divisions to share and collaborate on messaging strategies and action steps to address policies and legislation that will support libraries, library professionals and their users. We are stronger together; together we must come together to leverage our voice in a unified way.

6. What is one assumption about academic libraries that you believe ALA must challenge in the next five years, and what will you do to help the association and its divisions respond?

Barnes: One damaging assumption ALA must challenge is the idea that academic libraries are primarily cost centers rather than strategic partners in student learning, research, and institutional transformation. This framing reduces libraries to "support units" instead of recognizing them as core academic infrastructure—critical to retention and completion, faculty productivity, research integrity, data stewardship, and digital literacy. When libraries are seen as overhead, they are asked to do more with less; staffing and collections are treated as easy targets, and innovation is constrained by short-term budgeting rather than long-term institutional planning.

One way I can help the association and its divisions respond, is to strengthen advocacy messaging that translates library impact into terms higher education leaders use—student success metrics, research competitiveness, compliance and risk management, and institutional reputation. When ALA and ACRL consistently reinforce this narrative—and equip members with tools to demonstrate impact—we increase not only recognition, but the practical support libraries need to sustain and expand their work.

Calzada: There are several assumptions that come to mind. I believe one assumption regarding academic libraries centers on the readiness of professionals in navigating the dismantling of DEI initiatives and/or programs and the often-missed impacts of those decisions. From lost jobs to funding of exceptional programs or even the removal of scholarships for students, library professionals are left dealing with both the reduction of program opportunities and navigating the emotional repercussions of those academic actions.

Secondly, dealing with the "gotcha climate" of students recording snapshots of lectures and potentially misrepresenting the intentions or goals of the instruction being shared is another area that should be considered. We are watching in real time how professionals are being negatively portrayed and seeing some lose their jobs. The chilling effect on others in the profession leaves unintended impacts on the greater institutional community that must be considered with actions including proactive, readiness steps on how professionals can respond when these situations come up.

Lastly, AI guidance and a shared understanding of guiding principles in an institution is another area where assumptions are made. Systematic implementation and understanding of AI practices, use, and application are needed across institutions, as well as having leaders sharing implementation strategies that worked within their spaces.

Regardless of whether an institution feels some or all of these assumptions, these issues can weaken morale, lead to professionals being let go or exiting the profession, or worse, damaging the reputation of institutions of higher ed. Our higher ed institutions are meant

to inspire curiosity, facilitate debate and be spaces to foster inquiry. We must address these assumptions by bringing in impacted professionals to share their concerns and compile and share informed solutions on how to address them across the greater higher ed community members in ALA and is a strength within the ACRL division.

Closing Statements

Barnes: My promise is to lead in partnership with divisions across the association, and with members so that expertise is elevated, barriers to engagement are reduced, and advocacy reflects the realities you face on your physical and virtual campuses. You deserve an association that listens, coordinates, and acts with clarity. Thank you for your time and your leadership in the profession. I would be grateful for your support, and I respectfully ask for your vote for ALA President.

Calzada: In closing, I want to thank the ACRL Board of Directors for the opportunity to answer division-specific questions for the ACRL membership. I hope my responses provide some insight into the type of leader I plan to be if elected. Should any ACRL member have additional questions for me, please email me at calzadaaasl@gmail.com. You can learn more about ALA President-Elect candidacy by visiting my Calzada for ALA President website at bit.ly/Beckyforlibraries. Thank you for your consideration!

ACRL Members Running for ALA Council in the Spring 2026 Election

The following ACRL members are either nominated or petition candidates for ALA councilor. ACRL members are encouraged to vote for these candidates to increase ACRL's voice in ALA affairs.

Joy Bridwell, Librarian, Stone Child College/Rocky Boy Public Library

Elizabeth Burns, Associate Professor, Old Dominion University

Maggie Farrell, Dean of Libraries, University of Nevada, Las Vegas

Aubrey Iglesias, Associate Professor, Head of Cataloging, New Mexico State University

Rodney Lippard, Director, Torreyson Library, University of Central Arkansas

Brenda Priutt-Annisette, Educator, DeKalb County Schools

Je Salvador, Research & Instruction Librarian, University of Washington Libraries

Steven Yates, Associate Dean/Professor, University of Alabama

Kara Malenfant

Academic Library Support for Open Initiatives

Highlights from the 2024 Academic Library Trends and Statistics Survey

ACRL conducts the annual Academic Library Trends and Statistics Survey to understand the evolving roles of libraries in higher education. The survey gathers crucial evidence on academic library staff, expenditures, collections, circulation, and information services. The data help librarians, administrators, and stakeholders assess the impact of academic libraries, make peer comparisons, and track trends over time. These results can also help libraries advocate their value with campus decision makers. Summary data are available to all participating libraries via ACRL Benchmark, and libraries with a full subscription can designate their own peer groups for tailored comparisons.

The Academic Library Trends and Statistics Survey Editorial Board appreciates the many libraries that participated, especially first-time contributors, and strongly encourages continued participation at this historic moment given that the federal government will no longer collect academic library statistics, as described in the conclusion. As pressures mount within higher education, we must rely on ourselves to gather this crucial evidence so that we can tell compelling stories about the impact and value we bring to our communities.

Find instructions, worksheets, historical findings, helpful links, and FAQs on the ACRL Academic Library Trends and Statistics LibGuide.[1] This article provides brief highlights from the 2024 annual survey results and a detailed look at the trends questions on library support for Open Initiatives.

Highlights of Annual Survey Results

With 3,457 US institutions invited to participate and 1,367 completing the survey, the response rate of 39.5% is similar to prior years. Notably this year, the ACRL Trends and Statistics Survey Editorial Board approved a proposal to begin nonprobability sample weighting, which accounts for differences between the responding institutions and the full population of US institutions with academic libraries. The 2024 survey also included a special section with questions about accessibility for people with disabilities in library spaces and programs.

ACRL released a comprehensive report on the 2024 annual question results[2] and held a webinar,[3] and readers should refer to those resources for detailed analysis, figures, and a discussion of the weighting methodology. Here, then, are a few key findings:

Expenditures: In 2024, total annual library expenditures reached an average of $2.1 million and median of $487,000, excluding fringe benefits. About a third of the total is spent on ongoing commitments to subscriptions.

Kara Malenfant is an assistant professor at Dominican University's School of Information Studies, email: kmalenfant@dom.edu.

Staffing: The average full-time equivalent (FTE) library staff is 19.4, and the median is 8. Doctoral universities have much higher staffing levels than institutions of other types. Associate's colleges and two-year institutions have the highest ratio of students to staff.

Collections and circulation: Of academic library collections, 79.6% are in digital or electronic format. Digital materials account for 93.2% of total circulation.

Instruction: More than half (54.8%) of presentations to groups happen synchronously, and those presentations account for 75.8% of total annual attendance.

Accessibility: Most academic libraries (90.2%) have an accessible main entrance, and inside the library, 94.4% have wheelchair-accessible hallways. However, only about half (51.6%) have computers with accessible technologies and software.

Library Trends in Open Initiatives

The 2024 ACRL survey included nine questions on trends in academic library support for Open Initiatives. These questions and response options were developed by members of the ACRL Academic Library Trends and Statistics Survey Editorial Board with input from colleagues at SPARC. Given the evolving nature of Open Initiatives within the academic community, the following analysis provides a picture of how academic libraries are supporting Open Access scholarly communications and publishing, Open Educational Resources (OER), and other open Initiatives.

Open Collections and Subscriptions with External Agreements or Initiatives

Overall, 46.7% of libraries had at least one external agreement or initiative to support Open collections and subscriptions, and there was great variation by institution type, as seen in Figure 1.

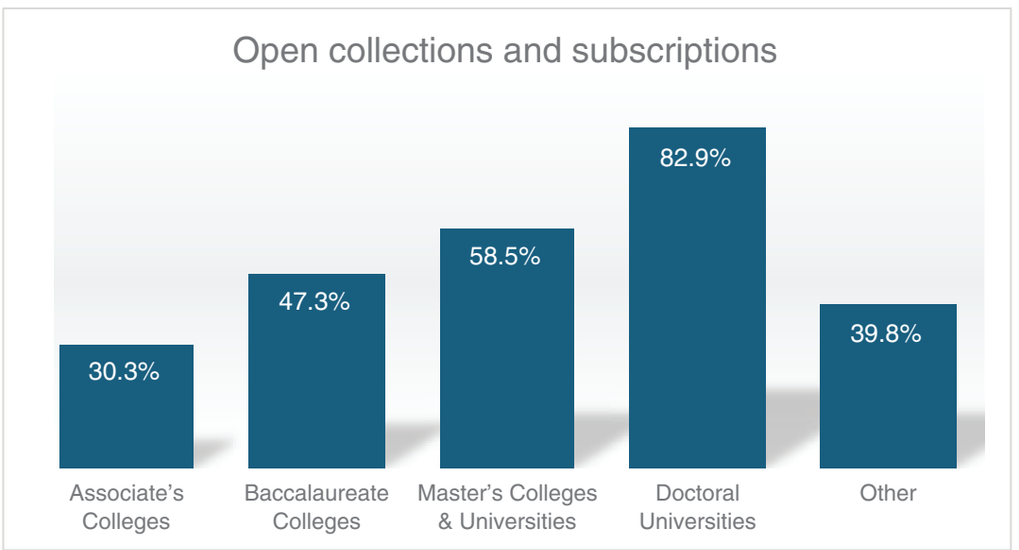

Figure 1. Proportion of academic libraries, by institution type, supporting Open collections and subscriptions with one or more external agreements or initiatives.

The response option with the highest overall support rate of 29.5% was subscribe to Open, Direct to Open, or other open access (OA) funding models for collections. Conversely, the

response with the lowest overall support rate of 10.7% was subscribing to services for making collections decisions (such as Unpaywall). There was great variability within response options by institution type. The highest rate for any response option was 71.1% of doctoral universities entering into transformative agreements with vendors (Read and-Publish, etc.). The lowest rate for any response option was 3.8% of other institutions subscribing to services for making collections decisions (such as Unpaywall).

Open Internal Activities or Initiatives

Academic libraries overwhelmingly supported Open, with 77.2% having at least one internal activity or initiative in 2024. The most popular activity for all institution types was integrating Open Access or OER materials within the library catalog or ILS with an overall 67.9% of institutions, as shown in Figure 2, ranging from 55.6% of associate's colleges to 85.0% of doctoral universities.

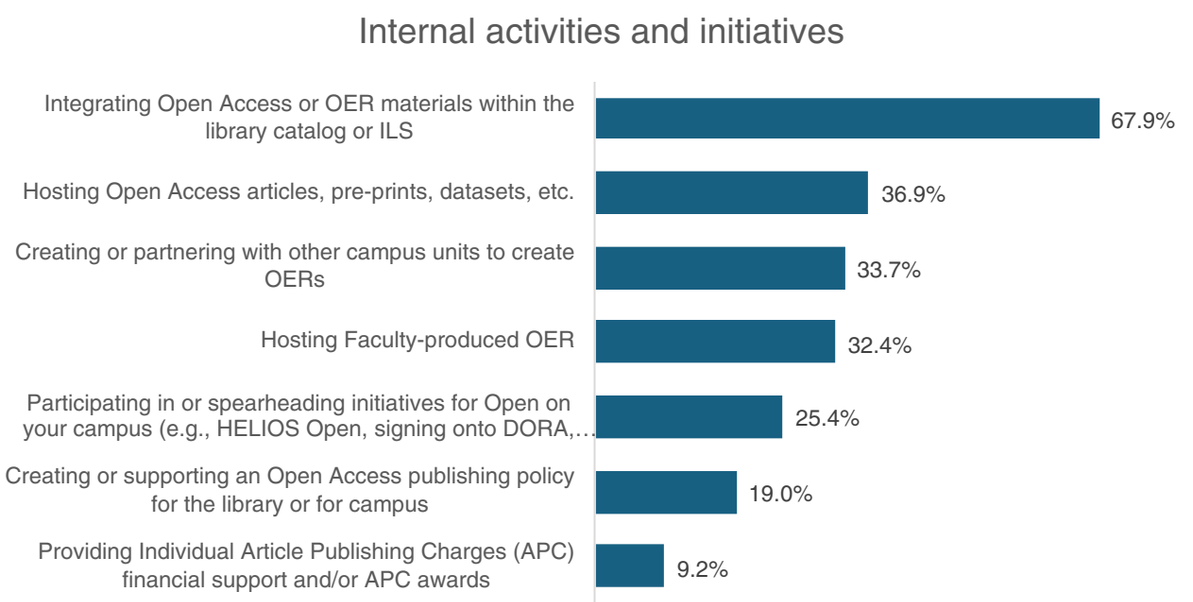

Figure 2. Internal activities and initiatives to support Open ranked by overall library support.

Because the topic of OER was the focus of prior trends questions in 2019, it's worth examining the 2024 responses that are specifically about OER more closely:

- 67.9% integrate Open Access or OER materials within the library catalog or ILS.
- 33.7% of institutions create or partner with other campus units to create OERs.
- 32.4% host faculty-produced OER.

This 2024 rate of engagement is in line with 2019, when 65.3% of responding libraries (unweighted) were either involved with their institutional OER initiative or supported OER independently at the library, as shown in Figure 3.

Furthermore, in 2019 the top OER-related activities supported by libraries were:

- 83.9% searching for quality OER for faculty
- 82.6% creating subject guides or other educational materials on OER
- 78.5% advocating for library inclusion in OER activities on campus
- 76.4% training faculty and staff on OER

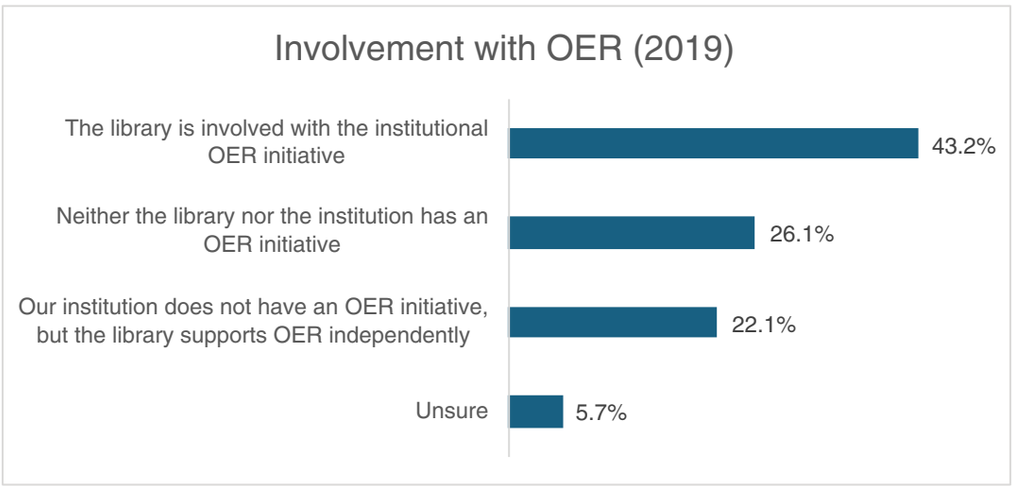

Figure 3. Involvement with OER (2019).

Since the focus in 2019 was on OER and in 2024 the focus was broadened to all types of Open Initiatives, the results are not directly comparable.

Library-Provided Publishing Infrastructure

While the first two questions showed a majority of all US academic libraries participated in one or more activity during 2024, slightly less than half of libraries (48.5%) provided any type of publishing infrastructure (this specifically refers to nonarchival repositories). Again, there was variability by institution type, as seen in Figure 4.

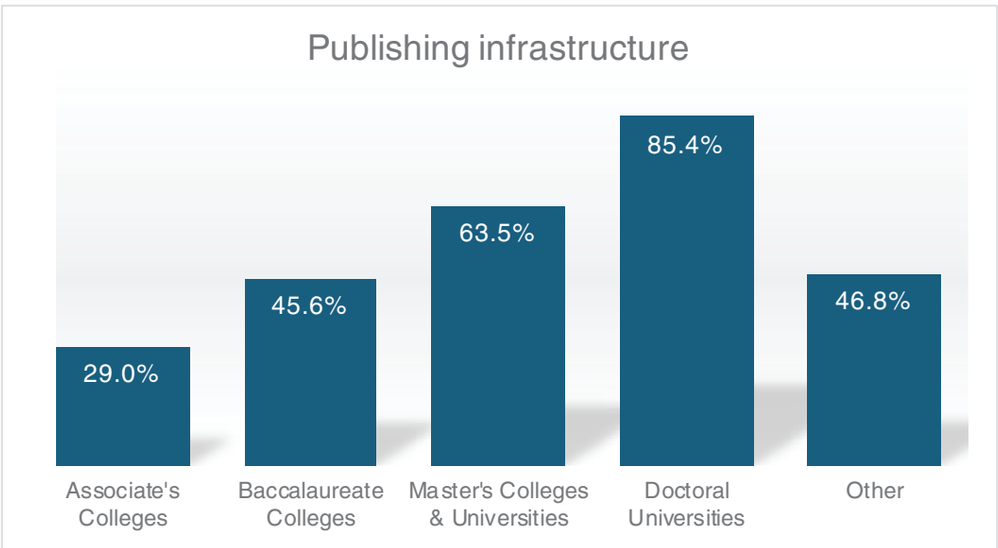

Figure 4. Proportion of academic libraries, by institution type, providing publishing infrastructure.

A more granular look at library-provided publishing infrastructure by institution type shows that the response option of library-managed/vendor-hosted institutional repository was selected most often by baccalaureate colleges at 20.6%, master's colleges and universities at 33.7%, and doctoral universities at 57.3%. The response consortium-provided/managed institutional repository (IR) was selected most often by associate's colleges at 15.3%, and the response Open Publishing platforms was selected most often by other institutions at 19.3%.

Services or Programming Provided

Overall, 69.0% of academic libraries provided services and programs in support of Open Initiatives. Of the four options, guides had the highest rate of engagement for all institution types and doctoral universities engaged at the highest rate for all services or programs, as seen in Figure 5.

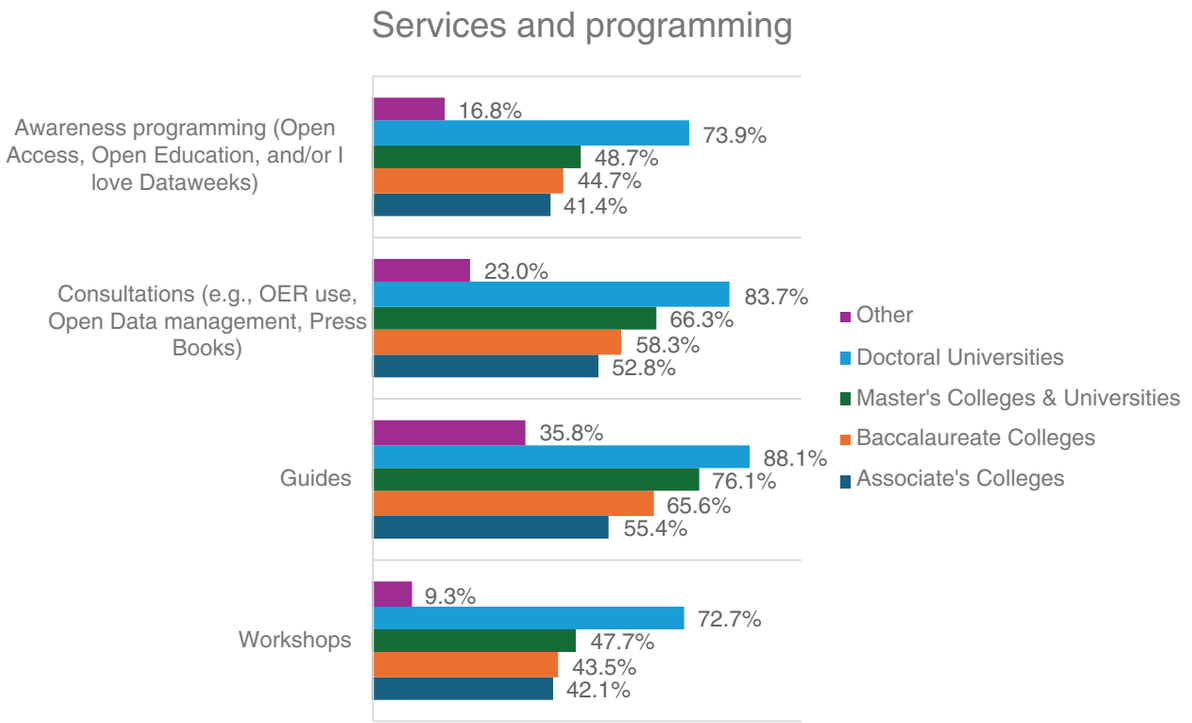

Figure 5. Services and programming offered, by institution type.

Changes in Services/Activities, Staff, and Financial Support

When asked about what has changed in the past five years, most libraries had the same or more activity, staff, and financial support, as seen in Table 1.

Table 1. Overall Rate of Change in Services, Staff, and Financial Support

	Not Sure	Decreased	The Same/ Similar Amount	More
In the past five years, has your library increased or decreased the number of Open-related services/activities?	12.9%	3.4%	40.7%	43.0%
Is your library providing more or fewer staff support for Open activities than in 2019 (the latest survey on Open)?	16.2%	9.7%	52.5%	21.6%
Is your library providing more or less financial support for Open-related activities than in 2019?	16.6%	6.6%	56.6%	20.3%

When asked the reason for responses to the questions in Table 1, by far the strongest factor for academic libraries overall was changing institutional priorities at 51.8%, followed by reductions in staff at 37.6% and reductions in budget at 32.1%.

Taken as a whole, these trends about Open Initiatives reveal that the vast majority of academic libraries are engaged in supporting open, and they are most likely to support discovery by integrating Open Access or OER materials within the library catalog and facilitate

access to information by providing guides. It is not surprising that these are the most common activities and services given the mission of libraries. Slightly less than half of libraries provide publishing infrastructure or have external agreements supporting Open collections and subscriptions, which could be areas of growth for some institutions depending on their community members and context. The fact that most libraries have the same or more activity, staff, and financial support now than they did five years ago indicates a sustained or growing level of commitment to open-related activities.

Data Collection at the Federal Level Ceases

In addition to the ACRL annual survey, the federal government had been collecting a smaller set of academic library data each year when institutions report through the Integrated Postsecondary Education Data System (IPEDS, a system of twelve interrelated survey components conducted annually). The 2024–25 cycle is the last year it will do so[4] after a long history of collecting academic library statistics beginning in 1966.[5] In 2024, the National Center for Education Statistics (NCES, one of four centers of the Institute for Education Sciences [IES] in the US Department of Education), which runs IPEDS, proposed eliminating the academic library component, which many library organizations and individuals opposed. Although the decision to cease federal data collection was not unexpected, it is particularly unfortunate in light of new research findings that IPEDS data have a significant role in state policy making and resource allocation by state higher education agencies.[6]

Although one possible outcome explored would have been for the Institute for Museum and Library Services (IMLS) to collect these statistics,[7] as is the case for public libraries, the future of IMLS is in peril. Since taking office in early 2025, President Trump and his appointees attempted to close IMLS and the Department of Education through executive orders and enacted massive layoffs in spring 2025. The US Department of Education issued a request for information on redesigning IES in September 2025, which would seem to indicate interest in continuing data collection about educational institutions more broadly. Notably, the leading higher education association for institutional researchers submitted six recommendations.[8]

Your Participation in ACRL Survey Is Vital

At the same time IPEDS is ceasing its academic library survey, campus decision makers increasingly require evidence-based arguments prior to allocating budgets. Therefore, it is vitally important for all academic libraries to participate in the ACRL Academic Library Trends and Statistics Survey.

- **Survey Open**: Through March 31, 2026
- **Submission Website**: https://librarybenchmark.org/
- **Reporting Period**: Fiscal year 2025, which is defined as the most recent twelve-month period that ends before October 1, 2025, corresponding to your institution's fiscal year.
- **Username**: Six-digit IPEDS ID (Locate your institution's IPEDS number at https://nces.ed.gov/ipeds/datacenter/InstitutionByName.aspx.)

Conclusion

We in the academic library community have invested in creating our own data collection procedures and tools through our member-led association, ACRL. Now is the time for us to leverage that investment as we gather crucial evidence documenting our collections, programs, and services. All libraries should avail themselves of this valuable resource as we seek to both make improvements and demonstrate library impact and value. The ACRL Academic Library Trends and Statistics Survey Editorial Board encourages more academic librarians to join ACRL because membership dues underwrite the survey, the publication of *College & Research Libraries News*, and many other programs and services offered at no charge to the broader community. ACRL has made a personal difference in the careers of so many; please join or renew today and demonstrate through your financial support that you value our collective effort.[9]

The success of the annual survey, developed and administered by the ACRL Academic Library Trends and Statistics Survey Editorial Board,[10] depends on the expertise of ACRL staff partners whose work directly benefits all academic libraries and librarians, whether or not they are members of ACRL. We are especially grateful for the valuable contributions of ACRL staff colleagues Gena Parsons-Diamond and Sara Goek, who are continuing admirably in the face of ALA workforce reductions[11] that have placed an increased workload strain in divisions for remaining staff.[12]

As libraries face increased pressures to "prove our value" and "tell our story" to decision makers and given that federal data collection is ceasing, the field requires increased ALA support for robust data and research. We rely on coordinated national support so that we may engage in stronger advocacy in the field.

Acknowledgments

The author thanks Sara Goek and Jeannette Pierce for comments on an earlier draft of this article.

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Jill Livingston and Lynne Stahl

It's Time to Bag Candidate Dinners

Why Even "Informal" Meals Can Compromise the Search Process

Ostensibly, candidate dinners benefit both applicants and search committees. Candidates, who may travel great distances to interview, can share a friendly meal with members of the committee and/or other faculty and staff. The unstructured setting provides opportunities for candidates to learn about the geographical area, local color, and also a few personalities. A good dining experience might make a hugely favorable impression on a candidate weighing multiple offers. The search committee too realizes advantages, as they have the opportunity to assess a candidate's interpersonal skills outside of the strictures of formal interviews.

Perhaps unsurprisingly, given that librarianship is a caring profession, search committee members are often uncomfortable with the thought of leaving candidates to fend for themselves at mealtimes. However, precisely because dinners provide an opportunity for "casual" conversation, lifestyle and other personal topics are on the table. Despite the efforts many libraries are taking to institute more inclusive hiring practices, personal information unrelated to the candidate's ability to perform the job for which they are applying will be revealed over dinner. This information makes candidates vulnerable to search committee member biases, particularly the halo bias, whereby the negative or positive impressions they leave during the meal imprint and are extrapolated to unrelated contexts—that is, their overall suitability for the position.

Consider also the following exposures from an anthropological and sociological perspective:

Cuisine: Although the colloquial use of the word focuses on prepared food, an individual's cuisine preferences encompass what a person eats, how they prepare and season it, and lastly how they serve and consume it.[1] Notwithstanding individual variances, cuisine behaviors and preferences take root literally from birth and hinge largely on factors such as culture and socioeconomic status.[2] Many search committees rightfully acknowledge that they should not be privy to information about socioeconomic status, culture, or ethnicity, yet at a shared meal, individuals will inevitably reveal habits and tastes associated with precisely those aspects of their identity. Furthermore, the judgments people make consciously are merely a fraction of their overall susceptibilities and impressions. Did you know, for instance, that many people associate vegetarianism primarily with white people?[3]

Morality: Ever notice how we describe foods in moralistic terms? Why is chocolate cake "sinful," while a perfectly ripe apple is not? Why are we being "good" when we stick to restrictive diets, and "oh so bad" when we eat a sundae? Our language around food can manifest our deeper biases. Those who eat "healthy, nonfattening foods versus unhealthy, fattening

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ones" are not only considered more moral but also are perceived to be more fit and trim.[4] This consideration is particularly important given that implicit weight bias persists, even as other biases have attenuated.[5]

Affinity: Social occasions, such as meals, quickly become sites of affinity bias. For example, you might discover over dinner that you and one candidate share a deep passion for skiing, the Marvel Comics Universe, or ice cream. These common interests can lead some to become more positively disposed toward the candidate despite none of those interests having anything to do with the job.

Gendered standards and associations: Not only do we conflate meal sizes with morality, but we also judge women who eat lightly as more attractive and feminine. Eating daintily is considered sex-role–appropriate behavior for women,[6] while on the other hand, meat is considered the domain of the masculine.[7]

Medical concerns: Food choices are more layered for those with certain health conditions, such as diabetes, celiac, or Crohn's disease. Now too we know that nausea and dulled appetite are common side effects of increasingly popular semaglutide drugs such as Ozempic and Wegovy.[8] Moreover, those with anorexia or bulimia may find food choices and eating inordinately taxing,[9] so any shared meal—let alone one shared within the context of assessment—is a fraught meal.

Other considerations: Because cuisine choices are cultural, familial, and personal, preferences play out across many dimensions and forks (pun intended). Reflect on the variety of diets a candidate may adhere to: calorie restriction, vegan, paleo, kosher, halal, and so on. Consider regional restaurant differences just within the United States and how these differences may or may not be positive for limited eaters. What about the experience of a recovering alcoholic whose companions order wine or religious practices that may define not only foods but also timing of meals? Knowledge of which fork to use, where to put one's napkin, or how to dispose of olive pits is all socioeconomically and culturally contingent etiquette. Finally, we must acknowledge the fact that "optional" attendance at a candidate meal is not truly a choice for candidates concerned about maximizing their appeal.

Because of the high stakes, articles and websites that purport to guide candidates on the interview dinner abound. They prescribe what to order (small bites that can be eaten neatly) and what not to (spaghetti or alcohol). Some advise candidates to procure food to eat on their own, as they should not expect to eat during their interview meal. These guides also go into detail about what to talk about and how to act. Candidates can learn etiquette tips related to place settings and that to "leave the table during a meal, they should say only, 'Please excuse me for a moment.'"[10] However, should candidates need to learn these things if the true purpose of an interview is to assess their knowledge, skills, and attributes in a given role? What do hiring committees truly gain from meals? Maybe it's time to bag the candidate dinner because in foregrounding sociability, a free meal can come at a very steep price for the candidate.

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Emma Bekele and Amelia Costello

Another Post-Graduation Transition

Diversity Residencies and Beyond

Academic Library Workers in Conversation is a *C&RL News* series focused on elevating the everyday conversations of library professionals. The wisdom of the watercooler has long been heralded, but this series hopes to go further by minimizing barriers to traditional publishing with an accessible format. Each of the topics in the series was proposed by the authors, and they were given space to explore. This issue's conversation follows up on a discussion in the December 2025 issue from Stephanie Reyes and Magaly Salas. It is a discussion of early career opportunities, how the field of librarianship should not abandon residencies, and when librarians should recklessly say, "Yes." *—Dustin Fife, series editor*

Emma Bekele (EB): Recently our friends Magaly and Stephanie talked about some of the challenges they faced as early career librarians as they transitioned into their first full-time librarian roles. But there's another type of early career academic librarianship transition that, Amelia, you and I are working through right now: the conclusion of our diversity residency programs.

Every program is different, but at a high level, these residencies are temporary appointments for recent BIPOC library school graduates, with the goal of increasing the number of underrepresented librarians in academic libraries.

Amelia, how is your residency structured, and do you think being a resident has had an impact on the way you approach librarianship?

Amelia Costello (AC): This is such a great observation, Emma. I have definitely encountered challenges that I did not anticipate. As you mentioned, while all diversity residencies have the underlying goal of diversifying the profession, the structure and execution of each program can be very different.

I am nearing the end of my residency, a three-year research and instruction program led by a residency coordinator with one other resident in my cohort. We are the first residents post-pandemic, the first-ever cohort, and entering a newly restructured program. So in addition to navigating hierarchies and unspoken norms, I found myself trying to figure out what the outline of this residency was going to look like and how I was going to fit into the department. Scary! As Magaly mentioned in part one, trust and support is everything, and I feel very fortunate to have gone through this experience with the best co-resident. She has played such a pivotal part in finding my footing, building my confidence, and developing

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my identity as an academic librarian. Emma, I'm so curious to hear how your residency is structured and how you have been able to navigate the gray area of being above intern status but maybe not quite feeling like a "full-fledged" librarian.

What did your onboarding and process for building library and faculty relationships look like from the resident position?

EB: I'm also nearing the end of a three-year residency. I'm surprising myself by saying this, but I feel like I'm already a "full-fledged" librarian. I think the structure of my program played a big part in this. I do all the same types of work as my colleagues, but I get some extra mentorship support and professional development funds. Here, the decades-old residency program transitioned to a diversity residency program over ten years ago. I joined as the final resident for the foreseeable future, but I have a robust community of current and former residents (diversity and otherwise) here.

That community, and my community of science librarians, has played a key role in navigating the early stages of my career. Building librarian relationships came easily, but the trade-off is that since I'm not embedded in my department like some librarians, connecting with faculty has to be a lot more intentional.

Since your residency program has been restructured, has it been difficult to communicate with faculty or other librarians about your position and role?

AC: Despite the restructuring of my residency, the librarians in my department are all familiar with the role. They understand that since there is no position to transition into at the end of the three years, the goal is to gain as much experience as possible in preparation for finding new roles. All the librarians are very open, sharing their strategies and approaches to instruction, which was incredibly helpful when first starting. Innovation is always supported when designing instruction. Residents at my institution also hold faculty status, which is a major learning curve, but hearing from other librarians who are successfully engaging in faculty spaces has been helpful.

As for connecting with faculty, this was something I had anticipated to have many more difficulties with than I actually did. My primary responsibility is supporting our First Year Writing Studies program. Every semester I am paired with a list of faculty members whose classes I go into and teach information literacy sessions to. Initially I felt like imposter syndrome was working in overdrive—worried that these faculty with PhDs who had been teaching for years would not take me seriously or look down at my lack of experience. I found myself consistently giving a disclaimer that I was a resident and had never taught before as part of my introduction when meeting my new faculty partners. I found out rather quickly that none of my faculty really cared about the resident title, and if anything, they were excited to work with someone new and trusted my expertise. Since then, I have had the pleasure of working with a lot of the same faculty every year, building strong relationships that have empowered me to bring new ideas to my information literacy sessions.

Without that direct faculty pairing structure, how have you been able to successfully find ways to connect with faculty? Do you find yourself overthinking the resident title when meeting new faculty, or is that just me?

EB: It's not just you! We take a team approach to instruction here, which has helped me start building relationships and learning how more experienced librarians teach. It's been great to have their knowledge of different courses, to try out new ideas without as much of a risk that I'll be completely missing the mark. But that doesn't stop me from overthinking how I present myself when I'm connecting with faculty.

At my institution, librarians are staff, not faculty, which can imply a power dynamic that's not in our favor. Add being a young, queer Black woman working with scientists at a PWI, and it's hard for me not to overthink how I'm coming across when I'm meeting new faculty. I even have multiple email signatures: one for library colleagues and one for faculty. My librarian-audience signature has my pronouns, name pronunciation link, and resident title. I removed those from the faculty-audience signature and added my fancy master's degree after my name. These days, I don't feel a ton of imposter syndrome. In our nation's present climate, it feels radical to say I'm participating in a program designed to increase diversity and to say I deserve to be here. But even so, I can't get away from that double-consciousness sense that even though I don't feel like an imposter, people will still see me as one.

All of this makes me really love how open you were about your residency title and your newness to librarianship. I think there's a really great lesson for early career librarians to take away from the fact that faculty were excited to work with you because of your new perspective and not in spite of it.

For you, how was learning to be an academic faculty member different from learning to be a librarian? Is there particular advice you'd leave for the next person to fill your role?

AC: This is such a great and powerful reminder for not just diversity residents but for all early career librarians! We deserve to be here and are actively contributing to the improvement of the campus. I have reached a place where I am confident in myself and my capabilities, particularly within my department and my writing studies partnerships. However, in other areas of my faculty obligations, I still struggle. Faculty governance is part of my role, and I have sat on committees with teaching faculty who have been in the field or at the university for ten plus years. A lot of the conversations revolve around the history of the university and curriculum design. As a resident librarian, I'm not embedded in a department or school, I don't teach semester-long classes, and I'm on a terminal contract. I felt like I couldn't make meaningful contributions in these groups, but with time I felt more comfortable. I learned you can't learn institutional history overnight or be able to join a university committee that has been in conversation for several semesters and expect to instantly know what is going on, and that's okay! Time and patience are everything.

My biggest piece of advice for the next resident librarian would be transitions take time. Whether faculty or staff, learning who you are as an academic librarian and how you fit into your department takes time. I would venture to say it can take up to a year to fully integrate and feel confident in all areas of the role. Resident and early career librarians shouldn't feel like they can't ask questions; more often than not, there's nothing librarians love more than talking about institutional history within the department and university! I personally think that one of the main purposes of the residency is to provide a slower and more guided transition into academic librarianship. Residencies were created to help emerging librarians without experience get their foot in the door. For my role in particular, the faculty governance realm

is perhaps one of the tougher areas to transition into and a space where residents might need more guidance and assistance compared to library related tasks.

Reflecting back on your two years of residency, what is one or a few pieces of advice you would offer to prospective residents?

EB: I love this advice, Amelia, and I really appreciate that you brought up committees. I've really appreciated how serving on committees has let me make connections outside of my unit and get firsthand experience with how the library and university operates. So my advice is for your first year as a librarian, say yes recklessly! Take advantage of this transitional time to join in every interesting opportunity that comes your way. There will be plenty of time in your career to say no to things, and like you mentioned, a fresh perspective is invaluable. I've met so many wonderful people and participated on so many fantastic projects, and it's helped me feel like I belong here as an integral part of the community.

We've been doing a lot of reflecting, but I'm also curious about what you think of the future. The number of these programs has shrunk dramatically over our past two years as residents. Do you think residencies will still have a role to play in academic libraries in the coming years?

AC: I absolutely think residencies still have a role to play in academic libraries. However, with the way things are moving in higher education right now, I don't know how realistic it is to expect them to continue. Political climate aside, I think residencies are so valuable if universities can work to uphold the core purpose, helping early career librarians of color get their footing in the world of academics. Diversifying the library field continues to be a need, so universities that can commit to long-term retention through residencies are crucial. While not always possible because of budget or other factors, there is still value in term residency positions. Two to three years of being able to figure out how academics works and begin to find a niche sets early career individuals up strongly to enter the job market.

If universities have the financial means and can be reminded of how important it is to help shape the future library field, then the residency program should be sustainable. Though, as we are seeing in real time, there are a lot of factors outside of academic library control that are preventing this. While we've seen so many programs disappear in the last few years, do you think it's possible that they'll resurface in the future, or will this be lasting damage?

EB: I think you're right, Amelia, and there's certainly more work to be done in diversifying our profession. I don't know if residencies will come back, but I hope these difficult and precarious times are a chance for us all to reflect on our values and what we want the future of librarianship to look like. You mention the core purpose of these programs, and I think that that's where our focus should be. All the aspects you mentioned—from recruitment and retention to mentoring and training—are essential, and all academic libraries should be considering how to recruit and support underrepresented librarians with every recruitment, not just for diversity residency positions. We also need to consider how our libraries can function in ways that make them attractive to BIPOC, both as patrons and as possible future librarians. If we could do *that*, perhaps there's even a near future where we don't need residency programs anymore.

American Society for Theatre Research. *Access:* https://www.astr.org.
The American Society for Theatre Research (ASTR) is a US-based professional organization that fosters scholarship on worldwide theatre and performance, both historical and contemporary. Through its primary archive project, it is dedicated to preserving the legacy of the American theatre. ASTR also sponsors or coordinates several awards, grants, fellowships, and prizes to support and recognize outstanding scholarship in theatre and performance studies. Their next annual conference, "Taking Stock," will take place November 12–15, 2026, in Minneapolis.

The ASTR site is divided into several sections, some of which require a membership to access. "About" contains everything from the history of the society to its bylaws, meeting minutes, and news and press. "Membership" contains a career center as well as volunteer opportunities, member news, and announcements. "Conferences" contains information about current and past conferences. "Awards" includes a listing of awards and past recipients. "Resources" include a members-only listserv, a listing of doctoral programs, and several other ways to engage and learn. *Theatre Survey* is the society's theatre history journal, which is published triannually in January, May, and September. Finally, there is a "Support" tab with options to contribute to a general fund as well as other more specific dance, research, and international scholar funds, to name a few.

The real strength of this site is its membership base and the ability for members to have conversations and work together on partnerships and best practices via the listserv, field conversations, surveys, and working groups. Field conversations, for example, take place across various institutions and are discussions about issues facing the theatre field today; there is a repository of discussions going back to 2020. The Graduate Student Caucus (GSC) unites the graduate-student community within ASTR to facilitate communication among geographically distant members and share news and information relevant to all graduate students in the theatre community. Ultimately ASTR is an all-encompassing resource for those in academia that contains many helpful resources for job searching, a doctoral program directory, mentoring, and publishing. —*Gretchen Rings, Indiana University Northwest,* grings@iu.edu

GovInfo. *Access:* https://govinfo.gov/.
Launched in 2016 to replace the Government Printing Office's Federal Digital System (FdSys), GovInfo offers free access to more than 1 million official publications by all three branches of the US government. The site is intended to be a mobile-friendly, comprehensive content management system for preservation and access to all electronic US government information that offers better searching and browsing capabilities.

The usual suspects are here: the Federal Register, Code of Federal Regulations (CFR), United States Code, Supreme Court decisions, and many others. Items not included in the database include tax forms, memos, internal records, or classified or copyrighted records. Years of coverage in govinfo.gov varies depending on the agency or department. Congressional Bills date back to 1994 (103rd Congress) when the GPO first began making publications available online. The oldest content goes back to 1793. The opening page offers a basic and

advanced search, citation searching, and multiple ways to browse, including by date, author, committee, and category (bills, statutes, publications, etc.), and links to recent, trending, and popular information.

The basic search box allows for terms to be combined with Boolean operators or for exact phrase searching using double quotes. By default, the basic search returns only the most recent editions of documents in selected collections, but one can click "View historical results" next to each title to see older editions. Search results can be sorted by date or relevance, and filtering options are presented on the left side of the screen. A search on "wind energy AND turbine" retrieved almost 24,000 results, which can be refined by collection, date, government author (e.g., Agriculture Department, Air Force), organization (e.g., congressional committee), or individual author. Custom filters are available when one limits to a certain collection.

For example, limiting the search on wind turbines to congressional bills allows one to further limit to sponsors and co-sponsors, specific Congresses, or different versions of the bill. Each item in search results offers buttons to see full text as PDF or TXT files; an option to see basic bibliographic information; and the ability to share the item to Facebook or email or to get a permalink. The "Help" section offers short screencasts on how to use the site and PDF handouts. Overall this is a great tool for finding government information. —*Mark Shores, Miami University,* shoresml@miamioh.edu

Linguistic Society of America. *Access:* https://www.lsadc.org.

The Linguistic Society of America (LSA) is a well-established scholarly organization and member of the American Council of Learned Societies. As such, its website provides broad resources for anyone interested in language science.

Much of the LSA's website offers typical scholarly organization materials. Meetings and workshops are described, surveying research trends. One rich resource is an archive of LSA annual meeting schedules and abstracts since 1965. Along with basic information about society operations, committees and special interest groups provide additional materials. These sections are unfortunately deemphasized; for instance, the Linguistics Beyond Academia SIG hosts career-related multimedia not fully represented elsewhere. An events calendar and job listings are available to all, and a separate "Careers" section provides further resources. "Advocacy" offers the organization's contributions to public discourse.

The website's most substantive portions for librarians and educators present its journals and "Resource Hub." However, that there is likely much inaccessible to non-members remains a challenge in assessing any membership organization's web presence.

LSA sponsors four scholarly journals (including the just-launched *Journal of Black Language and Culture*). *Semantics and Pragmatics* and *Phonological Data and Analysis* are diamond open access and hosted separately, but the LSA website serves as a portal. Their flagship *Language* has a fuller site presence. Although a green open access publication, many of its articles prior to 2013 are accessible only through subscription, and some recent ones are embargoed. Its open repository is counterintuitively in a different site section. Members have immediate access to all issues since 2001. Other free publications include the peer-reviewed database *Teaching Resources and Innovations Library for Linguistics*, conference proceedings, and the Semantics Archive repository.

The LSA Resource Hub provides "videos, audio recordings, and documents related to linguistics careers, scholarship, and teaching." The host Webcastcloud affords searching

and filtering by topic-based keywords or genre-based "channels," where presentations and interviews with linguists are presented alongside professional development materials. One improvement would be a clearer way to determine which resources are available without membership. Addition of LSA content on external sites may also strengthen this collection, as would fuller description of channels and individual resources.

The LSA home page features resources and provides multiple access points. Though helpful, this prompts the question of the site's overall purpose in gathering materials that are (mostly) accessible elsewhere. Although one may turn to databases for LSA journals or YouTube for their videos, this site remains a gateway useful for understanding the discipline and connecting with its community. *—John C. Rendeiro, University of Connecticut,* john.rendeiro@uconn.edu