

From the Editors

Introduction to Volume 15, Issue 2

We're thrilled to share some exciting news! This August, members of both the Special Libraries Association (SLA) and the Association for Information Science & Technology (ASIS&T) [voted to merge the two organizations](#).

Practical Academic Librarianship (PAL) was launched back in 2011 as an SLA division journal. While we've always planned to keep PAL going strong, we're still working through what this merger means for the journal's future home within ASIS&T. Right now, SLA is in the process of dissolution, and ASIS&T is welcoming SLA members into its community. This is an evolving transition, and while details are still being finalized, we're optimistic that this change will open new doors for PAL and its authors.

We're excited about what lies ahead and grateful for your continued support as we navigate this next chapter together. In the meantime, we are already planning for 2026 and have much to share regarding this issue:

This issue's "In Practice" feature provides an interesting approach to copyright instruction. In "**Teaching Copyright Beyond Campus: Academic Librarians at Pop Culture Conventions**," Craig Finlay and Isabel Soto Luna describe how two academic librarians expanded copyright education beyond campus by bringing workshops to popular culture conventions. Adapted from faculty sessions, these programs provided practical guidance on copyright and fair use for creators such as artists and cosplayers. Through this innovative outreach, the authors discovered new ways to engage diverse learners, refresh their teaching practices, and reconnect librarianship with broader community service.

"**Coffee with Calantha: Measuring the Impact of a Discussion-Based Series for Graduate Students**" examines a collaboration between subject librarians and student chapter professional association leaders at the University of Tennessee Knoxville to create a career-focused event series for Information Science graduate students. Authors Calantha Tillotson, Amy Snyder, Matthew Delgado, and Julia Noll discuss survey results from participants describing how the sessions enhanced career preparation and

sense of community for attendees. Their findings underscore the importance of inclusive dialogue and addressing the unique needs of distance learning students in graduate education.

PAL has not published much related to academic library book sales, so we are particularly excited to explore this topic with Molly Stother-Maurer's "**Academic Library Book Sales: Outreach, Community Service, and Budgetary Support.**" The article explores how the Arizona State Museum Library's collaboration with the Arizona Archaeological and Historical Society on a biannual used book sale serves as a community-focused fundraising model. The event not only generates financial support for staffing and collections but also deepens engagement with users and donors.

In "**A Study of the Coverage of Open Educational Resources (OER) Through Websites of Colleges and Universities in Connecticut,**" Mary E. Brown and Hak Joon Kim investigate how visible library support of OER relates to faculty creation and use of OER. Examining Connecticut higher education institution websites, the authors inventoried mentions of OER to gauge institutional commitment and the likelihood of faculty adopting and creating OER materials.

Looking forward, we encourage your involvement in PAL. While we have seen a recent increase, we accept research article submissions for consideration at any time. We also welcome applications for peer reviewers in all stages of their academic librarian careers. We greatly value our peer reviewer contributions, and with any PAL-related activity, we are happy to acknowledge and document their work if it is helpful in the promotion/tenure process.

We continue to receive overwhelmingly positive feedback from our "In Practice" section that we launched in spring 2024. The articles in this section are intended to focus primarily on how-we-did-it stories and other thoughtful experience-based essays. These submissions are typically not heavily focused on the research literature nor are they research studies. "In Practice" essays are not double-blind peer reviewed either; however, we as co-editors carefully review them and work with the authors directly. We have a growing number of "In Practice" submissions, but we encourage you to reach out if you are interested in contributing. We may have a new special issue related to "In Practice" in the works, so stay tuned for that as well.

As always, we thank you for your support of PAL and hope you enjoy this issue!

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