



Peer-Reviewed Article

Librarian/Yoga Teachers: Uncovering a Unique Population

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ABSTRACT

The authors met through an ACRL mentorship program, during which they discovered they were both certified yoga teachers. This led to a discussion about how their yoga training impacts their work as librarians. The authors were curious to know if there were other librarians/library workers who are also certified to teach yoga, so they created a survey to determine if indeed a community existed and if so, what the size of it might be. Additionally, this survey explored the participant's experiences associated with the dual skills sets. Results showed there are strong benefits for those library workers who have their yoga certification, but there are also concerns and challenges that demonstrate a need for a more formal community to offer support and further research.

KEYWORDS

yoga, professional development, librarianship, instruction skills, teaching background

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Introduction

On the surface level, yoga and librarianship might not appear to have many commonalities. As academic librarians¹ who were also certified yoga teachers, the authors found they had an interesting combination of skills. They felt both vocations complemented each other and were valuable toward their own professional development and growth, with benefits ranging from developing better teaching skills (in each area) to making stronger connections in their communities. But they also acknowledged how much work it was to stay abreast of two separate fields and juggle a part-time yoga job on-top of a full-time librarian job. They questioned how many others were out there like themselves and if their shared experiences were more widely held. This paper outlines their survey results and provides insight into the world of librarian/yoga teachers and may inspire those who are considering additional degrees or certifications.

Literature Review

The authors believe this research is the first to attempt to identify the number of librarians that are also certified yoga teachers. When looking for literature about the benefits of being certified to teach yoga and what it can offer a librarian, the authors found very little. The authors looked to Yoga Alliance, which is the closest organization yoga in America has to a governing body. Yoga Alliance acts as the accreditation organization for yoga teacher training and programs. Additionally, they track, among many other things, the employment of yoga teachers. They found in the 2016 Yoga in America Study Conducted by Yoga Journal and Yoga Alliance that 67% of yoga teachers work fewer than 10 hours per week (*Yoga Journal*, Yoga Alliance, & Ipsos Public Affairs, 57). Only 29% of yoga teachers say teaching yoga is their primary source of income (*Yoga Journal* et al., 58). These statistics demonstrate that most yoga teachers are part time instructors, many with other jobs. Identifying what these other professions might be is an opportunity for further research. The study found that most yoga teachers (51%) teach at a yoga studio or center; libraries were not listed as an option (*Yoga Journal*, et al., 63). This study tries to find the yoga instructors who also work in libraries and the relationship between the two professions.

Most literature about yoga and libraries focuses on a few key areas: the benefits and implementation of yoga programs within academic and public libraries and yoga programs offered in the K-12 educational system. Lenstra found in his 2020 book chapter, “Student Wellness through Physical Activity Promotion in the Academic Library” that most literature about yoga in an academic library center around three topics: programming, spaces, and collections to support their patrons. He found that most libraries that offer yoga programs are done through collaborations. (Lenstra, 2020, p. 227).

¹ Within this paper, the term librarian includes all employees who work at a library regardless of their degree status.

Alsop and Bergart suggested in their 2007 article, “Aerobics and Library Instruction: An Unexpected Fit” that library instructors could learn from fitness instructors, based on their experiences as an instructor (Alsop) and participant (Bergart). Fitness instructors monitor students to provide modifications, just as an instruction librarian might read the room to see if students are understanding a concept or not (Alsop and Bergart, 2007, p. 125). They suggest that library instructors can improve upon their explanations of why library research skills are important through the use of visualization (Alsop & Bergart, 2007, p. 123).

Several authors have detailed why and how one might incorporate mindfulness into library approaches to wellness, outreach, and classroom instruction. These include Moniz’s book, *The Mindful Librarian: Connecting the Practice of Mindfulness to Librarianship* and Charney and Colvin’s article “Contemplative Pedagogy: Building Resilience in Academic Libraries.” While yoga was often mentioned in these works, the context was much broader and did not cover the authors’ research focus.

The authors found three articles that skirt the edge of what they were trying to learn. In 2010, Jill Smith wrote a brief article, “Universal Truths I Learned on the Mat: What Being a Yoga Teacher Taught Me About Teaching.” While not specifically connected to librarianship, Smith offers several ways teaching yoga influenced her classroom teaching. These include “challenge is the key to success;” “act like you have already earned the teacher’s seat;” and “prepare but be open to possibility.” (Smith, 2010, p. 24-25). Robert Schroeder (2016, p. 215) also explains how awareness learned in yoga class can create a more reflective and responsive classroom. Again, this is not connected to librarianship specifically and Schroeder does not divulge if he is certified to teach yoga or not. While these articles were not written with librarians in mind, their experiences can be applied to librarians who teach.

Courtney M. Block and Christopher L. Proctor suggest in their 2020 article, “The Yoga Sutra of Librarianship: towards an understanding of holistic advocacy” for a “new philosophical model of librarian-patron interaction” that is grounded in traditional yogic philosophies. They suggest a “creation of a new triadic model of librarianship that advances the causes of advocacy, which is ultimately rooted in self-awareness (yoga), compassion (karuanā), and interactional fluidity (āsana) that encourages a more nuanced understanding of librarianship (Block & Proctor, 2020, p. 1). It is not clear if the authors are certified in yoga, but they have been practicing yoga and working in libraries for over a decade (Block & Proctor, 2020, p. 6). The authors appreciate how Block and Proctor explain how librarians might use yogic philosophies to enhance their work with patrons. While this is the closest article the authors could find, it still does not explain how being certified in yoga can influence or benefit library work. This survey and consequent article hope to start a conversation about the benefits and/or challenges of being a certified yoga teacher working in a library.

Methodology

To the authors' knowledge, librarian / yoga teachers have not been previously studied, and much of this work was for the purpose of seeing if a community existed. Deciding how to frame the population was challenging. They decided to look for individuals who were either librarians (with a degree) or library workers. For determining yoga teachers, they decided to go with the criteria of having an official certification (CYT = Certified Yoga Teacher) that requires the completion of a training program (ideally supported by Yoga Alliance) or even to be a RYT (Registered Yoga Teacher by Yoga Alliance), which requires membership and continuing education credits to maintain status.

A twenty-five-question survey was created using Qualtrics and employed multiple choice, checklists, and open answer questions (see Appendix 1). Qualtrics was used because this tool was available at both author's institutions. There was a qualifying question asking if the respondent was a certified yoga teacher (CYT) or currently in a CYT/RYT program in the beginning. If the answer was no, the survey ended. Several questions employed skip logic (or branching). The survey did not ask about location or other demographic information because the authors were concerned the length of the survey was already too long and worried adding additional questions would result in respondents not answering the survey completely. Identifying these demographics is an opportunity for future research.

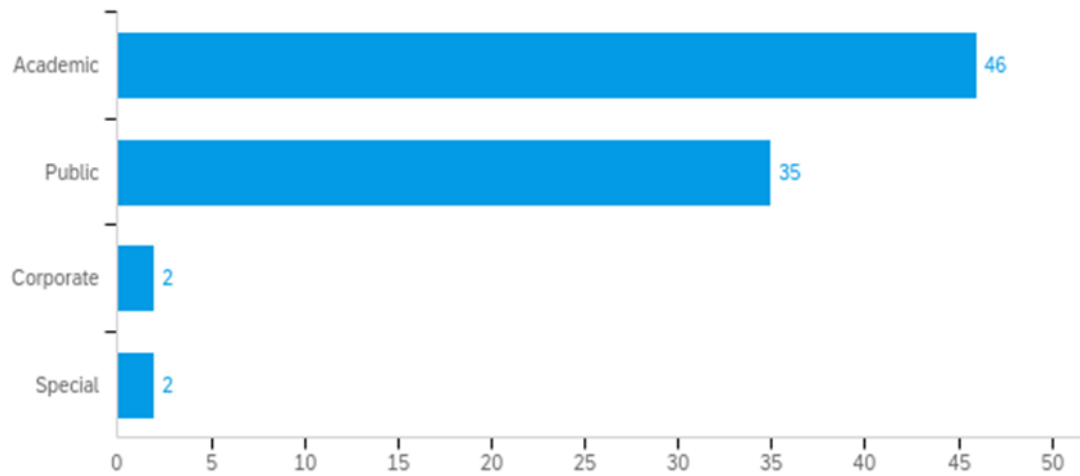
The survey opened on December 3, 2019, and stayed active until January 10, 2020, with one reminder sent on December 16, 2019. It was sent to several professional library listservs (ALA Connect, ACRL Connect, ACRL Connect IS, and SUNYLA), Facebook groups for both librarians and yoga teachers (ALA Think Tank, Library Marketing and Outreach, Mindfulness for Librarians, Programming Librarian Interest Group, and Yoga Teachers), and was posted on the Twitter account of one of the researchers.

The total number of respondents was 120, but 32 were removed from the survey after answering they were not certified yoga teachers or currently in yoga teacher training. This resulted in 88 survey results that were analyzed.

Open answer questions were coded thematically and based on the respondent's work environment. A majority of respondents worked in either a public (35) or academic library (46). Corporate and special libraries were also represented with 2 respondents in each category (Chart 1). The authors discovered that participants may have chosen a library type that was not their own because school library was not a choice.

Figure 1

Type of library where respondents work

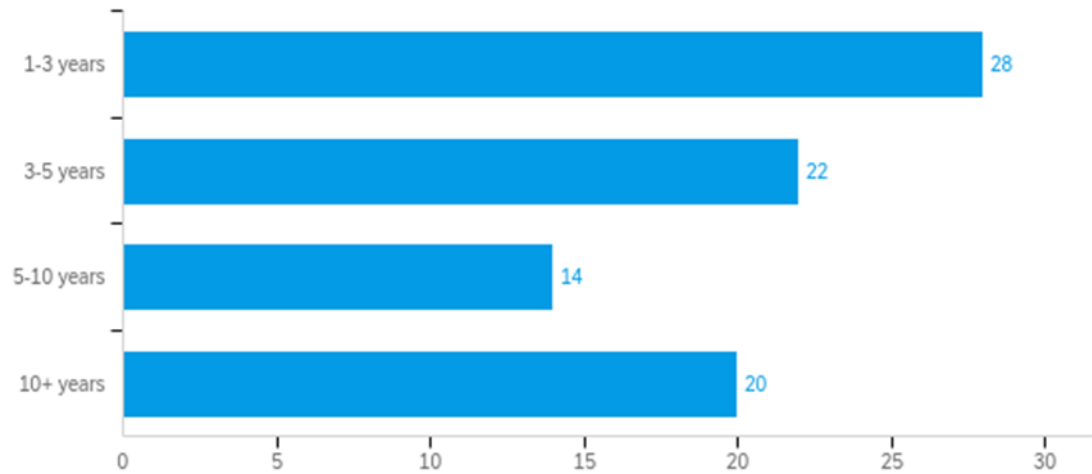


Note. 88 participants were surveyed.

A majority of respondents (67) had their MLIS degree and 21 did not. The authors asked for the respondents' job titles. Many of the participants listed reference/research/instruction, but there were a wide variety of other positions represented. These included: director, library assistant, head of technical services, senior UX designer, media clerk, early learning senior librarian, head of circulation, school library education consultant, administrative assistant to the director, children's librarian, assessment and analytics librarian, electronic resources librarian, and manuscript librarian.

Participants were asked how many years they have been certified to teach yoga (Figure 2). Answers ranged from more recently (1-3 years) (28) to ten or more years (20).²

² Yoga Alliance found that the surge of trained yoga teachers started in 2008 in part to the Great Recession. However, not everyone is registered with Yoga Alliance and so far, the authors have been unable to locate data about how many people become certified, but do not teach.

Figure 2*Amount of time certified*

Additionally, most respondents answered that they are currently teaching (54) or have taught in the recent past or periodically (23). Two have not ever taught and 5 have not taught in a very long time. It should be noted that not all who become certified yoga teachers teach at the conclusion of their training; many take the CYT training to expand their own practice without any intention of teaching. This is encouraged by some programs and is not looked at as inappropriate. Others may complete the training and decide they do not enjoy teaching.³ Some may not be in a position where it is easy to obtain a job and/or teach yoga on the side. However, participants were asked in an open text answer to tell the authors in general how often they teach. Answers varied, but 36 reported teaching once or multiple times a week. The respondents were then asked if they had ever taught yoga in their own libraries and if so, they then answered a series of questions about their sessions. Thirty-nine respondents reported they had taught in their own libraries.⁴

The survey asked, “Have you taught yoga outside your library, but within your organization?” to determine if there were opportunities within an organization, not the library itself, such as a fitness center/gym on a campus. While 25 respondents teach yoga at their organization, 28 expressed they do not, but would like to.

³ Yoga Alliance estimates that 50 - 70% of yoga teacher training participants do not register with Yoga Alliance. Ipsos Public Affairs, *Yoga Journal* and Yoga Alliance (2016).

⁴ For more, see Eichenseher (2016).

Analysis

In addition to seeing if librarian/yoga teachers did exist as a community, the authors wished to learn more about the challenges and benefits in having this dual skill set. They found that many experiences were shared by librarians of all types. The extent to which respondents replied to several open questions so completely points to a desire to discuss these issues and a need for a more organized community.

Barriers / difficulties / challenges

Participants were asked “What difficulties or challenges have resulted from being a yoga teacher who works in a library?” as well as “Are there barriers to teaching in your library or within your organization?” Participants were given open text answers to explain their challenges and barriers. Their answers have been grouped by theme.

Time

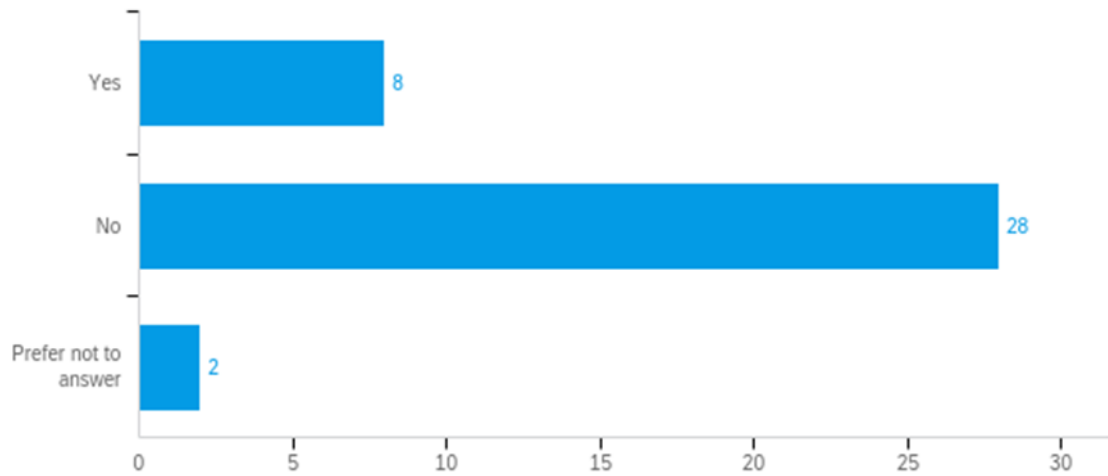
“My job is extremely busy - for me to offer a yoga class takes time away from my other duties.”

Time was one of the most common challenges and was also cited as a barrier. Time planning and scheduling, including making sure that there were enough other library workers available for patrons during the class, were concerns. It is inferred that it is a challenge to balance teaching yoga with library responsibilities, whether it is on the clock or not. Given that 54 respondents currently teach yoga, finding that balance could very much be a concern. Many discussed prioritizing responsibilities at work as an impediment to being a yoga teacher who works in a library. A few remarked that teaching yoga classes has taken away from performing their main responsibilities, or that they have to make up the hours teaching another time.

Pay

“Each library in the system offers adult programs but have different budgets. I would like to teach at other branches, but they can’t afford the cost of the class, if I charge them less, it is unfair to the other yoga teachers who teach classes at other branches.”

Whether or not people were paid for their yoga instruction in their libraries or organizations, as well as the feelings that went with it, were expressed liberally. Most librarians were not paid to teach yoga in their libraries (28). It is unclear if these librarians volunteered or if they were asked to teach. Only eight were paid and two chose not to answer (n=38) (Figure 3).

Figure 3*Payment for yoga instruction*

Note. 38 participants responded.

In comparison, 13 were paid to teach in their organization. It may be easier to be paid by the organization rather than the library because it is seen as separate from their regular job. Getting paid for their yoga classes, while desired by many, can create a conflict-of-interest situation, especially if doing it during their normal workday. Not being paid for teaching yoga or not having the opportunity or mechanism to be paid to teach was the most common concern in the challenges/barriers questions, but others struggled with the ethics of not charging: “I want to teach yoga [for my] colleagues but don’t feel it’s right to do it for free. I think that devalues yoga teaching.” The devaluation of the yoga profession, and/or the misunderstanding of what teaching yoga involves, and ethical concerns about librarians offering yoga to colleagues or patrons for free is something this newly identified community could discuss in the future.

Legal Liability / Insurance

“There is a lack of precedent for how to make sure that the library faces no liability.”

Yoga teachers should have insurance, regardless of where they are teaching. Additionally, waivers may be necessary, especially if teaching outside of a gym or studio setting, which typically have their clients sign waivers for membership. It is not always clear what insurance or waivers a librarian/yoga teacher requires to teach in their library. Although not the most common concern, legal liability and insurance is an area where having a community to reach out to would benefit those with questions.

Negative Perceptions of Success

“I do not believe the idea would be embraced by the Library Director.”

While some answered that they were told directly that teaching yoga would not be possible because it was seen as a conflict of interest, others expressed concerns and doubts of support from their administration or organizations. It is hard to know if these concerns were only perceptions based on feelings and/or knowledge of workplace culture or actually had roots in discussions about offering yoga. Many were frustrated with bureaucracy: some organizations were “resistant to change;” in another “there are so many rules and regulations.” Another respondent was expected to demonstrate “community demand.” Support from administrators is crucial to a successful initiative.

Space and Equipment

“Getting the space on a weekly basis was difficult.”

Space was by far the most common barrier for both public and academic library workers. Nearly all respondents reported that they teach yoga in meeting rooms, but classrooms, group study rooms, and the outdoors were also mentioned. Several noted that making sure the space was cleaned appropriately was a concern, but one that could be overcome, given enough time and notice. Lighting was mentioned more than once. An academic librarian noted that space can be a barrier because “they do not like to displace students.” One respondent mentioned being asked to teach in the lobby, which they found “inappropriate.” A few commented that they do not have any space large enough to host a yoga class. One librarian also noted a space to change clothing was also important so that “we could have a more traditional yoga class (as opposed to limiting to chair yoga) more easily.” This is an interesting distinction to point out. Perhaps more public libraries will go the way of the Wanek Center in Arcadia, Wisconsin, which houses both the fitness center and the library (Wanek Center, n.d.).

Equally mentioned by academic and public librarians were difficulties concerning equipment, particularly making sure everyone has a yoga mat and appropriate props (blocks, straps, blankets, bolsters). One participant told us, “Getting equipment was a challenge because [it was] not able to be purchased from library budget funds.” At least one participant noted that “hauling props back and forth from my office” was challenging. Equipment is a reason why teaching at a gym or studio might be more desirable because they have a budget for it, as well as storage space.

Collaboration / Competition / Community need

“Adults have asked about classes to be held at the library but that would cut into businesses in the community that offer yoga, so I don't want to undermine other organizations/small businesses.”

It was clear from the comments that the respondents were self-aware and concerned about competing with local yoga studios, gyms, or departments on campus. At the same time, there was an interest to determine how best to collaborate with these groups. This was

particularly noted by academic librarians who did not want to overstep campus rec / PE departments. One noted, “The college offers yoga through the PE department and has sufficient instructors. I would like to be on that department’s adjunct list but haven’t been called as [of] yet...”

Two public librarians reported they were asked to demonstrate community need before offering yoga classes at the library. Determining community need would require research about the local yoga studios, gyms, and outreach programs, which takes time to prepare. Time has already been mentioned as a barrier to offering yoga at one’s library. A community of yogi librarians to share approaches to these concerns could benefit both the library and local yoga organizations.

False Assumptions and Misunderstandings

“Co-workers assume I don’t experience stress because I’m “zen.” Sometimes I get volunteered to do yoga-related things without being asked first.”

Some survey participants noted that their expertise in yoga was misunderstood. One special and one public librarian both divulged that they had been volunteered to teach yoga without their consent. One librarian was expected to offer yoga programs at meetings and professional development days. While offering programs may fall under “other duties as assigned” that is present in many job descriptions, not acquiring consent from the teacher crossed boundaries and demonstrates a lack of knowledge of the time and care it takes to plan and teach a class.

Yoga teachers are occasionally asked for medical advice, which can create some conflict between the teacher and participant because while yoga certification requires anatomy, it does not necessarily qualify teachers to give medical advice. This response also implies a misunderstanding of the training it takes to become certified and the role of a yoga instructor.

Yoga classes not appropriate in a library setting

Spirituality was mentioned by one public librarian as a barrier, but they did not explain how. Based on this answer, the authors assume that there is a misunderstanding that yoga is a religion.

Notably, one survey respondent suggested that “libraries are mission drifting” and cited Sari Feldman’s article (Feldman, 2019), noting that the library they work at is “getting back to core offerings.” Graham (2018) argues this point in his article, “Supporting Student Wellbeing in the University Library: A Core Service or a Distraction?” It is not the scope of this article to discuss the merit of offering yoga in a library.

Final Thoughts about Barriers/Challenges

The authors conclude from these comments that there are some very practical considerations, such as having enough time for both vocations, which is one of the biggest challenges facing survey participants, but also that there are some fundamental misunderstandings about the needs of yoga teachers in libraries. One respondent put it nicely, “Being an admin and a yoga instructor is a lot of serving others, helping others, supporting others. Which is great! But sometimes I am the person who needs the support and others aren’t able or willing to meet me in the same way that I feel I am able to meet them.” The authors hope that by identifying this unique community it will be able to offer support for each other in the future. When asked if there were any difficulties to being a librarian who is a yoga teacher, the most popular answer was that there were no difficulties. As one participant said, “it has been a nice, natural fit.”

Benefits

Participants were asked “What benefits have resulted from being a yoga teacher who works in a library?” as an open response. Unlike the barrier/challenges questions where several ideas were brought up, these comments easily fit into four main benefits of being a librarian/yoga teacher: personal mental and physical benefits, professional development, benefits to patrons and communities, and benefits to colleagues and coworkers.

Personal Mental/Physical Benefits

“The skills I have developed through yoga come in handy in the library all the time: patience, being able to handle chaos and the unexpected, difficult patrons, all ages of people (and their problems).”

Respondents felt that there were large benefits to their own physical wellbeing. Several librarians discussed how yoga helps alleviate aches and pains associated with sitting and other repetitive motion disorders, such as carpal tunnel. Another noted that their knowledge of yoga allows them to “keep [them] grounded and settled. It also provides stretches and poses that I can do throughout the day.” Yoga has helped at least one librarian “to take care of [their] body given the physical and emotional demands of being a librarian.” More than one mentioned that yoga helps them feel more energized.

Mental benefits were mentioned frequently by respondents. People mentioned that their yoga training helps them deal with job burnout and feeling more empowered at work. Pranayama, or breathwork, which has been proven to help alleviate anxiety (Brown & Gerbarg, 2009); (Hepburn & McMahon, 2017), was commented on by several librarians as a way to help with public speaking and conference presentations. One uses “pranayama to control stress, create space, and be able to handle toxic work environments.” Another librarian summed up the

benefits: “For me personally, yoga just helps me be a calmer, happier person. Practicing breathing techniques and mindfulness and compassion on my mat is practice for real life, remembering to be a kinder and more compassionate person for the people I work with and serve.”

Professional Development Benefits

“I saw a vast improvement in my (library) teaching abilities after completing my 200HR yoga training.”

Many benefits were seen by academic librarians in improving their own library instruction as well as other professional development gains including stronger subject expertise in collection development. The training and knowledge gained during certification and continued education provides information about authors, styles, videos, and publications which can be used for collection development. Yoga instruction uses demonstration, verbal cues, reading the room, assisting individuals and leading the full group, which are also important skills for library instructors. Academic librarians also were able to cross-over with their skills and applied information literacy and library research into their yoga classes. “In my yoga teaching, I am very much of the mindset that this is the students’ practice, and I am just there to facilitate that and hold space for that. That has helped me in my information literacy [IL] teaching, in that I believe the students have the skills, they just need someone to facilitate their practice. It has also made me more in tune with the emotional needs of my students at the library, and try to create a safe space for them in our IL sessions...” Additionally, one librarian explained how having their certification afforded professional development opportunities: “I have also done some writing for the publication *Mindfulness in Your Library* and am an active member of the *Mindfulness for Librarians* Facebook group. I have also been invited to present on contemplative pedagogy and the research process next spring at a library program.”

Benefits to Patrons and Communities

“In addition to boosting wellness and mindfulness, yoga builds communities and creates spaces that feel inviting and nurturing.”

Library anxiety often prevents patrons/students from asking for help (Nunes, 2016). Some librarian/yoga teachers found that because they were able to connect with their patrons in a yoga class and develop a different kind of relationship, stronger bonds and trust were created that led to increased engagement with the library. They also saw their yoga students become more information literate and apply that knowledge to their yoga practice, “It has helped me form connections with students through my 1-credit class who are then more likely to seek me out for assistance in the library. I also have access to current research that I share with the students in my class. Many of them, especially the health sciences majors, appreciate scientific

studies of yoga.” Additionally, offering yoga sessions open to the campus or the community is one way to interact and meet others one might not normally engage with that could lead to new relationships and/or collaborations.

Public Librarians and one academic librarian felt there were strong benefits to their communities by giving patrons exposure to yoga when they might not have had it otherwise. Some patrons also felt less intimidated practicing yoga in a library than in a studio. It was also noted that offering yoga in libraries, presumably either at no or low cost compared to gyms or studios, there was an economic benefit to patrons. This in turn can increase the wellbeing of a community. One respondent shared, “Yoga can be costly and it is wonderful to offer it for free at the library to community members who may not be able to afford yoga at a studio or gym. Yoga has numerous benefits for physical and mental health and so many of us are dealing with high levels of stress. I see yoga as an antidote to this stress and as an essential service or program that public library can offer.”

Benefits to the Library and Colleagues/Co-Workers

“Better wellness in the workplace occurs because I can add to everyone who works in the library by providing good practices for healthful living and everything yoga can bring to the table.”

Library budgets can benefit with a cost savings by having an employee who is a CYT because they will not have to pay an outside yoga teacher. One commented, “All of our library programs are free so I am able to bring yoga to community members that may not otherwise attend a class. I also work with a small programming budget, so being a yoga teacher saves me outside instructor fees.”

Several participants reported offering yoga to colleagues, which could indicate that the respondents are contributing to a positive work environment and that it may be beneficial for libraries to have a staff member who is a yoga teacher. One librarian shared, “The staff I teach tell me their aches and pains feel better, and just in general, they feel better when they get that 20 minute of self-care before work starts.” One particularly detailed response shared this opinion: “... [The] release of tension and pressure can improve overall calm and joy and enhance public services and rapport between people. I’d like to see more mindfulness training offered to staff, to help them deal with personal and professional stress.” A community of practice could help share ways to bring yoga and yoga philosophy to the workplace.⁵

⁵ See Block and Proctor for more on this.

In addition to the four themes listed above, many expressed general happiness and satisfaction with their dual vocations, which speaks strongly to the importance of identifying, supporting and encouraging this community to grow:

- “I get to combine two things I love (yoga and libraries), and introduce patrons, students, and staff to a technique which can be beneficial to their health. Yoga has bridged gaps for the library and created new partnerships we might not have developed otherwise.”
- “Being a yoga teacher has enabled me to reach more people than my traditional management position would have. I have several cross over attendees who now come to other library programs and see our services due to their familiarity and comfort with our space and with me. I feel very honored and blessed to be able to incorporate my love of yoga with my profession as a librarian.”
- “I love yoga! Being a yoga teacher is a service to others, as is being a librarian. To me they go hand in hand. As a librarian I am promoting all types of intellectual literacies, and with teaching yoga, I am promoting the mind/body/spirit literacy.”
- “It is a dream dual career for me to be both a librarian and yoga instructor.”

Discussion and Next Steps

Considering this survey consisted of many open-ended questions, the authors found that these questions were thoughtfully and thoroughly answered. This indicates that this newly identified community has much to discuss. The final question asked for “other comments” and many expressed they’re thanks to the authors for doing this survey, found the study interesting, were interested to see results, and wished the authors good luck. Many also used this question to reiterate positive benefits to the combination of skills and three expressed that the skills were a “natural fit”. Several noted the absence of school library as a workplace choice in question three and one expressed confusion to the purpose of the survey.

The convergence of library/yoga professional worlds is more frequent than the authors expected. The majority of respondents were either from academic or public libraries; the authors realize that the survey had limitations, primarily in its distribution to specific listservs, and not listing school library as a workplace choice. This leads the authors to believe that the actual population is indeed larger.

Evidence points to strong professional and personal advantages in having both skill sets, while also demonstrating issues that may benefit them from having a recognized community for support. Bringing attention and recognition to this group could be extremely beneficial by

letting librarian/yoga teachers know they are not alone. Many of the challenges and barriers could be addressed by having more of a support/mentor system which could be easily accomplished with a discussion listserv or social media group, which when asked about, many participants indicated their interest.

While having a second degree or trade is not unheard of for librarians/library workers, having one that so distinctly adds to their personal and professional growth should be discussed and known in the library community. Second master's degrees or even PhDs are sometimes highly valued in the library profession, but whether or not complementary certifications are encouraged is yet to be determined. Based on this survey, yoga certification adds skills and value to the workplace, and contributes to personal wellbeing.

Because this is a newly identified community, more study and research should be undertaken with the intent of learning more about the similarities and differences faced in different types of libraries, as well as how to best support this new community and build best practices for future success.

The authors would like to develop additional data including more in-depth demographics, as well as better representation, especially from school, special, and corporate librarians, which the listserv distribution inadequately failed to reach. This initial survey is seen as just a beginning. The authors hope this initial research generates interest and awareness for librarians who are looking to broaden their skills, and for library administrators to learn how librarian/yoga teachers can benefit their library, organizations, and community. The authors look forward to future research and collaboration with fellow "yogi librarians."

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Appendix

Librarian / Certified Yoga Teacher Survey

1. Release form and consent: I have read the above information and have sufficient information to make a decision about participating in this research project. I consent to participate in the research project.
 - Yes
 - No (Survey ended if participant selected this option)
2. Are you a certified yoga teacher or are you currently enrolled in a CYT / RYT program?
 - Yes
 - No (Survey ended if participant selected this option)
3. What type of library do you work in (academic, special, public, corporate)?
 - Public
 - Academic
 - Corporate
 - Special
4. Do you have a masters degree in library or information science or something equivalent?
 - Yes
 - No
5. What is your job position/title?
6. How long have you been certified to teach?
 - 1-3 years
 - 3-5 years
 - 5-10 years
 - 10+ years
7. Have you ever taught yoga?
 - Yes - I currently teach yoga
 - Yes - I do not currently teach, but have taught yoga in the recent past or periodically

- Yes - But I have not taught in a wicked long time
- No

Skip To: Question 20 If Have ever taught yoga? = No

8. When or how often do you teach yoga? (Open-ended response)

9. Where have you taught yoga? (Check all that apply)

- Studio
- Athletic facility at your organization
- Community or private gym
- Library - Providing yoga programs
- Online
- Private Lessons
- Other (Open-ended response)

10. Have you taught yoga in your library?

- Yes
- No

Skip To: Question16 If Have you taught yoga in your library? = No

11. Who attended your library yoga sessions? (Check all that apply)

- Faculty
- Staff
- Students
- Library staff
- Members of the public or community
- All of the above
- Other (Open-ended response)

12. How often have you taught yoga in your library?

- Daily
- Weekly
- Monthly

- Certain times of year (e.g. finals week)
- Other (Open-ended response)

13. Where have you taught yoga in your library? (Check all that apply)

- Meeting Room
- Classroom
- Group Study Room
- Outside, weather permitting
- Other (Open-ended response)

14. Were you paid to teach yoga in your library?

- Yes
- No
- Prefer not to answer

15. Please describe your library yoga classes or sessions (Open-ended response)

16. Have you taught yoga outside your library, but within your organization? For example, a corporate or campus gym.

- Yes
- No - I do not teach yoga at my organization but I would like to
- No - I do not teach yoga at my organization and I would not like to

Skip To: Question 20 If Have you taught yoga outside your library, but within your organization? For example, a corporate... = No - I do not teach yoga at my organization but I would like to

Skip To: Question 20 If Have you taught yoga outside your library, but within your organization? For example, a corporate... = No - I do not teach yoga at my organization and I would not like to

17. If you taught yoga at your organization, where have you taught? (Check all that apply)

- Gym/Fitness Center
- Meeting room
- Other (Open-ended response)

18. Were you paid to teach yoga at your organization?

- Yes
- No
- I prefer not to answer

19. Please describe your organization yoga classes or sessions. (Open-ended response)

20. Are there barriers to teaching in your library or within your organization?

- Yes
- No
- It's complicated

Skip To Question 22 If Are there barriers to teaching in your library or within your organization? = No

21. If so, please explain. (Open-ended response)

22. What benefits have resulted from being yoga teacher who works in a library? (Open-ended response)

23. What difficulties or challenges have resulted from being a yoga teacher who works in a library? (Open-ended response)

24. Do you have other comments? (Open-ended response)

25. If we created a new Librarian (Library Worker)/Yoga Teacher Facebook community page, would you be interested in joining?

- Yes
- No

Skip To: End of Survey If we created a new Librarian (Library Worker)/Yoga Teacher Facebook community page, would you be... = No

Thank you for participating in this survey. If you would like to be part of the Librarian (Library Worker)/Yoga Teacher Facebook community page, please proceed [link to a form to provide name and email]