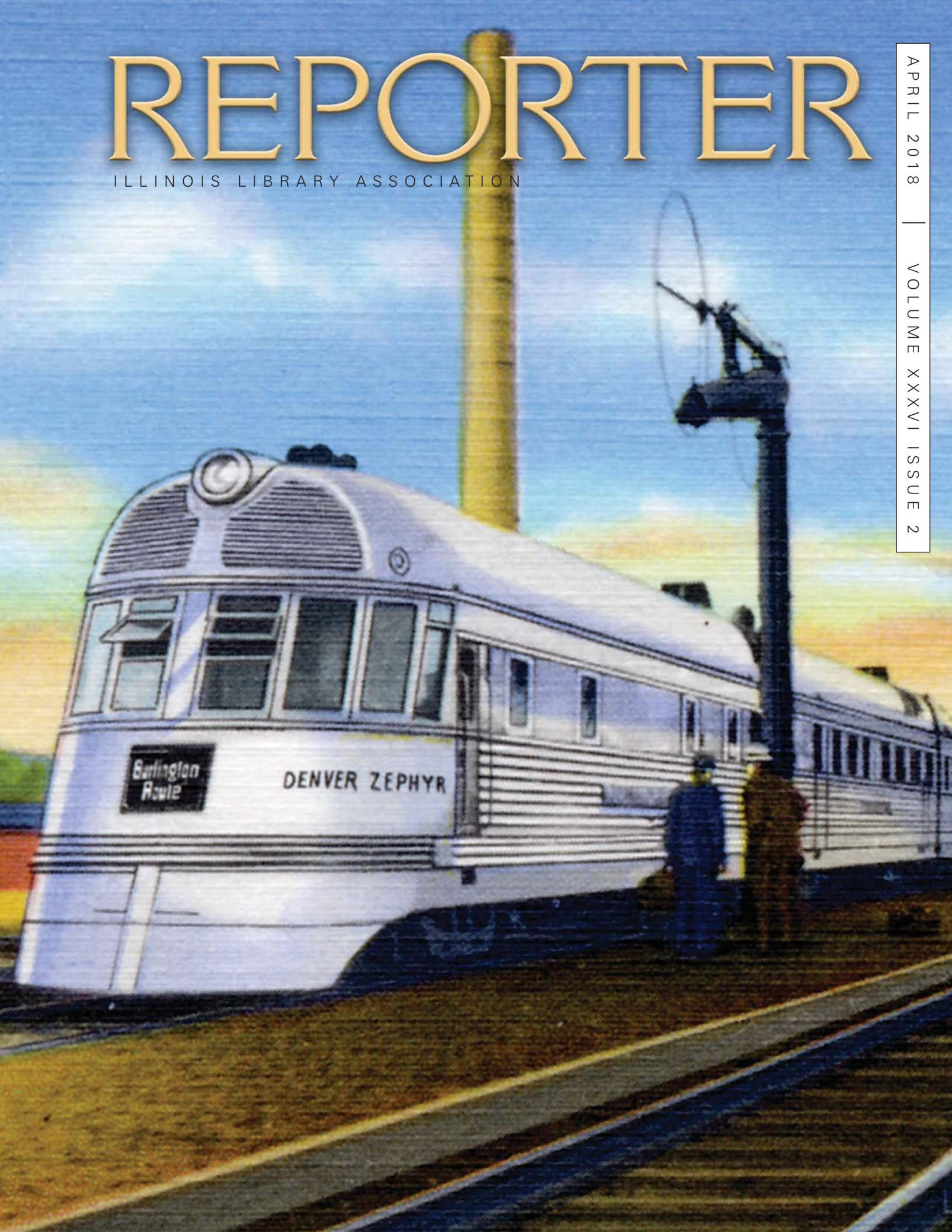


# REPORTER

ILLINOIS LIBRARY ASSOCIATION

APRIL 2018

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# *The Illinois Library Association Reporter*

is a forum for those who are improving and reinventing Illinois libraries, with articles that seek to: explore new ideas and practices from all types of libraries and library systems; examine the challenges facing the profession; and inform the library community and its supporters with news and comment about important issues. The *ILA Reporter* is produced and circulated with the purpose of enhancing and supporting the value of libraries, which provide free and equal access to information. This access is essential for an open democratic society, an informed electorate, and the advancement of knowledge for all people.



Photo credit: Curt Teich Postcard Archives

## ON THE COVER

The Denver Zephyr pulls into Galesburg in this image on a vintage postcard dating from 1940. Galesburg, the location of ILA's newest legislative meet-up, boasts a proud railroading history, reflected by murals inside the Galesburg Public Library as well as antique railcars on display near the station, the presence of the Galesburg Railroad Museum, and the annual Galesburg Railroad Days celebration each June. ILA is proud to have brought the "legislative advocacy express" to western Illinois for the first time this year, for a total of eight meet-ups held statewide to bring librarians, library supporters, and legislators together to discuss areas of common purpose in advancing the public interest through vital library services to all.

The Illinois Library Association is the voice for Illinois libraries and the millions who depend on them. It provides leadership for the development, promotion, and improvement of library services in Illinois and for the library community in order to enhance learning and ensure access to information for all. It is the eighth oldest library association in the world and the third largest state association in the United States, with members in academic, public, school, government, and special libraries. Its 3,000 members are primarily librarians and library staff, but also trustees, publishers, and other supporters.

The Illinois Library Association has four full-time staff members. It is governed by a sixteen-member executive board, made up of elected officers. The association employs the services of Strategic Advocacy Group for legislative advocacy. ILA is a 501(c)(3) charitable and educational organization.

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# Teen Services: A Fresh Perspective

**E**very weekday when the bell rings, approximately 100 middle and high school students arrive at the Champaign Public Library. The library is right across the street from the schools and quickly fills up with students, which is a good thing—until it's not.

A large influx of middle and high school teens can bring a certain level of chaos that is not always appreciated by other library users. This article describes how my library responded to the challenges of hosting teens after school and how that response facilitated my own transition onto the library's "Teen Team." The Teen Team consists of eight staff members who have shown an interest in teen services and who are willing to present programs targeting our teen audience. We are all from the Adult Services department although staff from other departments help when they can and they are welcome. Our library acknowledges that providing service to teens may not be for everyone.

I'll be the first to admit that I am no expert in Teen Services. I've worked in my public library for 15 years but I only started working directly with teens six months ago. I was excited but very apprehensive when I discovered I'd be taking on new teen-related responsibilities. One of my first duties was to be involved in the process of reexamining how we approached middle and high school customers.

Our library recognized that we weren't going to magically eliminate problematic teen behavior like loud talking and rowdiness. Achieving different outcomes meant proactively addressing the needs of our teens after school. The first step involved the entire library staff developing a strategy for how to work with teens. After receiving training from Topper Steinman, a recognized expert in working with teens and young adults, we devised the Three Rs: Respect, Relate, and Redirection:

## **RESPECT**

- Be welcoming
- Be glad to see them
- Smile
- Empathize with their need to socialize and burn energy

## **RELATE**

- Learn their names
- Recognize them
- Show interest
- Compliment
- Praise positive behavior
- Remember how you felt at that age

## **REDIRECT**

- Give choices: Teen Lounge, TeenSpace, café, quiet study, outside
- Suggest things to do
- Disarm with humor
- Ask for their opinion or help

[continued on page 6]



The first two Rs—Respect and Relate—did not come easily to me. My previous work in the library was with adults and my experiences with after-school student groups mainly involved addressing behavioral issues with an exasperated reprimand. I had to reset my way of thinking. Simply changing to a positive attitude and proactively approaching students with a smile significantly improved my interactions and intentions.

The third R—Redirect—involved creating more options for the teens. Each Monday through Thursday we host a Teen Lounge, which includes stations for gaming, crafts, ping pong, and even an air hockey table. The need for the Teen Lounge was greatest during the week because teens come directly to the library after school on those days. Initially, Teen Lounge was only held on Thursdays but due to demand we increased staff and expanded hours so that the lounge is now open Monday through Thursday. We are now considering opening the Teen Lounge on Friday as well. Opening a special place just for teens to relax and have fun helps redirect some of their energy in a way that doesn't disrupt other library users. If the teens don't feel like being in the lounge, they can read manga or use computers in the TeenSpace or even work in small groups in one of the library's study rooms.

Our library's approach to teens went beyond addressing behavior prohibited by our Rules of Conduct (assault, threats, theft, etc.) to cultivate a safe and respectful atmosphere for all. It incorporated input from multiple departments, open communication, and redefining outcomes when it came to Teen Services. Security staff and the Teen Team worked together to implement our approach. One of our first steps was presenting our newly defined approach to the teens while actively gauging their feedback. In collaboration with the assistant principal from the closest middle school, our security manager and teen librarian presented a pizza/Jeopardy party to inform the teens of expectations in the library. The teens were receptive, asked questions, and reflected acceptance of the library's guidelines.



The Three Rs strategy has resulted in fewer kids being asked to leave and fewer suspended library privileges, more empathy among staff, and more engaged students. Balancing accountability and behavioral expectations while welcoming and hosting students is not an easy task, especially when you yourself are still learning. The following tips have helped me:

- No program is perfect. Some will even fail. But with failure comes valuable insight that can be used to provide better programming in the future.
- Be genuine. It goes a long way. I loved the Teen Team that existed before I joined and my goal was to be just like them. However, I quickly learned that I was unable to effectively duplicate their service. Instead I had to understand my own strengths with teens and learn how to best utilize these strengths.
- Have an awesome teen librarian and team. My teen librarian is enthusiastic, listens to new ideas, and understands the challenges of daily programming. Our team members support each other and keep discussions informal, yielding a creative, diverse mix of our best efforts. Since we all work directly with students, we help each other stay focused on our daily programming and this collaborative effort has strengthened our camaraderie.

- Listen to students. Teens love when adults listen to and value their opinions because it doesn't happen often. If I want to know what videogames to buy, I ask the teens. I also ask them if they enjoyed a certain program and then follow up by asking why or why not. Talking to teens provides me with an informal assessment that is vital to successful programming.

These positive yet pragmatic strategies worked for me. By no means have I spelled out all the details involved with presenting successful programs or developing strategies to engage teens at our library. What I hope to relay is that a combination of communication, resources, and support can facilitate any transition.

I'm fortunate to have library leaders who not only encourage discussion about positive approaches to customers but host the forum for the discussion. Working in Teen Services was something I once considered daunting, if not impossible. However, allowing myself to step beyond the fear of working with this age group has provided a whole new realm of opportunities and experiences for me. **ILA**



“Our library’s approach to teens went beyond addressing behavior prohibited by our Rules of Conduct to cultivate a safe and respectful atmosphere for all.”

# Pro Tips for Creating a Positive Teen Culture at Your Library

It's 2:30 on a Tuesday and library staff members are starting to fortify themselves. Emergency chocolate comes out. Afternoon coffee is poured. And then you hear the declaration, "Here they come!" before your bustling library is flooded with excitable, energetic teens and tweens looking for a place to hang out after school. Is it a dream come true, a nightmare, or somewhere in between? Confidently and effectively addressing teen behavior, especially in a large group setting, can be a tricky task, and it calls for an all-hands-on-deck approach from library staff in every department.

Fortunately, the Young Adult Services Forum is available as a resource to assist libraries and librarians in supporting positive teen interactions. Our tips here range from simple things you can do today, all the way up to larger initiatives that offer an opportunity for whole-library evaluation of service priorities. These sixteen suggestions were collected from YASF members and teen librarians across Illinois, and are based on the belief that positive teen interactions grow from a place of mutual respect. Keeping respect at the core of our library service is something every library staff member can work to embrace: it models a dynamic our teens understand, and sets a calm and confident tone for rolling with the unexpected.





## EVERYONE can start here:

- Greet your teens regularly. Smile and welcome them to the library. Introduce yourself by name and try to learn their names, too. This helps build relationships and fosters accountability.
- Balance your positive and corrective interactions. Be sure all your facetime with teens isn't discipline focused; ask them about their day or the game they're playing. Being more than just the person who tells them to get their feet off the table creates a more positive, less confrontational environment.
- Acknowledge and thank teens for positive behavior. It's all too easy to give troublemakers all the attention. When teens clean up, work hard on studying, or are just generally great, make sure you let them know.
- "We don't do that here." A handy phrase to keep in mind. This is what you can use when teens want to explain away or justify their behavior. It ends the conversation and shows that it is not up for discussion. "That might be true for you, but we don't do that here."
- Acknowledge the sometimes awkward dynamic of enforcing rules. Prefacing minor corrections with "You already know this..." or "I really hate sounding like my mom, but..." can help you still seem approachable and less like you're policing them.
- Take an "every day is a new day" approach. Let teens start fresh each day. "It's not you we don't want to see, it's your negative behavior."
- Check your ego. Hard as it might be, try not to take negative interactions personally. Give teens the benefit of the doubt: Their behavior is not about us, even when it sometimes feels that way.
- Redirect behavior with alternative options. Tell them what they can do, not what they can't. "Please use headphones" instead of "No speakers."

## DEPARTMENTS can:

- Clearly communicate behavior expectations. Let teens know the behavior guidelines and consequences. These should be consistent, requiring staff to be on the same page regarding what behaviors are acceptable and procedures for enforcement (warning, leaving for the day, etc.).
- Get to know your teens, and build relationships with them. Teens are much more likely to listen, respond, and learn when they feel supported and understood.

- Give them something to do. The adage "If you feed them, they will come" is dead. Today, it's "If you engage them, they will come." Give them opportunities for exploration, something to create, a problem to solve. So many teen behavior issues arise simply because they're bored.
- Follow through, both individually and as a team. Don't make idle threats. If you say that this is someone's last warning, don't give another before applying consequences.
- Keep everyone in the loop. Public staff can all be dealing with the same issue individually, so find ways to keep everyone on the same page. Communicate repeated problems and interactions through a log, regular meetings, at shift changes, etc.

## A WHOLE LIBRARY can:

- Create policies that apply universally to all patrons, but enforce your rules equitably. A library-wide problem needs a library-wide solution. Don't make special rules for teens, or reprimand them for behaviors that would be acceptable from other patrons, but be intentional and thoughtful about addressing their behavior issues.
- If a rule is always broken, it may be time to reevaluate the rule. Rules that are consistently broken often point to problems with our space or our services, not with our patrons.
- Embrace a culture of inclusion/universal acceptance. Teens are patrons too, just like the person who comes in to read the paper every day or the preschooler in storytime. If the entire library and its staff are united in the way they treat teens, the teens will feel comfortable and accountable.

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Find more ideas and discussions about working with teens in libraries through the ILA Young Adult Services Forum's Facebook group ([facebook.com/groups/ILAYASF](https://facebook.com/groups/ILAYASF)) and Google group ([groups.google.com/forum/#!forum/yasf](https://groups.google.com/forum/#!forum/yasf)).

*Edited and compiled by Lisa Barefield, Wheaton Public Library; Becca Boland, Ela Area Public Library; Heather Booth, Thomas Ford Memorial Library; and Evan Mather, Mount Prospect Public Library*

With contributions from Sara Brunkhorst, Indian Trails Public Library District; Emily Fardoux, Lincolnwood Public Library District; Izabel Gronski, Oak Lawn Public Library; Andrea Johnson, Mount Prospect Public Library District; Elizabeth Lynch, Addison Public Library; Joe Marcantonio, Plainfield Public Library District; Sarah Stumpf, Rockford Public Library; and Tyler Works, Evanston Public Library

# One Street, Five Databases: Evaluating Business Directory Listings Across Multiple Products

**R**ather than a product review, this exercise aims to demonstrate a method for understanding the variations in coverage between supposedly similar products and analyze the possible impacts these variations might have for libraries' business services.

## THE CONTEXT

Many libraries provide access to at least one "large" business directory product, which purportedly includes information on tens of millions of U.S. businesses. Common offerings are InfoGroup's ReferenceUSA or its direct competitor, AtoZdatabases, although there are other contenders. Patrons may use these for generating contact lists, researching potential employers, competitive intelligence, and developing marketing plans. Librarians who manage database subscriptions often examine the differences between competing products, looking for ways to compare interface design, ease of downloading and, perhaps most important, comprehensiveness of data. Any time a discussion of large business directories comes up at the

bimonthly meeting of the north/northwest-suburban ELSUM (ELECTronic SUBscription Managers) group, stories immediately emerge of how one database is holding on too long to obsolete listings, while another is missing the latest sushi place on the corner.

I was looking for a way to do a manageable comparison of a variety of products that would be limited in scope, yet would give me a quick "lay of the land" with regard to coverage. In 2016, I managed to share such a comparison via the ELSUM and BIG (Business Interest Group) mailing lists, but wanted to revisit it this year, with some additional analysis.

My own library, Arlington Heights Memorial Library, has access to ReferenceUSA and Lexis Nexis' Corporate Affiliations (an oft-overlooked large directory within that product). Thanks to the Illinois State Library's annual Try-it Illinois product trials, I was also able to include listings from AtoZdatabases, Mergent Intellect, and Gale's Demographics Now (while Demographics Now is not primarily marketed as a "big directory" product, it does have a company search function similar to ReferenceUSA and AtoZdatabases).

## SELECTING THE DATA

I wanted to search a specific geography in each product, but did not want to be overwhelmed with thousands of results. I realized that a business might be listed in different ways in different products, and I wanted to be able to “clean up” those listings in Excel without too much difficulty. I eventually settled on the idea of searching for businesses along a single street in Arlington Heights: Vail Avenue north and south of central Arlington Heights. Vail Avenue is primarily a residential street, but it does have a cluster of businesses as it runs through downtown Arlington Heights for about 4/10 of a mile. My thought was that there would be a few dozen listings there, along with a number of home-based business listings in the more residential areas—enough to do some basic analysis.

With that in mind, I went into each database and searched for a list of all current businesses on Vail Avenue in Arlington Heights, and downloaded the results, retrieving the largest set of information available for each business. However, for my analysis, I eventually used only the business name, address, employee count, and location sales. I also selected the most comprehensive current listings available from each product, e.g., both “verified” and “unverified” in ReferenceUSA, or “All Records” in AtoZdatabases. In ReferenceUSA, changing the status from “Verified” to “Unverified” made a significant difference (dropping the total from 113 to 52), but changing the status in AtoZdatabases between “All Records,” “Records with a Deliverable Address and Phone Number” and “Records With a Phone Number” made much less difference, varying from 40 to 42 results.

After trimming each database’s results, I added a column to each, indicating the source database (ReferenceUSA, Mergent Intellect, etc.), to help with later analysis. Then I pasted the results from each into a single combined spreadsheet, and the real work began. First, I weeded out listings for ATMs and Redbox. The more tedious job was going through to merge variations on business names, so that every business would be listed with just one name across all databases—there would often be slight variations in spelling, punctuation, abbreviations, LLC designation, etc. Repeatedly scanning a pivot table of business names allowed me to go back to the complete listings and make sure that any given name was listed the same way in all five sets of results. Ultimately, I was able to whittle the listings down to a set of 241 unique business names. Once that was done, I could do additional work with pivot tables to really get an idea of what I was working with.

My first analysis was simply to find out how many listings each product found along Vail Avenue. This was already somewhat obvious from the search and download process, but the pivot table allowed me to group findings clearly:

### LISTINGS PER DATABASE

Source	Businesses
AtoZdatabases	39
Company Dossier	106
DemographicsNow	50
Mergent Intellect	140
ReferenceUSA	113

Results ranged from 39 listings out of AtoZ to 140 listings out of Mergent Intellect. I chose to use both “verified” and “unverified” listings from ReferenceUSA, which produced 113 listings (ReferenceUSA’s search interface indicates that verified results are those for which the phone number has verified and the address quality has been checked). If I restricted the results to “verified” listings, I had 42 records.

I then wanted to do some overlap analysis of the records. How many businesses were listed in only one database? Surprisingly, a very large number of records (124), more than half of all businesses found, existed in only one product:

### DISTRIBUTION OF LISTINGS

# of Databases Listing	Businesses
1	124
2	64
3	28
4	13
5	12

Next, I examined which databases contained the greatest number of unique listings and how listings were distributed across multiple databases (this required working in MS Access).

For the unique listings, the clear leaders were ReferenceUSA (verified + unverified) and Mergent Intellect:

### UNIQUE LISTINGS

Database	Listings
ReferenceUSA	47
Mergent Intellect	44
Company Dossier	31
AtoZ	1
DemographicsNow	1

[continued on page 12]

“Naturally, issues such as interface design and ease of use are also very important in selecting and using business directories, but the underlying data are ultimately the key issue.”

[continued from page 11]

Finally, the distribution of listings across multiple databases reflected again in how few were found in every source:

#### DISTRIBUTION OF LISTINGS

Source	Listings
[AtoZ]	1
[AtoZ] [Company Dossier] [DemographicsNow] [Mergent Intellect]	3
[AtoZ] [Company Dossier] [DemographicsNow] [Mergent Intellect] [ReferenceUSA]	10
[AtoZ] [Company Dossier] [Mergent Intellect]	3
[AtoZ] [Company Dossier] [Mergent Intellect] [ReferenceUSA]	3
[AtoZ] [Company Dossier] [ReferenceUSA]	1
[AtoZ] [DemographicsNow] [Mergent Intellect]	1
[AtoZ] [DemographicsNow] [Mergent Intellect] [ReferenceUSA]	3
[AtoZ] [Mergent Intellect]	2
[AtoZ] [Mergent Intellect] [ReferenceUSA]	2
[AtoZ] [ReferenceUSA]	10
[Company Dossier]	31
[Company Dossier] [DemographicsNow] [Mergent Intellect]	4
[Company Dossier] [DemographicsNow] [Mergent Intellect] [ReferenceUSA]	4
[Company Dossier] [Mergent Intellect]	25
[Company Dossier] [Mergent Intellect] [ReferenceUSA]	9
[Company Dossier] [ReferenceUSA]	10
[DemographicsNow]	1
[DemographicsNow] [Mergent Intellect]	14
[DemographicsNow] [Mergent Intellect] [ReferenceUSA]	8
[DemographicsNow] [ReferenceUSA]	1
[Mergent Intellect]	44
[Mergent Intellect] [ReferenceUSA]	4
[ReferenceUSA]	47

## ATOZ AND REFERENCEUSA

I was especially interested in a comparison between AtoZdatabases and ReferenceUSA, since they market against each other directly. At first glance, ReferenceUSA has the upper hand, with 113 listings, while AtoZdatabases had 39. However, after filtering out ReferenceUSA's "unverified" listings, there were only 52 records from that database. I presumed that the two lists might overlap more completely. However, of the 69 records between them, only 22 were listed in both, with 47 unique to one product or the other (30 for ReferenceUSA, 17 for AtoZdatabases).

## ODD SALES ESTIMATES FINDINGS

Within each database, there were odd cases of duplication for sales estimates across several dissimilar businesses. Some of this might be expected for "round" sales figures, such as "\$250,000" or "\$1,500,000," etc., but this seemed to happen for strangely precise sales amounts. While ReferenceUSA listed five different construction/remodeling firms at \$1,001,000, AtoZ listed four different businesses with sales estimated at \$318,570 (a psychic, a salon, a chiropractor, and a local ballroom). Company Dossier listed seven to eight different businesses each at the amounts of \$110,000, \$140,000 and \$150,000, and Mergent Intellect listed two firms at the astonishingly specific precise sales amount of \$87,243 (an intellectual property firm and a sushi restaurant).

Databases could also have wildly varying estimates of a business's sales. One restaurant shows sales of \$275,955 in both Mergent Intellect and DemographicsNow (which usually match on sales

data), while AtoZdatabases lists it at \$4,672,360. A Thai restaurant lists four different sales amounts from the five different products, ranging from \$150,000 to \$637,140, while another business ranges from \$67,000 to \$781,000.

To some extent, this variation in sales amounts may be one of the most frustrating aspects of these products for our patrons, since knowing the sales volume of one's target market can be so important.

## CONCLUSIONS

It is tempting to look at this and think that the obvious conclusion is simply that, say, Mergent Intellect or ReferenceUSA are the "winners" because of their larger retrieval numbers (140 and 113, respectively). However, it also seems to highlight that no one product seems to provide a definitive snapshot of the current business population for any given geography.

The bottom line is that, if comprehensive coverage is your goal, you should offer multiple "big directory" products to your users.

Naturally, issues such as interface design and ease of use are also very important in selecting and using business directories, but the underlying data are ultimately the key issue. Unfortunately, short of mounting a significant phone call/door knocking campaign to independently verify the listings from the various databases, there's a limited amount we can do to really test these products.

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**Nominations for all ILA Awards are due May 15, 2018.**

# Partnering for Social Justice: Libraries Working with Other Organizations to Reach Out to Diverse Communities

**W**ith the change in national leadership and the issuance of new policies aimed at reducing the number of diverse newcomers in the country, 2017 was a divisive year. For instance, within a few weeks after taking office, President Trump signed an executive order banning entry by citizens of Iran, Iraq, Libya, Somalia, Sudan, Syria, and Yemen for 90 days, as well as shutting down the Syrian refugee program indefinitely. Despite these actions, American libraries continue to state strongly that libraries are for everyone. Accordingly, in January 2017, ALA expressed its renewed commitment to supporting diversity. Specifically, the organization stated, “Our nation’s 120,000 public, academic, school and special libraries serve all community members, including people of color, immigrants, people with disabilities and the most vulnerable in our communities, offering services and educational resources that transform communities, open minds, and promote inclusion and diversity.” ILA released a statement as well, noting that “No matter who you are or what you need, we are here for you.” It is in line with these ideals that Ladislava Khailova and Kathy Ladell, subject specialists at Northern Illinois University (NIU) Libraries, created a series

of library literacy workshops for recently immigrated Latino families participating in *Universidad Para Padres*, a program administrated by the Northern Illinois P–20 Network. The following sections outline the explicit benefits of the academic library’s partnership with the community-based organization for the success of the library literacy workshops. Best practices for establishing and maintaining such partnerships are also discussed.

## PARTNERING WITH *UNIVERSIDAD*

Khailova and Ladell partnered with *Universidad* in a rather serendipitous way. Susana Das Neves, the program coordinator of *Universidad* and a doctoral student in NIU’s College of Education, was receiving research assistance from Khailova regarding the resources for her dissertation. Ladell knew Das Neves from her previous campus workshops on undocumented students. After learning from Das Neves about *Universidad*, Khailova and Ladell agreed that this was a great opportunity to revive a library family-literacy program for local Latinos that





Photo credit: Susana Das Neves | Workshop fun with the parents: Exploring NIU Libraries' collections and services.

Khailova had offered repeatedly several years ago. The goal of *Universidad*, which started as a pilot in fall 2016, is “to provide a learning community” that enhances the Latino “parents’ personal, professional and leadership skills to support and encourage their students’ academic success and transition to post-secondary education.” The goal is based on the participants’ potential cultural, financial, and language barriers that prevent them from accessing local resources to be fully involved in their child’s education. *Universidad* spans the entire academic year, with weekly meetings from 6 to 8 P.M. and the parents deciding on the curriculum. In the recent past, its topics, covered by experts from Das Neves’s broad-based network, have included immigration, resume building, job searching, college applications, scholarship availability, and healthful living. At the end of the class cycle, participants receive a certificate of completion at a graduation ceremony at Northern Illinois University. Khailova and Ladell loved both the goals and the format of *Universidad*, while noting that its participants could become further empowered by learning more about the academic libraries’ collections and services freely available to them.

Accordingly, having joined the ranks of Das Neves’s local network of professionals, Khailova and Ladell developed a series of workshops for them that were conducted in Spanish and English and offered on the premises of the NIU Libraries. The first part, offered in fall 2017, focused on the importance of reading for the *Universidad* families’ preschool and elementary school children. Despite the early age emphasis, the organizers also aimed to explain how each family could read and enjoy books together. Specifically, Khailova and Ladell spoke to parents about ways to foster the love of reading in their children and introduced the families to the library’s bilingual juvenile collection, while highlighting that the collection was available to them for checkout. The parents and children also participated in literacy activities structured around Monica Brown’s bilingual *Marisol McDonald Doesn’t Match/Marisol McDonald no combina* (Lee & Low, 2011). The fall sessions are followed by a spring 2018 sequel that targets the information literacy and general college-preparedness skills of the participants’ middle- and high-schoolers. Teens are shown the academic databases available to them through the Libraries, as well as being introduced to the institution’s resources on college scholarships, career paths, and common standardized tests.

## THE HISTORY OF THE WORKSHOPS: FORMER PARTNERSHIPS

The outlined 2017/2018 NIU Libraries' literacy workshop series represents a continuation of previous efforts to partner with on- and off-campus entities to reach out effectively to the multicultural "communiversity." The Libraries' first partnership-based bilingual family-literacy program was launched by Khailova in the summer of 2010, with viable allies including NIU's Division of Student Affairs and Latino Resource Center, as well as smART, a local nonprofit creative education group. Advertised under the title "Off to a Good Start," the program consisted of two identical two-hour workshops, aimed primarily at the DeKalb area's Latino families with children aged birth to five. In view of this child age focus, the program's overarching goal, similarly to the fall 2017 series, was to introduce participants to the academic library's Spanish/English juvenile collection and to explain the general importance of the parents reading to their young children, with Khailova as the program's coordinator and Rebecca Martin as its English-Spanish translator modeling related effective reading techniques. Based on the overwhelmingly positive feedback from parents in surveys, the program was offered under the same leadership, but in an altered format in the fall of 2011. With the title changed to "Starting Ahead, Staying Ahead," the initiative grew to comprise three interconnected 90-minute sessions, with a fresh focus on continuity and providing immediate feedback to parents on their increased direct involvement in their children's emergent literacy development. A powerful new partner, Kishwaukee College (DeKalb County's prominent community college), helped achieve continuity with previous programs by utilizing its connections to its large and diverse student population. Taking into consideration the attendees' satisfaction with the extended format of the workshops, the 2017/2018 partnership effort has also emphasized having the participants attend more than one literacy session in a given time period, with the Libraries now aiming to cater to the age-specific needs of the families' children across the entire pre-K–12 spectrum.

## DIRECT BENEFITS OF PARTNERSHIPS: RECRUITMENT, RETENTION, AND RESOURCE SHARING

Throughout the library literacy workshops' evolution, Khailova and Ladell repeatedly witnessed the positive impact of partnerships. In fact, they both concluded that networking with non-library entities is essential for any outreach academic library program intended for the broader community's minority population to be successfully launched and sustained. Areas of direct benefit include primarily the recruitment and retention of participants, as well as the sharing of resources—whether monetary, personnel, or spatial.

As for recruitment and retention, Khailova learned early on how indispensable partnerships with organizations and programs that had already established solid ties to the targeted population really are. Since she initially acted mostly alone, it proved quite difficult to find participants for the 2010 workshops, even though she advertised them in what seemed as if were the right places (e.g., local churches and grocery stores serving the Latino population). The issue, as she later learned, was that she lacked the trust of the targeted group, since she is not of Latino origin herself. In fact, mistrust proves to be a reported challenge for many new multicultural programs where the program coordinator is not a direct member of the minority population served. This applies especially in situations when the intended program recipients have not utilized the institution previously. Often, immigration policy issues play a role here, since undocumented participants may worry that they will be stopped and asked for identification by the campus police. Partnerships with local organizations already offering services to them can help alleviate such anxieties, as these organizations can attest to the trustworthiness of the academic library. Accordingly, after Khailova partnered with entities such as smART and Kishwaukee College that have long-term positive relationships with the DeKalb Latino community, recruitment and retention stopped presenting a major challenge. The positive impact of partnerships on finding participants manifested itself again this academic year when Khailova and Ladell reached out to *Universidad*. In accordance with its outreach mission, *Universidad* has been able to provide a sizable group of motivated and steady attendees.

Apart from recruitment and retention, partners can also significantly help libraries with gathering the resources needed for the success of the pro-diversity program. In terms of financing, the workshops can prove relatively expensive, especially if the library decides to offer multiple attendance incentives to participants, such as refreshments, books, or other literacy prizes. At the same time, the current economic situation contributes to the high competition for any grants that could be used to finance the efforts. Initially, Khailova was lucky to have been able to secure needed funds through the Illinois Reading Council's Adult & Family Literacy Grant. After the program lost in the grant race to its competitors several years later, however, she had to look for alternative solutions. *Universidad* has represented such a solution. Sponsored by the Regional P–20 Network, an organization including 11 community colleges and 30 school districts and based at NIU, the outreach program has access to enough funding to accommodate the financial needs of the Libraries' workshops as one of its sub-programs.

*Universidad* has been similarly instrumental in helping the workshop organizers with personnel needs. In the past, Khailova was responsible for making spatial arrangements for the literacy workshops and for hiring literacy assistants to engage the attending families' children, while the Kishwaukee College coordinated transportation. After partnering with *Universidad*,

the situation further improved, since Das Neves made provisions for child care. In return, Khailova and Ladell secured two library spaces for the workshops, a large computer lab for the parents to utilize during class and a separate room where student workers attended to the children. By pooling resources and working together, the academic library and *Universidad* could furnish high-quality literacy instruction to families.

## LESSONS LEARNED: BEST PRACTICES FOR ESTABLISHING AND MAINTAINING PARTNERSHIPS

Based on the various workshop iterations, Khailova and Ladell concluded that there are several best practices to follow for creating and maintaining partnerships. As mentioned previously, working with organizations that have an established relationship with a given population eases potential questions about institutional trustworthiness and encourages participation. Therefore, libraries need to survey their community, both inside and outside of the university campus, to locate the best matches for entities already serving the target population. Subsequently, a discussion needs to occur to establish if the entities' missions and goals are compatible with those of the library.

After establishing the partnerships, there are additional guidelines for libraries to follow to maintain good working relationships with others, including clearly outlining responsibilities of each participating entity, so that all those involved understand how they will contribute to the project. Accountability is also essential. A lack of good follow-through on the part of certain partners can result in the overburdening of others, challenging

their trust in the team. As a result, an organization can become hesitant to collaborate on future group ventures. Along the same lines, libraries should always acknowledge the contribution of their partners on promotional materials in order to elevate the general recognition of all entities involved and their partnership. Such practices result in positive publicity for all, encouraging further cooperation. Likewise, upon the completion of a joint effort, libraries and their partners are advised to share assessment data that can assist with future planning and overall improvement of the pro-diversity programs.

## FULLFILLING THE LIBRARIES' COMMITMENT TO EMPOWERMENT THROUGH INCLUSIVITY

When based on these best practices, off- and on-campus partnerships help academic libraries reach out to underserved user groups from the broader community, much like public libraries have traditionally done. In the present sociopolitical climate, such efforts carry special significance. Many members of minority populations, including recent immigrants, are likely to feel unwelcome. Library programs created especially for them can increase their sense of belonging, while providing them with tools further helping them to succeed. Along these lines, those participants who may not previously have dreamed of attending college can create their own pathways to enrollment through such supportive programming. Through collaboration and resource sharing, libraries and their partners are thus extending their reach in ways consistent with the profession's long history of commitment to empowerment through inclusivity. **ILA**

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# Censorship: Looking in the Mirror

Aristotle once said that knowing yourself is the beginning of all wisdom. Looking in the mirror can be difficult at times. The mental image of our appearance doesn't always match the reflection we see when brushing our teeth, washing our face, or combing our hair (provided there is something up there to comb). The same analogy can be made for us as librarians. What we believe to be an accurate reflection of our profession may not be completely accurate.

The concept of intellectual freedom is indelibly linked to librarianship. It is a belief that is enshrined in the ALA Library Bill of Rights and moves our profession to vigilance and advocacy. But how do we know if our own personal biases as librarians—latent or otherwise—encroach upon intellectual freedom?

The Illinois Library Association's Intellectual Freedom Committee (IFC) began planning a survey to explore the issue of self-censorship among Illinois librarians in 2015. The overarching research question of this survey would be to better understand if, and to what extent, self-censorship was being practiced in the selection and purchase of materials. Permission to adapt survey questions from the research article, *A Study of Self-Censorship by School Librarians*, was granted by the article's author in developing the IFC Self-Censorship Survey (Rickman, 2010).

## IMPLEMENTING THE SURVEY

In March 2017, the IFC Self-Censorship Survey was electronically submitted to members of the Illinois Library Association (ILA), Consortium of Academic and Research Libraries in Illinois (CARLI), Illinois School Library Media Association (ISLMA), Reaching Across Illinois Library System (RAILS), and Illinois Association of College and Research

Libraries (IACRL). Of the 520 responses received, the majority (71%) came from those working in a public library. Respondents from independent not-for-profit academic libraries (6%), high school library media centers (5%), community college libraries (4%), and academic libraries in public universities (3%) rounded out the top five response groups by library type. Only those respondents indicating a role in the selection of library materials were asked to complete the survey.

The IFC Self-Censorship Survey was developed around two general themes: internal and external factors that could potentially play a role in self-censorship. Internal factors are personal biases held by a librarian about an item's content or authorship that would preclude the item from being selected for a collection. Examples of internal factors included explicit language, images, political and religious views, and controversial themes associated with an item. A total of 18 questions were related to internal factors.

External factors explored the impact of outside pressures in the selection of library materials, either real or anticipated. Examples included pressure from parents, students, colleagues, administrators, and community groups. Twenty-one questions associated with external factors were asked on the survey.

## A QUICK LOOK AT THE METHODOLOGY

Because the size of the IFC Self-Censorship Survey data set was so large, the IFC decided to limit the initial step of its research to only respondents from public libraries. To provide a method for assessing the survey answers, a score was assigned for each answer that responded to the question prompt, "I avoid purchasing potential collection items...." A score of 4 was assigned for an answer of "Never," 3 for "Sometimes," 2 for "Frequently," and 1 for "Always."



## SOME INTERESTING FINDINGS

Table 1 shows the top ten answers receiving the highest average scores. This table represents internal and external factors that have the least impact upon self-censorship. Table 2 displays the list of factors with the lowest average scores and greatest potential for self-censorship.

**Table 1: Answers Receiving the Highest Average Score from Public Library**

I avoid purchasing potential collection items...	Average Score
Because of the author's gender.	4.00
Because of the author's race and/or ethnicity.	4.00
Because of the author's age.	4.00
Because of the author's sexual orientation and/or gender expression.	3.98
Because of my personal religious views.	3.95
At the request of a community group.	3.94
At the request of a political group.	3.94
At the request of a local religious group.	3.93
Because of the author's religious views.	3.91
Because local religious groups might not approve.	3.91

**Table 2: Answers Receiving the Lowest Average Score from Public Library Respondents**

I avoid purchasing potential collection items...	Average Score
Because reviewers recommended the items for mature readers.	3.61
Because of images or artwork.	3.61
Because of explicit language.	3.62
Because parents might not approve.	3.71
Because administration might not approve.	3.71
Because patrons might not approve.	3.72
Because of controversial themes.	3.73
To avoid a possible challenge.	3.76
At the request of an administrator.	3.76
Because of possible theft.	3.76

Three public library cohorts were also selected from which to compare the internal consistency of survey answers. These cohorts were based on 1) the size of the public library, 2) the gender of the respondent, and 3) whether the respondent had a master's degree in library science (MLS). The purpose of this test was to assess the level of agreement within each of the three cohorts on self-censorship factors. Thirty-three questions were used for this test.

When looking at the internal consistency of how each of the three public library groups answered the 33 questions, the group based upon the gender of the librarian was the most consistent. Only four questions were found as having a statistically different response based upon the gender of the librarian. The second group with the most consistent answers was the cohort based upon the public library size. Six of the 33 questions were found to have answers that were statistically different. The group with the least amount of internal agreement was the cohort based upon whether the librarian had an MLS. Of the 33 questions answered by this group, 13 were statistically different. Analysis of variance (ANOVA) and t-tests were used to test responses for statistical differences using an alpha of .05.

**Table 3: Comparison of the Internal Consistency of Answers Within the Three Public Library Cohorts**

	Public Library Size	Gender	MLS Degree
No Statistical Difference	27	29	20
Statistically Different	6	4	13
-Shared with Another Group	5	0	7
-Unique	1	4	6
Percent of Total Questions with No Internal Statistical Difference	82%	88%	61%


## JUST THE FIRST STEP

A presentation discussing this survey was presented at the ILA Annual Conference in October, 2017. The session, *Censorship: Looking in the Mirror*, was presented by Dr. Emily Knox from the iSchool at the University of Illinois at Urbana-Champaign, and an author of this article. Feedback from the presentation audience provided insightful questions and diverse reactions. Of particular note were the varied reactions of children's librarians to some of the findings.

As mentioned previously, there are still many findings yet to be discovered in the IFC Self-Censorship Survey data. The IFC plans to continue its research and share its findings in future editions of the *Reporter*. Thanks to all of the IFC members for their hard work over the past several years on this project, with special recognition to IFC chairs Nancy Kim Phillips and Rose Barnes for their leadership in seeing this project through, and Dr. Emily Knox for her service as a consultant.

“Knowing yourself  
is the beginning  
of all wisdom.”

## SOURCE

Rickman, W. (2010). A study of self-censorship by school librarians. *School Library Research* 13(10). Retrieved from <http://www.ala.org/aasl/slr/volume13/rickman> 

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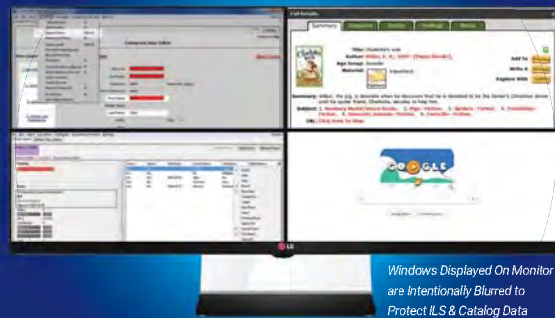
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# Two New Legislative Meet-Up Locations in 2018

Two new locations for library supporters and legislators to “meet up” were added this year; one representing a newly served region and the other a new location in a region added in 2017: Galesburg in Western Illinois and Effingham in Southern Illinois, respectively. Both events were held at the local public library, which enables legislators to see firsthand the environment in which we deliver services to their constituents. The new region—Western Illinois—joined the seven other locations from previous years: Buffalo Grove in the North Suburbs, Edwardsville in Metro East, Bloomington-Normal in Central Illinois, Oak Brook in the West Suburbs, Chicago, and Tinley Park in the South Suburbs.

The Galesburg event was well-received, with Galesburg Public Library Director Jane Easterly noting, “People often feel western Illinois is the forgotten part of the state, so I think it’s fabulous that this year we have one of these lunches out here.” Easterly worked with volunteers from Knox College and Carl Sandburg College—Jeff Douglas and Amy Caulkins, respectively—to help host the event and recruit participating legislators.

Another first: The meet-up at the Tinley Park Public Library was broadcast via Facebook Live, an enhancement made possible by Advocacy Committee Co-Chair Denise Raleigh and her staff from the Gail Borden Public Library.

Photo credit: Denise Raleigh

Photo credit: Urszula Gorzkowski

Photo credit: Catherine Bailey



Photo credit: Cedric Wilder

Photo credit: Diane Foote



At each of the meet-ups, proposed property tax freezes were the highlight issue on the state level, along with general opposition to unfunded mandates and support for two state bills, both dealing with how libraries manage their finances. The first would allow parity among libraries organized under the Illinois Local Library Act with district libraries in terms of flexibility to redirect budgeted funds between line-items midway through a fiscal year; the second preserves the prerogative of local units of government, including libraries, to use their preferred method of accounting when preparing audit statements. On the federal level, legislative priorities include support for reauthorization and full funding of the Institute of Museum and Library Services and its Library Services and Technology Act; support for a Resolution of Disapproval under the Congressional Review Act for the FCC's repeal of net neutrality rules; support for the Fair Access to Scientific and Technological Research Act (FASTR), which would require federal grant funded research results to be published online and made available free of charge; and opposition to elimination or reduction of the Public Service Loan Forgiveness Program.

The 2018 meet-ups series was characterized by a slight decline in attendee participation over 2017, but a sizable increase in legislator participation, which remains high with a majority of legislators appearing in person rather than sending staff. In all, 476 people attended the events compared to 530 in 2017, representing a 10 percent decrease but still higher than the 418 who attended in 2016. Legislator participation totaled 48 in 2017 and 65 in 2018, a 35 percent increase. Participation patterns may be due to attendees' extreme concern about the state of Illinois's budget in 2017, and legislators' interest in connecting with constituents in an election year in 2018. Thanks to all who attended, and special thanks to the area library volunteers who work so hard to make these worthwhile events happen. We look forward to seeing results from deepening our relationships and connections to each other. **ILA**



Photo credit: Cedric Wilder

Photo credit: Karen Goyer

# 2018 Legislative Meet-ups by the Numbers

## **Legislative Breakfast, Central Illinois, Bloomington-Normal, January 29, 2018**

2018 Attendees: 45	Legislators: 7 (4 elected, 3 staff) out of 19 or 37%
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2017 Attendees: 50	Legislators: 3 (2 elected, 1 staff) out of 18 or 17%
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2016 Attendees: 51	Legislators: 4 (3 elected, 1 staff) out of 22 or 18%
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*The 2016 and 2017 events were lunches; 2018 was the first breakfast.*

## **Legislative Lunch, Western Illinois, Galesburg, January 29, 2018**

2018 Attendees: 27	Legislators: 5 (3 elected, 2 staff) out of 19 or 25%
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*This was the first meet-up in this region, at this location.*

## **Legislative Lunch, Chicago, February 2, 2018**

2018 Attendees: 38	Legislators: 7 (3 elected, 4 staff) out of 27 or 26%
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2017 Attendees: 75	Legislators: 4 (2 elected, 2 staff) out of 28 or 14%
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## **Legislative Breakfast, South Suburban, Tinley Park, February 16, 2018**

2018 Attendees: 75	Legislators: 10 (7 elected, 3 staff) out of 38 or 26%
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2017 Attendees: 82	Legislators: 10 (7 elected, 3 staff) out of 38 or 26%
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2016 Attendees: 66	Legislators: 11 (8 elected, 3 staff) out of 40 or 28%
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2015 Attendees: 48	Legislators: 7 (3 elected, 4 staff) out of 40 or 18%
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2014 Attendees: 37	Legislators: 4 out of 42 or 9% (Lockport)
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## **Legislative Lunch, West Suburban, Oak Brook, February 16, 2018**

2018 Attendees: 66	Legislators: 13 (11 elected, 2 staff) out of 25 or 52%
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2017 Attendees: 85	Legislators: 10 (9 elected, 1 staff) out of 28 or 36%
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2016 Attendees: 105	Legislators: 13 (11 elected, 2 staff) out of 29 or 45%
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2015 Attendees: 76	Legislators: 17 (13 elected, 4 staff) out of 29 or 59%
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2014 Attendees: 85	Legislators: 13 out of 29 or 45%
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## **Legislative Breakfast, North Suburban, Buffalo Grove, February 19, 2018**

2018 Attendees: 131	Legislators: 12 (9 elected, 3 staff) out of 41 or 29%
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2017 Attendees: 141	Legislators: 14 (9 elected, 5 staff) out of 41 or 34%
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2016 Attendees: 138	Legislators: 10 (8 elected, 2 staff) out of 41 or 24%
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2015 Attendees: 124	Legislators: 17 (13 elected, 4 staff) out of 41 or 41%
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2014 Attendees: 156	Legislators: 13 out of 47 or 27%
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2013 Attendees: 150	Legislators: 17 out of 50 or 34%
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2012 Attendees: 145	Legislators: 20 out of 50 or 40%
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2011 Attendees: 147	Legislators: 23 out of 50 or 46%
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*This was the 28th North Suburban Library Legislative Breakfast.*

## **Legislative Breakfast, Metro East, Edwardsville, February 23, 2018**

2018 Attendees: 59	Legislators: 6 (5 elected, 1 staff) out of 15 or 40%
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2017 Attendees: 63	Legislators: 3 (1 elected, 2 staff) out of 17 or 18%
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2016 Attendees: 58	Legislators: 5 (2 elected, 3 staff) out of 16 or 31%
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2015 Attendees: 59	Legislators: 6 (3 elected, 3 staff) out of 16 or 38%
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2014 Attendees: 54	Legislators: 5 out of 17 or 29%
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## **Legislative Lunch, Southern Illinois, Effingham, February 23, 2018**

2018 Attendees: 35	Legislators: 5 (3 elected, 2 staff) out of 10 or 50%
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2017 Attendees: 34	Legislators: 4 (3 elected, 1 staff) out of 8 or 50%
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*This was the first meet-up at this location; 2017 event took place in Mt. Vernon.*

# ILA Welcomes New Members

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## READING TAKES YOU EVERYWHERE

### Teen Poster (above)

*Gene Ha*

Gene Ha is a four time Eisner Award winning artist, best known for his work with Alan Moore on *Top 10*, as well as Marvel and DC titles such as *X-Men*, *Green Lantern*, *JLA* and *Action Comics*.

In June 2015, it was announced that Dark Horse Comics had selected for publication Ha's creator-owned series *Mae*. A portal fiction story, it depicts sisters Abbie and Mae, recently reunited following Abbie's disappearance eight years earlier into a fantasy world of monsters, who have followed her back to her world in pursuit.

Gene lives outside Chicago in Berwyn, IL with his wife Lisa and their rescue dog Fina and would eat through an IV tube while he drew if it was practical. Find more of Gene's work at [geneha.com](http://geneha.com).

### Elementary Poster (front)

*Terri Murphy*

Terri Murphy is a children's book and media illustrator. She is also the Illinois Illustrator Coordinator for SCBWI (Society of Children's Book Writers and Illustrators) and is a part-time youth librarian. In addition, Terri develops Young Artists Workshops for libraries. It's safe to say Terri lives in a world of children, art, and books.

Terri illustrates picture books, magazines, children's music cds, posters, and books for the educational market. She is known for her quirky style and rich color palette.

You can see Terri's illustrations and learn more about her workshops at <http://www.terrimurphyart.com>.

### Pre-K Illustrator

*Christian Robinson*

Christian Robinson is a 2016 Caldecott Honoree and also received a Coretta Scott King Illustrator Honor for his art in *Last Stop on Market Street* by Matt de la Peña (Putnam, 2015); de la Peña himself took home the 2016 Newbery Medal, awarded by the Association for Library Service to Children for the "most distinguished book for children."

Christian, based in San Francisco, is also an animator and has worked with The Sesame Street Workshop and Pixar Animation Studios. Find more of his work on Instagram: @theartoffun.



### All Ages Poster (right)

*Kyle F. Anderson*

Kyle Anderson is a story artist and illustrator with a great passion for animation, games, and comics. Originally from Chicago, now based in Los Angeles, Kyle makes it a point to tell a story with every design, to speak to that kid who was told it would be risky to follow his passion.



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10:30 – 11:30 AM	Breakout Session 2
11:45 AM – 12:45 PM	Luncheon and Awards Presentation
12:45 – 1:15 PM	Exhibits Break
1:15 – 2:15 PM	Breakout Session 3
2:30 – 3:30 PM	Breakout Session 4

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A full listing of programs and detailed conference information is available at [ReachingForward.net](http://ReachingForward.net).

### Cancellation Policy

Cancellations must be received in writing before April 20. No refunds will be given after April 20. All cancellations are subject to a \$15 processing fee.

### Program Tracks for everyone...



Register online and download the group registration form at  
**[ReachingForward.net](http://ReachingForward.net)**

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