

REPORTER

ILLINOIS LIBRARY ASSOCIATION

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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.



ON THE COVER

The cover art is from David Catrow's *A Midsummer's Knight Read* poster for the 2011 iREAD summer reading program. Catrow is the illustrator of numerous notable books for children, including Kathryn Lasky's *She's Wearing a Dead Bird on Her Head!*, which was named a *New York Times* Best Illustrated Book of the Year. He is currently writing and illustrating an easy-reader series called *MAX SPANIEL* and will be the guest speaker at this year's Youth Services Author Breakfast during the 2010 ILA Annual Conference.

The 2011 iREAD catalog of incentives and resources is included with this issue of the *ILA Reporter*.

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 3,700 members are primarily librarians and library staff, but also trustees, publishers, and other supporters.

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

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See ILA calendar for submission deadlines for the *ILA Reporter*. Copy should be submitted by e-mail to ila@ila.org. You are encouraged to include digital or film photos (black/white or color) and graphics (on disk or camera-ready) with your articles, which will be included on a space-available basis.

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INSERT

2011 iREAD CATALOG



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Bringing the Outside In . . . and the Inside Out will be the ILA Reporter lead articles for 2010.

As society experiences changes in technology, communication and community, and the economy, librarians are reexamining how, when, where, and to whom they offer services. From education to advocacy, marketing to materials, topics will cover a range of issues important to libraries today.

The October lead article by Kathleen Lovelace explores library education; and the My Turn column by Miriam Pollack urges courage and confidence in responding to current challenges.

This series of articles in the 2010 ILA Reporter aims to highlight efforts of the bricks-and-mortar libraries in our communities, businesses, and schools, to adapt to the ever-increasing virtual demands of our society and the evolving ways in which we are learning, communicating, and seeking information.

| Kathleen Lovelace, College of Lake County |

Library Education: Bringing the Outside In

Nothing is more important to business success than the knowledge and know-how of workers (Cross 2006, 43).

This month's theme — Library Education: Bringing the Outside In — could not be more relevant: libraries are often subject to disproportionate cutbacks during financially challenging times. In Illinois, the future appears especially uncertain, with state funding shortfalls impacting education at all levels including continuing education provided by library systems (Ruzich 2010; Eberhart 2010). Vital public services take first priority when libraries lose support, but it is a mistake to shortchange staff education since “the profession is one of constant change” (Culpepper 2003). Libraries facing budget cuts, staff reductions, and loss of system services must rethink the ways we educate our staffs and how we will prepare for the future. Applying models and knowledge from other fields is essential for library workers to face these challenges ahead.

ESSENTIAL KNOWLEDGE AND SKILLS

For more than a decade, speculation has abounded about the qualifications needed to prepare staff for the library of the future (Bridges 2003). “An exceptional person [is required] to enjoy working in a library and to become good at it . . . [and] it takes an extraordinary library worker to become a successful professional librarian in the twenty-first century” (Lovato-Gassman 2003, 47). Librarians currently fill so many varieties of work, how can one curriculum fill all the requirements? (Shontz and Murray 2007). Nevertheless there are some types of skills that are consistently included in most discussions of the subject.



“Librarians need business skills to help justify their existence and to compete for scarce resources.”

Few argue the importance of core values like protection of intellectual freedom and universal access to information in the mission of library education. Library workers must be proactive to preserve these values while moving into new territory. Due to changes in library practice, library education has of necessity become more interdisciplinary. Although the trend has been criticized, especially with the importance placed on information technology (IT) and business skills, it is arguable that these are necessary for the profession to survive. Since technology will continue to be an essential tool in the workplace, workers must be computer literate. Librarians need business skills to help justify their existence and to compete for scarce resources. These areas of specialization are of particular value to library workers:

- **Management & Business:** Knowledge management, planning, human relations, marketing and public relations, grantsmanship
- **Education:** Teaching, curriculum development, and assessment
- **Social Sciences:** Research, psychology, social work, human resources, group dynamics, counseling
- **Arts & Humanities:** Critical thinking, argumentation, creativity, written expression

[continued on page 6]

Adapting new models and skills from outside has the added benefit of expanding career opportunities beyond traditional library settings. “Widening and broadening the concept of librarianship to prepare individuals for entry into a number of technology-based professions is long overdue” (Salter 2003, 54). Skills and knowledge of information technology are also valued in many library environments; those with knowledge of the special needs of libraries are especially prized. Developments in technology will continue to impact libraries; it is essential for all organizations and individuals to remain aware of what is ahead. Reports issued yearly by EDUCAUSE elucidate the impact of technology on education. A key trend and a challenge identified in the 2010 *Horizon Report* are instructive for planning library training:

“The abundance of resources and relationships made easily accessible via the Internet is increasingly challenging us to revisit our roles as educators in sense making, coaching, and credentialing” (L. Johnson 2010, 3).

“Digital media literacy continues its rise in importance as a key skill in every discipline and profession” (L. Johnson 2010, 5).

By focusing on the complexity of information sources, these statements clarify the essential educational role of libraries and library staff in teaching information literacy skills. It is imperative that librarians take the lead in their communities for decisions about the ethical use of information and insuring that free and open access to all formats of information is preserved.

Recognizing the need for workers with specialized knowledge combined with understanding of libraries, library education offers programs that combine education from two areas. The Library Technical Assistant (LTA) program at College of Lake County (CLC) revised its curriculum to address specialized training needed in libraries with interdisciplinary degrees, like *Library Marketing and Public Relations*, *Library Technology*, and *Library Human Resources* options.

In graduate degree programs, specialization in addition to or blended with “traditional” library science has long been practiced. At the Graduate School of Library and Information Science (GSLIS) at the University of Illinois at Urbana-Champaign (UIUC), Linda C. Smith, professor and associate dean, describes how a flexible curriculum enables the program to continuously adapt and renew: “The philosophy in the design of the M.S. program [since the 1970s] has been to provide a strong foundation through a small number of carefully designed required courses that are continually updated to reflect trends in the field, and then allow each student to design his or her own program of study through selection from a large number of elective courses relevant to a variety of areas of practice” (Smith 2010).

Students in this program value learning from faculty who have education and experience outside of librarianship. According to Smith, “GSLIS faculty...bring ... expertise [from a wide range of disciplinary backgrounds] to the courses they teach. In addition many faculty assign readings from relevant disciplines, such as child development in the youth services librarianship course, folklore in storytelling, management in library management, and human communication in reference” (Smith 2010). Changes in the curriculum also incorporate current knowledge from the field of education to prepare them for the workplace. Leigh Estabrook observes, “The content of library and information science education is changing, but so too is pedagogy in order to teach students the skills of working in groups or thinking laterally. Each of our students is able to acquire such skills, but how well they do often seems related to their attitudes toward life, work, and the profession they are entering” (Estabrook 2003, xi).

Recent graduate Kathy Dowd describes the GSLIS program as “holistic.” She was able to co-enroll in courses at Illinois outside GSLIS, but related to her specialization in Community College education. This interdisciplinary experience was one of her most valuable experiences since it gave her valuable insight and the ability to communicate better with colleagues in other disciplines.



EDUCATION EVERYWHERE

Formal education is limited in preparing students for the workplace. Library systems in Illinois offered low-cost, convenient continuing education for many years. At the North Suburban Library System (NSLS) the staff managed a program that relied on library experts and practitioners in the field as well as consultants with other expertise. Some of the most popular programs highlighted new technologies or online technology training (Hayes 2010). Reduction of state funds to library systems and local governmental units combined with property tax declines affect libraries like the Warren-Newport Public Library District in Gurnee. They will need to find alternatives to valuable programs like *Trustee Training* provided by NSLS, as well as the educational value of networking groups at the systems. Stephen Bero, director at Warren-Newport Library, plans to rely more on in-house expertise and expanding the professional collection to keep staff members up to speed (Bero 2010).

For the average person, learning is stressful, and education is something left behind once they enter the workplace. It is not surprising that continuing education budgets are cut when administrators do not see results in improved attitudes or performance, or when staff members do not implement what they have learned.

Jay Cross proposes rethinking workplace education since more learning occurs outside of than in the classroom. "Study after study finds that workers get 80 percent of their job know-how informally" (Cross 2006, 43). Most people will not argue with the idea that education is most effective when self-initiated, reinforced, and available at the point of need. What if learning with like-minded colleagues were available when you have time, where you need it?

With preference for 24/7 connectivity and social networking, *Millennials* (the generation born after 1980) gravitate to an informal or social learning model with instructors as facilitators and learners able to define what and when they need to learn. Social networks are also gaining use among members of previous generations (Millennials 2010). Trends in education like off-site access to information, learning communities, and growth of distance and online learning, give an edge to organizations that adopt social learning and enhance informal learning opportunities. They also appeal to the learning style, preferences, and confidence of Millennials.

The importance for library staff to lead the way through the complex information web cannot be overstated. Libraries can emerge as community leaders by incorporating learning into the workplace through informal and social learning methods and by combining skills from outside with traditional knowledge and values of library and information science.



Bring the Outside In

In her practical guide Rachel Singer Gordon encourages new librarians and those interested in career changes to develop specialized skills. "The shifting nature of information work ... mean[s] that info pros now shift between alternative careers and more traditional careers more easily and frequently than in the past ..."(Gordon 2008, 207).

Recent GSLIS graduate Kathy Dowd recognizes that important learning opportunities are "not just from formal education." She takes advantage of rich sources of learning from outside the formal sphere.

These are some suggestions to keep learning alive on both individual and organizational levels:

Volunteer: If you lack opportunity to develop skills or interests you desire in your current position, volunteer with an organization that provides that opportunity. Kathy Dowd sought key volunteer work with the Illinois Literacy office to develop knowledge to complement her current job responsibilities.

Conferences and workshops: National and state professional organizations regularly hold events in the Midwest. Attending a conference of an organization that relates to a specialization you are interested in developing is valuable. Your institution may consider funding all or part of conference costs if you make a case for using the knowledge to improve service.

Online education offers many opportunities; Webinars are free or low-cost ways to learn new tools and gain a fresh perspective.

Community Colleges offer low-cost options for refreshing or learning new skills through courses both with and without credit.

Experts from community organizations may be a source of low-cost training for your library. For Melissa Henderson, one of the best continuing education programs she attended was training on cross-cultural communication skills taught by ESL teachers from the Jewish Vocational Service.

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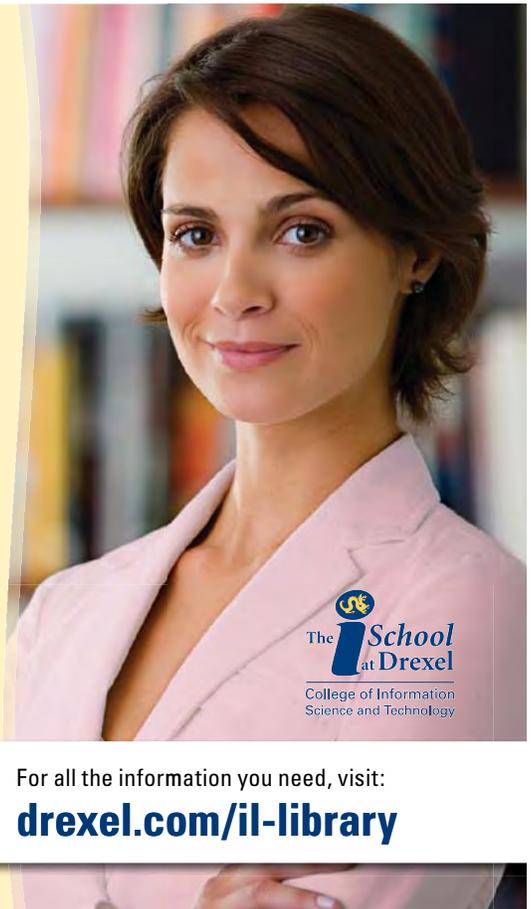
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Getting Engaged: Libraries, Teens, and American Art

Visual art is the touchstone of an exciting new partnership looking to get teenagers involved in their communities. Several area librarians were on the front lines of a pilot project this summer with more to come this fall and winter. The project — *Engage! Teens, Art & Civic Participation* — uses iconic images from American art as a way to get teenagers thinking about art and artists as a first step.

The second step is translating those experiences into looking at issues in their communities, thinking about how art expresses and deals with those issues, and how their own art and activism can make a difference. Everything from hip hop culture to public housing to immigration to voting and patriotism — with lots of stops and detours in between — is fair game for this innovative pilot project directed by the American Library Association's (ALA) Public Programs Office.

On a recent afternoon at the Woodson Regional Library of the Chicago Public Library (CPL), seventeen teenagers looked at a series of slides and talked with librarian Amber Creger before moving on to planning a mural project of their own. The slides included the famous image of Rosie the Riveter and a black-and-white photograph of suffragettes marching to secure the vote for women. With some prompting, the students made connections between those protests of an earlier era and recent events — the earthquake in Haiti, the recent Obama election. As they moved on to potential subjects for their own mural, the list included everything from music and movies to comics and candy, but also touched on science, philosophy, and education.



Teens at each participating library met six times during the summer — looking at and talking about images by famous artists like Grant Wood, Jacob Lawrence, and Faith Ringgold, to name a few — before moving on to projects of their own. While art projects are a natural outcome, the real idea is to use the art as a starting point for broader civic engagement. The teens definitely got the idea, according to Bernadette Nowakowski, director of Children and Young Adult Services for the Chicago Public Library: one group created prayer flags for their community, another made plans to volunteer for a local animal shelter.

“The great thing about a pilot project is that we really get to see how things work and use that information to make the project better,” says Mary Davis Fournier, deputy director of the ALA Public Programs Office. “Is it realistic to expect kids to make the leap from talking about a work of art to working on a get-out-the-vote campaign or a recycling project or some other neighborhood or community activity? The best way to find out is to try it and see what happens.”

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Kerry James Marshall, American, born 1955, *Many Mansions*, 1994, Acrylic on paper mounted on canvas, 289.6 x 342.9 cm, Max V. Kohnstamm Fund, 1995.147, The Art Institute of Chicago. Image Courtesy of Jack Shainman Gallery, N.Y.



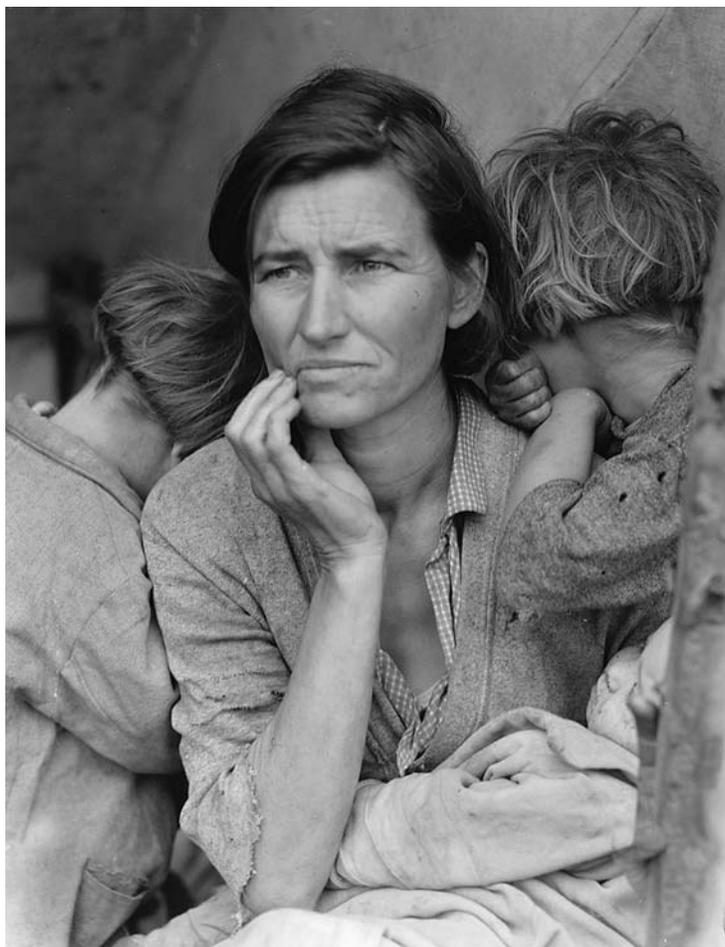
GETTING INVOLVED

The pilot project builds on the National Endowment for the Humanities' (NEH) *Picturing America* initiative that distributed reproductions of forty significant works of American art to more than 43,000 schools and 3,500 public libraries nationwide, including nearly two hundred libraries in Illinois. ALA's Public Programs Office worked with NEH and the Institute of Museum and Library Services (IMLS) on the original project, and received funding support from the Searle Funds at the Chicago Community Trust and from the Terra Foundation for American Art to develop and pilot *Engage!*

Librarians who work with young adults know how tricky it is to attract an audience — just the right mix of new and familiar, information and independence, hip but not fake. Programs have to be relevant and have enormous appeal to compete with all the other attractions for a teenager's attention. Besides compelling images and programming content, *Engage!* offers

participating libraries a number of tools and incentives — a project workshop at the Art Institute of Chicago, tie-ins to the summer reading program, and lots of support materials to promote the project, exchange information, and stimulate discussion.

A number of people with specialized knowledge and information helped build the project tools. Two independent curators, Wendy Greenhouse and Lisa Meyerowitz — along with Sarah Alvarez, associate director of Teacher Programs at the Art Institute of Chicago — selected images that they thought would provoke discussion and inspire action. Working with the project team, they all developed workshop materials for librarians to use in helping teens really look at a piece of art — how to ask questions about the elements, the artist's intentions, the context. Another important piece was brought to the table by Adam Davis, senior research associate with the Project on Civic Reflection, who worked with librarians in shaping discussions with teens, connecting the art to issues in their own communities.



Migrant Mother and Children

(Destitute pea pickers in California, a 32-year-old mother of seven children), February 1936. Dorothea Lange (1895–1965), Black-and-white photograph. Farm Security Administration, Office of War Information Photograph Collection. Library of Congress, Prints and Photographs Division, Washington, D.C.



James Montgomery Flagg, *I Want You for U.S. Army*, 1917. Chromolithograph on paper, sheet and image: 39 1/2 x 29 in. (100.4 x 73.8 cm). Smithsonian American Art Museum. Gift of Barry and Melissa Vilkin 1995.84.53. Smithsonian American Art Museum, Washington, D.C./Art Resource, NY.

Project planning addressed potential challenges and obstacles that can arise with summer or after-school programs. While the sessions build on knowledge over the course of the project, they also need to be able to stand on their own for participants who come and go. As an additional carrot to draw teens, the project offers service learning credit, helping them meet a Chicago Public School's requirement. Programs target opt-in youth audiences and take advantage of accessible electronic formats (Web-based, digital media, DVD). Libraries are sharing their work on Flickr® and through the project Web site.

GETTING THE PICTURE

Some of the photographs and paintings make direct connections to the lives of Chicago teenagers, and others seem as remote as can be. Exploring both is a way to see that art is universal and particular. Dorothea Lange's *Migrant Mother and Children* is suggested as a starting point for a discussion of family photographs, but could also be a way to talk about comparisons between the 1930s and the present. One teen reported that not only did she relate to the art and the themes, but liked hearing



The *We Can Do It* Poster. War Production Co-ordinating Committee, 1942-1943. National Archives and Records Administration, Washington, D.C.

other people's opinions. Another teen from Curie High School said Faith Ringgold's *Tar Beach* was her personal favorite, because it brought back memories of her family.

One of the most powerful works in the image collection for the project is Kerry James Marshall's *Many Mansions*. Because Marshall lives and works in Chicago, it may be easier for students to make connections between his work and local communities. The painting details a garden being carefully tended with a stylized representation of the old Stateway Gardens housing project in the background. Marshall's work challenges all kinds of assumptions, inviting responses, debate, and hopefully, prompting further investigation of both the art itself and the questions raised.

The twenty-five images in the collection are grouped in five thematic areas: Growing Up, Community, American Dreams, Signs and Symbols, and Participation. Each image is presented in a PowerPoint® that can be customized. The project Web site includes a full citation for each image, background information, additional resources, and discussion questions. One of the unique elements in the project materials is a series of "looking questions" for each image, moving the viewer from an overall sense of the piece to examining specific aspects.

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Courtesy of the Chicago Public Library created by Stephanie Murillo

GETTING ON BOARD

Chicago Public Library branches in Austin, Chinatown, McKinley Park, and Portage-Cragin, as well the Walker and West Belmont branches, Sulzer Regional Library, and the Harold Washington Library Center, all participated in the summer pilot project. CPL's summer reading program was already focusing on connections with art and a partnership with the Art Institute of Chicago, so the *Engage!* pilot was a natural fit. YOUMedia, a digital teen space at the Harold Washington Library, was a great resource for the project, a place where kids could make videos, PSAs, and all kinds of digital media.

In addition to the nine CPL branches that worked with teens this summer, five suburban libraries are being invited to participate with students in after-school programs this fall. Evaluation of the fourteen sites, once the project is completed, will help shape plans for extending the "engagement" to other libraries. **ILA**

"While art projects are a natural outcome, the real idea is to use the art as a starting point for broader civic engagement.."

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2010 Recipients of the Sylvia Murphy Williams Scholarship Fund

Ten individuals were selected as this year's recipients of the Sylvia Murphy Williams Scholarship Fund. All are Illinois recipients of the American Library Association's (ALA) Spectrum Scholarship.



Joseph Bellanca,
University of Illinois at Urbana-Champaign

I have now worked for more than four years at the Northwestern University Library. My experiences as a child, the literature I read as an adolescent, and my current professional life have culminated in my pursuit of a Master in Library and Information Science degree. Libraries are an essential conduit for all people to access knowledge about themselves and the world around them. I want to find new and more manageable ways to provide access to information. Society must not be divided between those who do have access and those who do not have access to information. Everyone has a right to see the world and themselves through intellectual freedom, knowledge, and art.

“Libraries are an essential conduit for all people to access knowledge about themselves and the world around them.”



Felipe Alberto Castillo,
University of Illinois at Urbana-Champaign

While working for the University Libraries at Azusa Pacific University, I have had the opportunity to work alongside many of the librarians and staff. This experience has given me invaluable insight into the library profession, enabling me to determine why I want to pursue this career. I discovered that I have a desire to serve others and use different technologies. It has also shown me how diversity improves library services.

During my time at the reference and circulation desks I enjoyed helping patrons find books and information. Although providing reference services can be challenging, I found that it is also rewarding. It's like a treasure hunt every time a question is asked. By attending library school I will have the tools to serve and help others more effectively.

I have always had an interest in technology. In high school I took A+ and Cisco certification classes and in college completed courses in computer science and information systems. From my recent experiences I have observed the impact of technology on libraries and how it is creating new services. As a librarian I will be able to pursue my interests of learning and using new technologies.

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Janis Elmore,
Dominican University

I have a service-oriented background, with practical experience working in public libraries, as well as in university and elementary school library environments. It is my aspiration to obtain the tools necessary for my continued development as a professional librarian. Most importantly, I wish to make a positive difference in the community.

As the mother of two elementary school-age children, I have a vested interest in education and learning resources, and in the quality, availability, and reliability of libraries as information centers. I have worked in the industry for over seven years, in many different areas within different types of libraries. I have worked in public, college, and elementary school libraries, in various departments: children's services, young adults, adult/information services, and patron services. I have experience in collections development, technology, reference, research, programming, weeding, and circulation.

In addition, I have hosted book clubs, created reading advisory groups, taught public computer classes, worked with Web Junction, and have created fundraising efforts to pay for programs. I have used my journalism, public relations, and marketing skills to create, promote, and advertise programs, services, and special events offered by the libraries at which I have worked.

Being an African American female, working in diverse communities, I have made an effort to provide diverse programming for all groups within the community. My outreach efforts have not narrowly focused on only a few particular minorities; rather, I have tried to ensure that library programs and resources are presented in ways that encompass and address diversity, having organized such diverse events as: foreign film festivals; public safety for seniors seminars; Tuskegee Airmen history seminars; and genealogy workshops.

While working in libraries, good customer service has been my major concern, by not simply accommodating those patrons who are already aware of, and regularly use library resources, but also, marketing library services and programming to entice new patrons, as well as suggesting to regular patrons new ways that library resources can be utilized. I enjoy helping patrons of all ages, especially struggling readers, to build a love of books.



Nancy Gallegos,
Dominican University

Libraries are strong foundations for neighborhoods, schools, churches, families, and community residents in providing a safe and inviting space to read, research, meet, and learn. Libraries and communities can work together to shape collections, activities, presentations, workshops, or classes offered. I aspire to become a librarian because I am committed to contributing to such collaborations and seek to foster the relationship between people, their ideas, and the library.

My experiences working in the public schools and volunteering for community-based organizations have given me a clear perspective of the importance of disseminating information through familiar avenues for successful achievements. As a speech language paraprofessional with the Chicago Public Schools, I have witnessed students eager to acquire knowledge and information when given the necessary tools. I have witnessed transformations happen from unsure and apprehensive to secure and confident individuals when armed with knowledge. These students found support in their library to become successful in the classroom and beyond. I have also observed neighbors patronize the local library not only for its collections and information but also for its opportunities. These opportunities can come in the form of computer classes, ESL classes, story times for families, and book clubs. Programs and events such as these connect people and promote forums that cultivate a successful rapport with the library.

“Libraries are strong foundations for neighborhoods, schools, churches, families, and community residents in providing a safe and inviting space to read, research, meet, and learn.”



Peter Grassman,
University of Illinois at Urbana-Champaign

Librarians, in order to be effective in today's world, must serve users of many different backgrounds and cultures. I believe that my educational and professional experiences have prepared me well to serve a diverse population. During my experience as a teacher, I worked to meet the academic needs of a wide range of students — students from around the world, of varying ethnicities, and of varying levels of educational skills. As a student intern at the Evanston Public Library, I also worked to meet the technical needs of a number of users of all ages, ethnicities, and socioeconomic statuses. My experiences with serving the diverse needs of my students has taught me the importance of difference, respect, and acceptance; in an increasingly globalizing world, these are all crucial attributes for librarians to possess. As a future librarian, I hope to apply what I have learned to maximize my effectiveness in serving the diverse needs of users in the twenty-first century.

“Librarians,
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Mosi Kamau,
Dominican University

Currently I work in partnership with the Chicago Public Library as a CyberNavigator assisting patrons closing the digital divide. My pursuit toward becoming a librarian is not one without some of the same irony that can be found in materials at any library. I mention this because during my formative years, like many young people, I chose just about any activity over utilizing a library. Herein lies the twist because now a library is one my favorite places to be, right alongside visiting Ghana, or someplace else warm during a cold Chicago winter.

The library experience I am a part of now is extended and even enhanced whenever I perform a needed service for people familiar, and those completely unknown, which has become an enormous appeal for me. The reward serving in this manner is not found in financial compensation alone as much as it is in learning something new; most of which many people are not aware libraries offer. Just as important, there are the lessons that I learn about myself while in the process of helping others.

Before closing, I would like to emphasize that a Spectrum Scholarship would allow me to overcome financial barriers and develop skills that will prepare me for a lifetime of librarian leadership. My success will be assured with the education I seek along with the combination of my personal and professional experiences. These sets of circumstances will in turn permit me to be an effective librarian within an ever-changing diverse, multi-ethnic, and multi-cultural society. Being an African American male puts me in a unique position to contribute to librarianship, as I envision a career where I can make a difference empowering individuals and building communities large or small, here and globally.

[continued on page 18]



Leni Matthews,
University of Illinois at Urbana-Champaign

Keeping up with technology is necessary to help individuals and communities advance. We must know where to find information and accurately use the information we find. Our first source is the librarian. Librarians are the resource that help us to navigate and filter through knowledge so that we can make better decisions. Teaching students with diverse backgrounds and differentiating instruction has given me the confidence and skill to approach diverse talents across cultures, societies, and ethnicities.

All over the world, there is a thirst for knowledge and a need to access information. A librarian's knowledge must be dynamic and didactic enough to reach all cultures and their different abilities in lieu of computers. I have learned from many different people throughout my college experience, I have learned with many different people as a professional, and I am teaching many different people. These learning experiences will help me to become an effective information seeker, an effective colleague, an effective teacher, an effective learner — an effective librarian.



Karla Nielsen,
University of Illinois at Urbana-Champaign

I am very excited to begin the MLIS program at the University of Illinois at Urbana-Champaign after taking a circuitous route to library school since deciding I wanted to become a librarian in my last days of college at Brown University. In a desire to learn about the status of the book in these early days of the digital era, over the last decade I have worked in independent bookstores, for small press, academic, and university press publishers, at the Oakland (Calif.) Public Library, at the California Digital Library, and at the experimental Prelinger Library in San Francisco. I have studied hand-bookbinding and letterpress printing at the San Francisco Center for the Book. Most recently, I completed a Ph.D. in Comparative Literature at the University of California at Berkeley, where I focused on the “book-length literature” in the fifteenth century, looking at Spanish, Arabic, and Latin versions of related story collections in manuscript and print formats. I am attending UIUC as part of the LEEP distance-learning program and have just moved to Brooklyn, N.Y. I am interested in Special Collections librarianship, archives, and histories of the book and reading.

“Keeping up with technology is necessary to help individuals and communities advance. We must know where to find information and accurately use the information we find. Our first source is the librarian.”



Erin Prentiss,
University of Illinois at Urbana-Champaign

My great-grandmother, an African American woman from rural Mississippi, frequented one place that did not limit her access: the public library. In fact, she read all the books that they had in that one-room library. Ultimately, her commitment to reading and learning inspired my grandmother, my mother, and me to be avid readers and lifelong learners. The librarian could have made that place as unfriendly and unfair as the Jim Crow South outside, but instead, she welcomed and encouraged my great-grandmother. Her experience inspires my decision to be a public librarian — to join the ranks of those who open the door to worlds and possibilities that otherwise would remain unknown to people, especially those from disadvantaged backgrounds.

Studying sociology and anthropology in college and working with the public in one capacity or another during my entire career have equipped me to work with diverse populations. As a former English teacher in a multi-cultural high school, I found that many of my students lacked even the most basic research and computer skills. Others confronted language and literacy barriers, which made it difficult for them to grasp information they needed to know. I learned to be creative with these students — locating resources for them on my own time and explaining concepts in English and Spanish. These experiences taught me how to listen to and work with others whose life and educational histories are vastly different from my own. The public library is set up to be an institution that is democratic and inclusive. In order for it to be successful, there must be librarians who understand the communities they serve and respond appropriately to the wants and needs of its constituency.



Lisa West,
Dominican University

I taught English as a Secondary Language while in Japan and translate Japanese and French at United. I volunteer at the Chicago Botanic Garden Lenhardt Library and have learned the basics of library technical service, library public service, and reference and online service. I help catalogue Japanese books and translated a rare French children's book for a library exhibit. I have extensive computer skills and am participating in workshops at Dominican University to keep those skills current. I have decided to focus my studies on the skills necessary to become a systems librarian for an outreach program. I wish to assist patrons with disabilities access the information they need.



“The public library is set up to be an institution that is democratic and inclusive. In order for it to be successful, there must be librarians who understand the communities they serve and respond appropriately to the wants and needs of its constituency.”

ILA Welcomes New Members

We would love to welcome your friends and colleagues, too. By sponsoring a new member, you share the benefits of membership with others ... and help create a stronger and more effective voice to promote the highest quality library services for all people in Illinois.

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Sally in Libraryland

The concept of time has been on my mind lately, because the universe has tossed it at me in many ways. I know some people are concerned with actual scientific concepts of time and space, but it should come as no surprise that that's not what I've been pondering. If you look at a clock, or a calendar, time looks nicely organized and evenly divided. I recently realized I've practically never experienced it that way in my life.

It began when we took a quick trip to Cleveland to visit our grandson. You know how you can get a song stuck in your head? Somewhere in Indiana, Simon and Garfunkel's "Hazy Shade of Winter" implanted itself so deeply into mine that it was still there on the way home two days later. It was one of those brutally hot weekends, and nothing about winter seemed at all relevant. But the refrain "Time, time, time" just wouldn't leave my head. Somewhere around Toledo, westbound, I started thinking about my most recent experience of goofily expanding and contracting time: ten minutes with an unhappy baby lasts for hours. The theoretically identical ten minutes with a baby who has figured out how to clap his hands together and finds it wildly entertaining? Goes by in a blink.

Highway time is its own goofily configured thing, and eventually my thoughts segued from highway time to library time, because my last highway trip had been to East Peoria for the 2010 ILA Orientation Session. Luckily, Melissa Henderson from Glencoe Public Library was looking for a ride just when I was looking for a rider. We didn't know each other well, but we know each other better now, and highway-driving time spent with a congenial co-pilot takes about half the time that making the identical trip solo does. I don't know why, it just does.

Most of our libraries are generously supplied with clocks, on the walls, desktops, and computer screens. These are good and useful things. You know when to start your desk or virtual reference shift, or go to lunch, or to a meeting. When you let deeply concentrating patrons know (however your library does that) that the library is closing, those patrons invariably check the time before doing anything else (I can't help wondering WHY. Surely they have not all been April Fooled by a library staffer trying to move them out a half hour early?).

And although I understand that the whole purpose of a clock is to move at a very even rate through every hour, I can't explain why some days when I looked at a clock it had only moved one minute, if a very unhappy patron was exercising her First Amendment right to tell me off about something, but an hour flew by when I had the luxury of working with a motivated patron on a reference quest I found interesting and challenging.

"The concept of time has been on my mind lately, because the universe has tossed it at me in many ways."

[continued on page 24]



But that's just clock time. Libraries also have expanding and contracting calendar time, I realized early in my career. When I worked in circulation, between changing those little metal date things every morning and then running untold numbers of date due cards through the Gaylord machine, three weeks hence suddenly seemed to be coming at me far too quickly, particularly when I needed every second of those suddenly fleeting three weeks to finish a paper, or to get my daughters organized to go back to school. Programming plans and newsletter deadlines mean we're often deeply immersed in things that won't happen for six months. Even this column — I will e-mail it to ILA on August 20. You may read it online in just a couple of weeks, or it could take months for a print copy to get routed to you!

Somewhere I read an explanation of why time passes more quickly for adults than for kids, as I know from experience that it does — remember how much longer summer vacation used to be? Someone figured out that if you are, for example, five years old, one year is 20 percent of your life. That's a LOT. But then you get to be 50, and one year is 2 percent of your life, and that's just a blip.

But that doesn't explain why time at the checkout desk drags when patrons are few and far between, but you still have to stand there looking all welcoming and helpful, and why after story time when — literally — everyone and their mothers have stacks of books they need to check out RIGHT NOW, suddenly it's twenty minutes later and you barely inhaled once.

Even when I worked my way up to a job where I was able to sit down occasionally, sometimes even away from a public desk, time got so squeezey so often that for one birthday, my daughters gave me a plate, silverware, and even a placemat to use all those days when my choices were eating at my desk or skipping lunch altogether.

Time in retrospect is most amazing to me. I acquired my MLS one course at a time, and at some point I stopped calculating when the end would be. It just seemed that I would be in library school forever, and, just as earlier in my life I gave up hoping to be taller, I gave up hoping to have, say, free time. Looking back, it was a very finite five years (and for those reading this who may have considered getting an MLS but find such a long-term project daunting, I offer a perspective Elaine Burke, one of my best mentors, offered me: In five years, you're going to be five years older no matter what you do. Do you want to be five years older with an MLS or without one?), and zipped by.

When I began working at Indian Trails, my younger daughter was three years old. My plan was to work at the library until she was in school full days, and then go back to teaching. She completed her Ph.D. two years ago. Where did all THAT time go?

Last spring, I looked around and was amazed that more than thirty years at Indian Trails had flown by like I was on a rocket. I thought about what I had accomplished, and what else I want to accomplish. And I retired June 30. If this surprises you because you have seen me recently at the ILA Orientation Session in East Peoria, or at the recent Reaching Forward planning meeting, or know I'm chairing a Public Library Association committee, and fulfilling my commitment to serve on ALA Council, here's the thing: I have retired from *A* library, but not from the profession. I am one lucky woman to be able to do this, and I'm really enjoying spending time with library people, doing things helpful to library people. I'm excited about opportunities to repay the universe for all the support and guidance I've been given in my career—it's just time!

Where in time are you? And are you free for lunch? I find I have some time for that now! E-mail me at Sallyinlibraryland@yahoo.com. **ILA**

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Future of Illinois Library Cooperation (FILC) Draft Plan

After nearly a year of work by dozens of ILA members, this blueprint for addressing the changing environment for regional and statewide cooperation was reviewed and adopted by the ILA Executive Committee on behalf of the full board on August 27, 2010. The plan, developed with input from more than seventy representatives of the Illinois library community who attended a summit meeting in the fall of 2009, has also been presented to the Illinois State Library, the Illinois State Library Advisory Committee, and related library organizations. The draft, as outlined below, is being presented to the ILA membership at the 2010 ILA Annual Conference.

PRIORITY 1: DELIVERY

Rationale for priority: By far the most economical way to ensure a wider range of resources for library patrons is by physically moving books from one community to another; even if the future leads to greater use of electronic resources, current library usage is heavily concentrated in physical materials. Service requires statewide coordination to maximize both distribution and economies of scale; most widely-used of library services.

Current Service/Structure

Provided through Illinois Library Delivery System (ILDS), serving the ten systems, and Consortium of Academic and Research Libraries in Illinois (CARLI)

Short-term (FY11-12) Goal

Adapt and maintain core services with reallocation of current funding sources as available; possibility of augmenting with addition of federal funds; member contributions; consider frequency changes

Longer-term Goal

Create single statewide delivery system, probably utilizing existing network as basis for hub-spoke model; determine best operating structure to provide or outsource

Recommendations

- Identify structure (state library, new system structure, other) to coordinate
 - Conduct cost-benefit analysis of options (internal, outsourced, cost-sharing, fee-based, etc.) to be developed at the state level
 - Develop statewide RFP (Request for Proposal) to explore provider/service options; allocate resources to fund RFP; designate agency to manage responses
-

PRIORITY 2: SHARED CATALOGS

Rationale for priority: Necessary to share resources and provide increased access for library patrons; requires statewide coordination to minimize duplication and maximize technological innovation.

Current Service/Structure

LLSAPs (Local Library System Automation Program — automated library catalogs) are currently “shared” through the Statewide Illinois Library Catalog (uses OCLC interface)

Short-term (FY11-12) Goal

Do not merge individual catalogs, but continue to maintain access to the interface (through interoperability); may require technology consortia; maintain I-Share

Longer-term Goal

Identify options/alternatives to current OCLC interface; goal would be a shared catalog, utilizing new interoperability products

Recommendations

- Reevaluate OCLC contract (\$5 million annually for unlimited cataloging and interlibrary loan services statewide)
 - Identify structure to investigate options to provide shared catalog
 - Develop statewide RFP to explore provider/service options; allocate resources to fund RFP; designate agency to manage responses
-

PRIORITY 3: GROUP PURCHASING

Rationale for priority: Especially important for costly resources such as electronic databases; cooperation in this area leads to both significant cost-savings and more uniformity in access to residents statewide.

Current Service/Structure

- State library purchases licenses to OCLC databases (First Search) \$1.3 million
- Systems, other consortia (CARLI, Network of Illinois Learning Resources in Community Colleges [NILRC], Innovation Experts, Missouri Library Network Corporation [MLNC], etc.) license various databases for their members

Short-term (FY11-12) Goal

- Identify and consolidate licensing of a core of databases for all libraries through state library
- Provide options for à la carte purchasing through statewide or multistate consortia (Midwest Collaborative for Library Services [MCLS], MLNC, LYRASIS)

Longer-term Goal

Coordinated, affordable, customizable options that include a common core, recognizable to patrons

Recommendations

- Determine current cost structure, renegotiate if possible
 - Investigate consortial options; identify structure to coordinate
 - Develop statewide RFP to explore provider/service options; allocate resources to fund RFP; designate agency to manage responses
-

PRIORITY 4: LIBRARY AND PROFESSIONAL DEVELOPMENT

Rational for priority: In order to effectively serve their patrons, libraries need to be able to network and draw on resources from their colleagues, receive one-on-one training and consultation, and access continuing education opportunities. These have been traditionally provided through a combination of state library and system activities, augmented by professional and voluntary associations, library schools, and other informal structures.

Current Service/Structure

- Both system and state library staff and programs in this area are being reduced or eliminated
- Various ad-hoc offerings through professional associations (ILA, Illinois School Library Media Association [ISLMA], Library Administrators Conference of Northern Illinois [LACONI], American Library Association [ALA], etc.)
- Online offerings, both free and paid
- Some professional development through the ALA-accredited master in library and information science programs (University of Illinois at Urbana-Champaign and Dominican University)

Short-term (FY11-12) Goal

Establish administrative structure to serve as a clearinghouse for existing opportunities

Longer-term Goal

Develop comprehensive continuing education (CE) plan to meet varied needs around the state

Recommendations

Consider limited funding for an intermediate structure to coordinate and publicize CE opportunities

PRIORITY 5: ADVOCACY AND MARKETING

Rationale for priority: A collective voice is far more effective than individual ones in preserving and promoting the value of libraries; the majority of public library expenses are paid from local tax revenue, leveraging the contribution of the state; school, special, and academic libraries likewise receive non-state funding while enriching resources available to all Illinois residents.

Current Service/Structure

Since the use of taxpayer funds (federal, state, or local) for advocacy is restricted, advocacy efforts are primarily coordinated by the Illinois Library Association with participation from other statewide groups and organizations

Short-term (FY11-12) Goal

- Expand communications and education to the Illinois library community and the general public
- Assist with any regulatory or statutory changes to modify/codify the reorganized Illinois library system structure

Longer-term Goal

Develop and implement recommendations from ILA's advocacy consultant for more effective communication with elected officials

Recommendations

Continue coordination with supporters, volunteers, professional membership groups



The New Reality





Mission Statement

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. This access is essential for an open democratic society, an informed electorate, and the advancement of knowledge for all people. Its primary goals are:

Advocating for the Public Interest

- ▶ develop and promote strong public policy related to libraries, literacy, and lifelong learning;
- ▶ defend intellectual freedom and access to information; and
- ▶ increase public awareness of the value of libraries to society.

Promoting Excellence and Innovation

- ▶ provide outstanding programs of continuing education and leadership development;
- ▶ support the recruitment, retention, and professional development of a culturally and racially diverse workforce for libraries;
- ▶ produce high quality publications and communications; and
- ▶ celebrate the achievement of excellence and innovation on behalf of the membership.

Managing the Present to Prepare for the Future

In order to achieve these goals, ILA will use its resources wisely and maintain a flexible structure that promotes the diverse interests and broad participation of members.



Vision Statement

The Illinois Library Association is indispensable in leading efforts in library advocacy and collaboration, and serving as a springboard to innovation and excellence in library services.



Dear ILA Members and Friends,

If I were to choose two words to capture the spirit of my presidential year, they would be “entrepreneurial” and “cooperative.” At first glance, they may sound contradictory, but I’d argue that they are both essential ingredients in dealing with the new reality of uncertainty in funding sources and the need to respond positively and creatively. In 2009 and 2010, I’ve watched Illinois’s librarians reinvent themselves as they faced a loss of system support at the same time their local governments were dealing with budget shortfalls and patrons were clamoring for increased services.

The remarkable thing is that in the midst of all this, libraries are thriving. Our shelves and our coffers may not be as full as we’d like, but our parking lots, meeting rooms, lists of reserved materials, and checkout lines are all overflowing. We’re open for business! We’ve all become entrepreneurs, organizing our resources and exploiting opportunities. We’re working with new partners, we’re blowing our horn, and we’re sharing our best ideas with each other.

And I’m proud to say, the Illinois Library Association (ILA) — our association — has been doing the same thing. Not only has ILA taken the lead in trying to help plan a future for statewide cooperation in the face of massive system restructuring, it has also increased its own membership and its own resources in a year when most state associations headed in the opposite direction.

How did we do it? A combination of those two words again — by being entrepreneurial and cooperative. The association has always had an entrepreneurial streak, enhancing our revenues with publishing projects, partnership ventures, and investing in our future. This year’s successful marketing of our iREAD materials to the U.S. Department of Defense resulted in nearly doubling association revenues. This success story put some strain on our operating systems, but we’re meeting the needs of our new clients while continuing to serve our members, fulfilling our mission, and helping secure our future.

We decided to share our resources by offering complimentary memberships to students in MLS degree programs at Illinois’s two ALA-accredited master in library and information science programs, a modest investment in the future leaders in our profession. We were able to add some consulting and contracted services. Much of our additional revenue is being held in reserve for future needs.

On the other side of the equation, ILA has been working with all the players in the state on the future of library cooperation. It appears as though the regional system landscape we’ve known for almost forty-five years is about to change dramatically. More than seventy members of the profession, ranging from leaders at all levels to the rank-and-file, came together at the Summit on the Future of Illinois Library Cooperation in November 2009. Through the work of the task forces that came out of the summit, we are moving forward with a plan that has stakeholder support and can help identify our priorities as statewide resources become available.

From the 2009 ILA Annual Conference theme, “Transformation: See Tomorrow Today,” through the many events of the year, the association and its members worked together to find new skills and new attitudes to adapt to this new reality. We met advocacy and legislative challenges head-on, providing information and support on home rule questions, the pros and cons of library districts, freedom of information, and a host of other issues. We focused on marketing strategies to bring in new users and find new partners and marked a single day in February as Snapshot Day to focus attention on what we all do every day, all year long.

Being president of the association has offered me the chance to share the knowledge and ideas I’ve collected over the course of my career, and to acquire new knowledge and ideas through working with all of you. I’m ready to get back to being an entrepreneur on behalf of the customers of my own library in Elgin, Illinois, but I’ll always be grateful for this year spent working on behalf of Illinois’s residents and their champions — Illinois’s librarians.



Carole Medal

ILA President, 2009-2010

Advocating for the Public Interest: 2009–2010

Different times calls for different strategies. With state officials focused on record-setting deficits, the annual Illinois Advocacy Day typically held in Springfield in April gave way to a statewide campaign in February. If there was a position the association tried to maintain throughout, it was one of cooperation and calm, keeping an eye on our key positions on public policy issues and maintaining lines of communication with legislators and local officials.

Snapshot! One Day in the Life of Illinois Libraries

On Wednesday, February 10, 2010, libraries across the state of Illinois participated in this one-day celebration of “all things library.” Coordinated and supported by ILA, the idea was to make a concentrated, statewide splash in the eyes of our patrons, public officials, and the media. More than 300 participating libraries reported approximately 200,000 visitors and nearly 300,000 items being checked out, a very impressive “snapshot” of what goes on every day at Illinois libraries.

All types of libraries participated, collecting a day’s worth of comments, quotes, statistics, and images of a day in the life of their library. The result is a great advocacy document for each individual library, as well as a collective snapshot to use in talking to library boards and supporters, local and state officials, and others in showing how much happens in just a single day.



Resources and Support

Most local issues need to be solved at the local level, but sharing our knowledge and resources can help. During the course of the past year, ILA and its various committees and consultants prepared briefs, letters of support, and provided information for local levy disagreements, provisions of the state’s new open meetings law, pension reform, and many other statewide issues with significant local impact. The association’s communications network kept members informed about what their neighbors were facing, especially as a wave of city governments in the northern tier of the state moved in on library budgets.

State Legislative Scorecard

There was no good financial news out of Springfield this year. The only consolation might be that libraries fared as well as anyone else. A budget deal in the spring session reduced the state’s \$13 billion deficit to approximately \$10 billion, mostly through juggling future revenue against cuts and transfers. The remaining \$10 billion shortfall means approximately \$6 billion in payments — including those to schools, libraries, and other typically “core” services — are being postponed for payment in FY2012, while the state’s mandatory \$3.7 billion pension payment remains unfunded.

By tracking more than one hundred bills and resolutions on a variety of issues of importance to the library community, ILA succeeded in blocking all bills opposed. Several bills supported by the association failed to make it successfully through the legislative process, but may be reintroduced in the future.

Bills Opposed and Defeated

- ▶ **House Bill 1312** would have created the Social Networking Web Site Access Restriction Act. Compliance with this legislation would have been impossible for social networking sites and would have resulted in blocking access.
- ▶ **House Bill 4808** would have amended the Property Tax Code to provide that if property were annexed or disconnected from any taxing district at any time during the taxable year, the taxpayer would be entitled to a refund. This legislation would have decreased revenue to taxing bodies including public libraries.
- ▶ **House Bill 5116** would have amended the Property Tax Code to require county assessors to determine if housing values declined by 10 percent or more in any twelve-month period. If the assessor made such a determination, this legislation would have resulted in large and unfair reductions in assessments and a subsequent decline in revenues to local taxing bodies including libraries.
- ▶ **House Bill 5320** would have amended the Harassing and Obscene Communications Act to include additional factors that constitute violations of the Act by harassment through electronic communications. The legislation would have potentially criminalized some protected First Amendment speech.
- ▶ **House Bill 6104** would have amended the Criminal Code of 1961 to make it a petty offense punishable by a \$500 fine for a sex offender to knowingly be present in any public library unless the offender has permission from the head librarian on duty the day the offender planned to be present. ILA opposed this legislation because it would have required library professionals to in essence act as probation officers for sex offenders and specifically monitor those individuals. ILA supports the power of individual libraries to set policies for who may use facilities and opposes making libraries responsible for monitoring offenders.

Bills Supported, Not Passed

- ▶ **House Bill 5289** would have provided for a Public Library Support Fund equal to \$20 multiplied by the number of residents of each public library district in the state in which at least 30 percent of the residents report a household income at or below the federal poverty level. This modest program would have provided some additional funds to the most economically disadvantaged areas in the state.
- ▶ **House Bill 5345, House Bill 5779 and Senate Bill 3195** would have amended the Property Tax Extension Limitation Law (tax caps) to provide that the extension limitation may not be less than a certain percentage thus ensuring that assessments would be allowed to rise at a fair rate.
- ▶ **House Bill 6196** would have amended the Illinois Local Library Act to require the corporate authorities of an incorporated town, village, or township to levy taxes sufficient to pay the costs incurred by the library for payments under the Illinois Pension Code. The monies collected for those purposes must be transferred to the library within thirty days after receipt by the corporate authorities. This legislation was withdrawn at the request of the library who originally proposed the legislation.
- ▶ **Senate Bill 2575** would have amended the Property Tax Extension Limitation Law (tax caps) to exempt from the definition of "aggregate extension," all contributions to a pension fund. The legislation would have removed local government pension costs from the tax cap limitation.
- ▶ **House Joint Resolution Constitutional Amendment 52 and Senate Joint Resolution Constitutional Amendment 94** proposed an amendment to the Local Government Article of the Illinois Constitution. It would have required the State to reimburse units of local government for increased expenses resulting from activities mandated by the general assembly or state executive action. Mandates requested by a local government or predating the effective date would be excluded. Unfunded mandates would be unenforceable unless passed by three-fifths of the members elected to each house of the general assembly and specifically characterized as non-reimbursable.

Promoting Professional Excellence: 2009–2010

Maintaining the highest level of service for our patrons, especially in the face of declining financial resources, means we have to work smarter. Professional development and continuing education are tools we can't afford to lose.

2009 Annual Conference

This year's conference focused on taking charge of our own destinies, transforming ourselves and our institutions before we become transformed by them.

"Transformation: See Tomorrow Today," the conference theme, presented thoughtful and topical speakers, programs, and exhibits to help develop strategies to make libraries relevant now and in the future.

Conference highlights included:

- ▶ Omar Wasow — described by the *The New York Times* as "Silicon Valley's philosopher-prince" — addressed the Opening General Session with a keynote speech that set the tone. Wasow's pioneering work on social and Internet media sites, such as BlackPlanet.com, and his commentary on NBC have earned him a national reputation in the world of new media.
- ▶ Transformation continued to be the theme of a Speakers' Series, featuring Al Gini, professor of philosophy at Loyola University Chicago, and Tom Galante, director of the Queens Borough (N.Y.) Public Library System. From Abraham Lincoln's bicentennial year, the backdrop for Gini's contemplation of "Lincoln's Ten Critical Tasks of Transformational Leadership," to how Galante and his staff are serving Queens' remarkably diverse population by transforming library culture, conference attendees soaked up new ideas and inspiration.
- ▶ 2009 iREAD author/illustrator Jill Thompson spoke at the Youth Services Breakfast, an entire day was designed specifically for library trustees, and the Illinois Authors' Luncheon featured Vicki Myron, former director of Spencer Public Library (Iowa) and author of *Dewey: The Small-Town Library Cat Who Touched the World*.

During the course of the conference, members and guests attended more than seventy sessions addressing a wide variety of topics. Attendance of 997 included 187 exhibitor representatives, and a special thanks to the many sponsors and donors who made the conference possible, along with the members and visitors from around the world who made it memorable.

Professional Development and Continuing Education

Maintaining a year-round calendar of educational opportunities remains a priority of the association. Just a few examples from 2009-2010 include:

- ▶ The Illinois Library Trustee Forum sponsored their annual Spring Workshop at the Hickory Ridge Marriott Conference Hotel in Lisle in February.
- ▶ In March, the Illinois Association of College and Research Libraries held their conference "Thriving While Surviving: The Complete 21st Century Librarian" in Springfield. Beverly Lynch, UCLA Graduate School of Education and Information Studies, and R. David Lankes, Syracuse University, presented the keynote address. More than twenty peer-reviewed sessions, preconferences, and vendor exhibits rounded out the program.
- ▶ The Youth Services Forum sponsored a May workshop in Edwardsville on the topic of "Programming Ideas for Shoestring Budgets."
- ▶ On Friday, April 30, 2009, the twentieth annual Reaching Forward Conference of Library Assistants drew more than 1,000 attendees to the Rosemont Donald E. Stephens Convention Center. Keynote speaker Mikki Williams presented "The Whole Life Trilogy," addressing the complexities, challenges, and joys of life, and the rewards offered through a life lived in harmony with one's values.

Publications

The association's electronic newsletter, *ILA E-news*, marked its second year of publication with timely issues on legislative and newsworthy topics. This vehicle has allowed us to communicate more effectively and efficiently with members, keeping them up to date with concise information in a predictable and attractive format.

Our newly redesigned Web site was launched in March 2010, giving us much greater flexibility to update and adapt content. The lengthy process of migrating to the new technologies used to maintain the site have already paid off in increased functionality, higher visitor counts, greater customer satisfaction, and much improved visual appeal.

The evolution of the *ILA Reporter* into a bimonthly magazine with content that provides ideas, inspiration, and innovation for its readers continued as well. The series of lead articles that began in February 2010 on the theme of *Bringing the Outside In... and the Inside Out* explored how librarians integrate societal changes in technology, communication, community, and the economy with how, when, where, and to whom they offer services.

In keeping with our streamlined publication plan, three special inserts were bundled with *ILA Reporter* issues to facilitate distribution, including: *Books Challenged or Banned, 2008–2009* (August 2009); *2008–2009 ILA Annual Report: Transforming Challenges into Opportunities* (October 2009); *2010 ILA Annual Conference Preliminary Program* (June 2010).



Preparing for the Future: 2009–2010

This year, more than ever, ILA continued to diversify its funding streams. The result is our strongest performance ever, in one of the most challenging and difficult economic environments.

A combination of factors contributed to our success this year. The largest in terms of revenue was a significant increase in product sales for our iREAD summer reading initiative. This was aided by an order from the U.S. Department of Defense who implemented the iREAD summer reading program on military bases worldwide. But we never would have been in a position to reap these benefits without a sustained and disciplined effort to plan for and take control of our own future. The artist and theme selected for iREAD in 2011 is David Catrow for "A Midsummer Knight's Read."

In addition to earned income, voluntary contributions also increased with several additions to the ILA Library Luminaries Fund. Begun in 2008, there are now thirteen luminaries, each bringing a minimum of \$1,000 to the ILA Endowment – Peggy Sullivan, Judith F. Krug, Patricia Scarry, Michael Madden, Sarah Ann Long, Bridget Lamont, Mary Booth, Sharon Ball, Barry Levine, Robert McClarren, Burton Joseph, Elmer C. "Mike" Alft, Jr., and Robert Wedgeworth.

Two grant-supported projects not only brought revenue into the association, but are being used for initiatives with future impact. The Future of Illinois Library Cooperation (FILC) initiative received support from the Illinois State Library using funds provided by the Institute of Museum and Library Services (IMLS) under the federal Library Services and Technology Act (LSTA), and a grant from the Illinois Department of Commerce and Economic Opportunity (DCEO) was awarded in response to a proposal from the ILA Marketing Committee to support Go Green, a training and public outreach project for libraries that will continue in 2010–2011.

On the membership front, one of the year's innovations was a partnership with Illinois's two ALA-accredited master in library and information science programs, University of Illinois at Urbana-Champaign and Dominican University. Through discussions with deans of both schools, students enrolled in MLS-degree programs were invited to accept a one-year complimentary membership in ILA.

All told, despite the economic downturn and devastating state funding cuts, the association ended FY 2009–2010 with a \$372,938 surplus. This is the strongest performance in the history of the association. ILA's auditors, Weiss, Sugar, Dvorak & Dusek, Ltd., said, "The current fiscal year results provide great near-term security to the association, and we commend the officers and staff for both their foresight and oversight. In addition to allowing the association to offer greater services to its members, it also provides for a combination of growth and stability in order to be able to take advantage of opportunities in the future. While we applaud your success, we also advise continued fiscal responsibility to conserve assets, preserve liquidity, and manage cash flow in the future."



ILA Fiscal Report Year Ended June 30, 2010

Revenue

General Operations	\$ 34,140
Membership	\$ 316,689
Conference	\$ 249,288
Publications	\$ 1,600,440
Public Policy	\$ 4,000
Awards	\$ 1,501
Endowment	\$ 23,303
Workshops/Projects	\$ 45,995
Reaching Forward	\$ 114,630
Total Revenue	\$2,389,986

Expenses

(before allocation of staff salaries, taxes, and benefits to functional areas)

General Operations	\$ 453,676
Membership/Directory/Reporter	\$ 99,379
Conference	\$ 179,766
Board/Committee	\$ 6,858
Publications	\$ 1,057,987
Public Policy	\$ 64,661
Awards	\$ 6,002
Workshops/Projects	\$ 60,944
Professional Development	\$ 1,604
Forums	\$ 9,492
Reaching Forward	\$ 111,151
Total Expenses	\$2,051,520

Net Income before Gain on Long-Term Investments	\$ 338,466
Gain on Long-term Investments	\$ 34,472
Net Income	\$ 372,938
Net Assets at end of FY 2009	\$ 386,316
Net Assets at end of FY 2010	\$ 759,254

Net Assets Comprise:

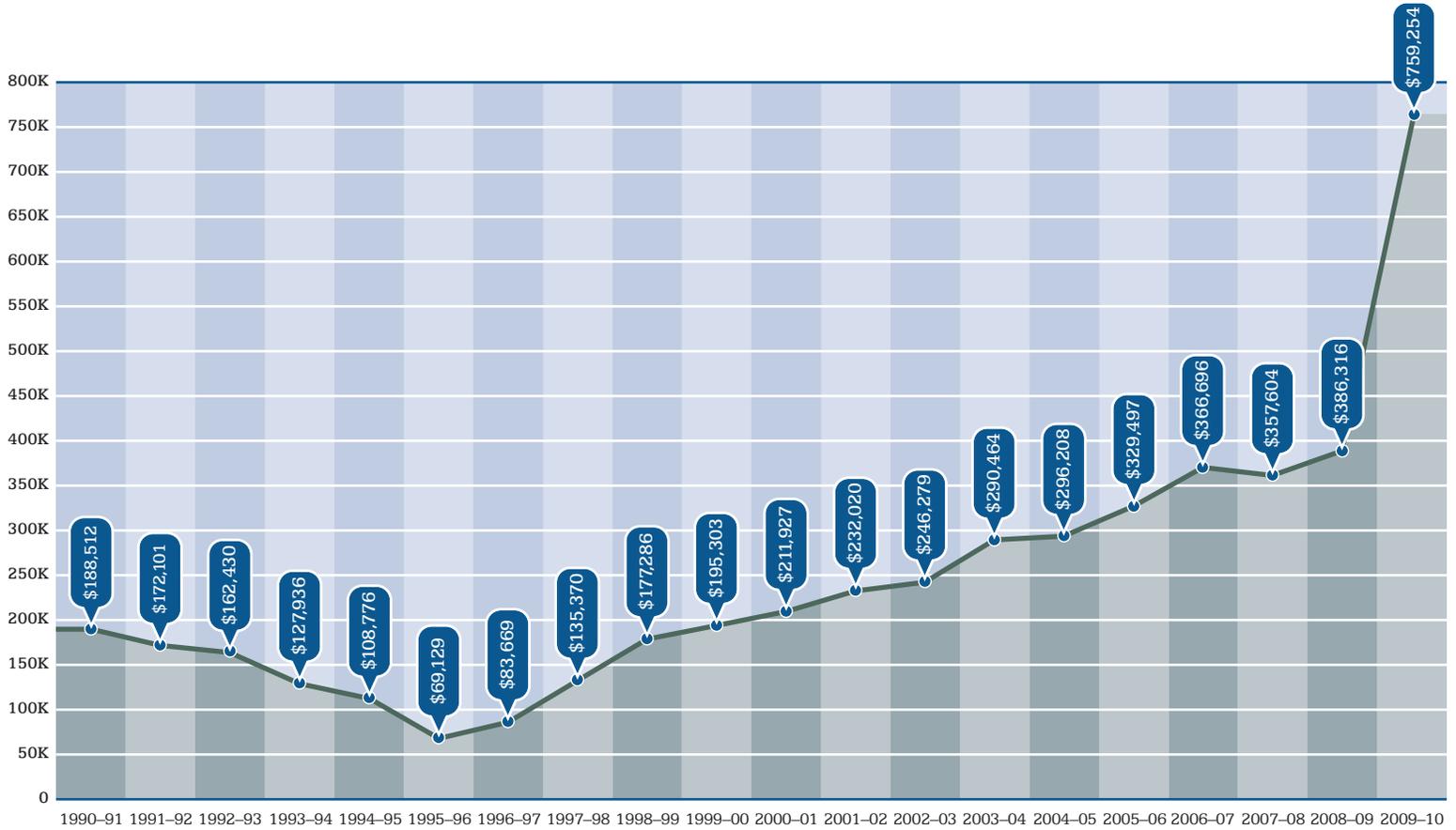
Unrestricted Net Assets	\$ 676,096
Temporarily Restricted Assets	\$ 20,813

- Atkinson Memorial Award (\$3,526)
- Student Librarian Scholarship (\$979)
- deLafayette Reid Fund for Continuing Education (\$4,283)
- Robert R. McClarren Award Fund for Legislative Development (\$699)
- Sylvia Murphy Williams Fund (\$4,321)
- Legal Defense Fund (\$555)
- Preiser Award (\$1,703)
- Illinois Library Day (\$4,747)

Permanently Restricted Assets	\$ 62,345
Total Net Assets at end of FY 2009	\$ 759,254



Historical Overview of Net Assets



Cumulative Surplus

After fourteen years of expanding services, reduced staffing, and aggressive cost controls, the association has ended the last fourteen fiscal years with surpluses totalling \$690,125.

2009-2010	\$372,938
2008-2009	\$ 28,712
2007-2008	\$ -9,092
2006-2007	\$ 37,199
2005-2006	\$ 33,289
2004-2005	\$ 5,744
2003-2004	\$ 44,185
2002-2003	\$ 14,259
2001-2002	\$ 20,093
2000-2001	\$ 16,624
1999-2000	\$ 18,017
1998-1999	\$ 41,916
1997-1998	\$ 51,701
1996-1997	\$ 14,540
Total	\$690,125



Membership

The Illinois Library Association represents all types of libraries — public, school, academic, and special libraries serving government, commerce, the armed services, hospitals, prisons, and other institutions. Its almost 3,600 members are primarily librarians and library staff, but also trustees, publishers, and other supporters.

Administration and Governance

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

Forums

- Government Documents Forum
- Illinois Association of College & Research Libraries Forum
- Librarians for Social Responsibility Forum
- Library Trustee Forum
- Public Library Forum
- Reaching Forward: Forum for Library Support Staff
- Reference Services Forum
- Resources & Technical Services Forum
- Young Adult Services Forum
- Youth Services Forum

Standing Committees

- Advocacy Committee
- Awards Committee
- Best Practices Committee
- Conference Program Committee
- Cultural and Racial Diversity Committee
- Finance Committee
- Fundraising Committee
- Intellectual Freedom Committee
- ILA Reporter Advisory Committee
- iREAD Committee
- Marketing Committee
- Membership Committee
- Nominating Committee
- Public Policy Committee

2009/2010 Executive Board

President

Carole Medal, Gail Borden Public Library District

Vice President/President-Elect

Gail Bush, National-Louis University

Immediate Past President

Donna Dziedzic, Naperville Public Library

Treasurer

Theodore C. Schwitzner, Illinois State University

Directors

Betsy Adamowski, Itasca Community Library

Terry Cottrell, University of St. Francis Library

Halle Cox, Kane County Law Library

Carole Dickerson, Freeport Public Library

David Hamilton, CARLI: Consortium of Academic and Research Libraries in Illinois

Dianne Happ, Peoria Public Library

Robyn Hendricks, Decatur Public Library

Sheree Kozel-La Ha, Homer Township Public Library District

Phyllis C. Self, Western Illinois University

Diana Brawley Sussman, Southern Illinois Talking Book Center

Rebecca Teasdale, Schaumburg Township District Library

ALA Councilor

Donald L. Roalkvam, Indian Trails Public Library District

Ex Officio

Robert P. Doyle, Illinois Library Association

Anne B. Craig, Illinois State Library





Out Out Damn Box

Our world has changed.

Information is more complex.

Library workers need to keep ahead of the rapid pace of change.

Library workers have to stay current in the face of continuous change.

We have to think out of the box.

So what's new?

We worry about how we are going to respond to these issues, but are they really new issues? We try to figure out how to acquire the skills to respond but what we really need is courage and confidence.

Our values and ends remain the same — access: promoting literacy, promoting reading, and getting information to the people. But our strategies and our relationship to our patrons have changed. Before Copernicus and then Galileo, most people believed that the sun revolved around the earth but he discovered that the earth revolves around the sun. When libraries were the keepers of the information, patrons needed to come to us to access library resources, but we are now partners in every way. We have to give up the idea that the world revolves around us. We need to change from a library-centric to a community-centric model.

In response to the new difficult economy, libraries are either doing less of the same, slowing down, or reinventing themselves. By reinventing themselves, libraries are becoming part of the community they serve, truly partnering with individuals and organizations. We need to be engaged in a new kind of thinking and we need the courage to think that way.

We must have the courage to move in front of the desk — eliminate mental boxes and physical barriers. As Tracie Hall asks, “May I please blow up this reference desk?”

(<http://www.alatechsource.org/blog/2010/04/blow-up-the-reference-desk.html>.)

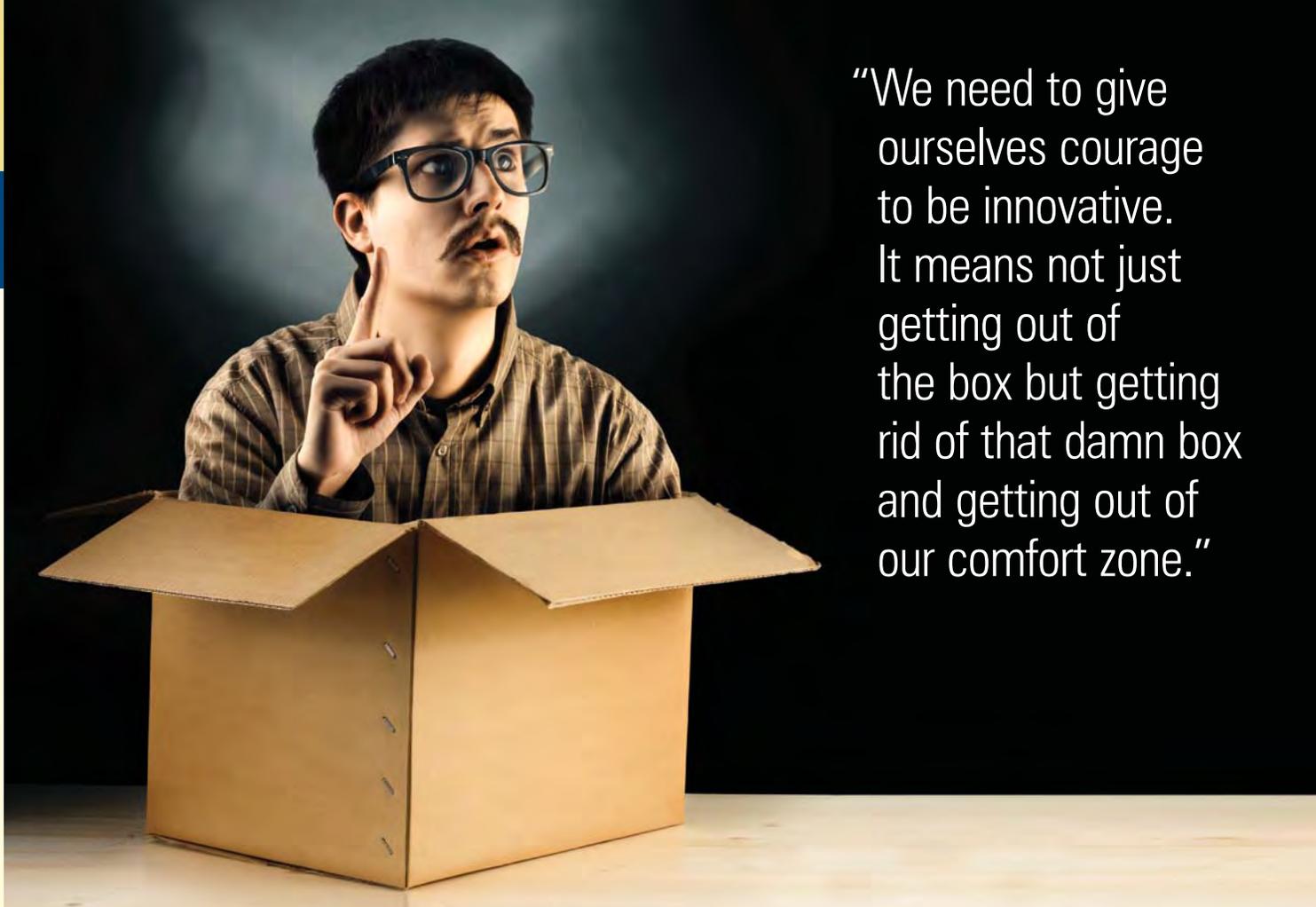
It is time to stop seeing ourselves as the keepers and conduits of information, stop seeing outreach as “doing something” for individuals and organizations. How about being part of the whole?

We need to have confidence and courage.

Confidence is: self-assurance — poise — aplomb — sang-froid — composure.

Because of some of the real or perceived traits of library workers we are often categorized as introverts. Librarianship has traditionally been a “women’s profession” which came with lower status and lower pay. Often we think of ourselves as not quite professional. We need to help each other believe in the value of what we do: we truly know something and have powerful skills. This should make us confident and if you are confident no one can take that away from you, you just know it.

Can you teach confidence? I believe that we can. We need to support our staff and each other and recognize our value. We need to gain incremental successes, help each other understand the things about which we are confident, help each other experience confidence.



“We need to give ourselves courage to be innovative. It means not just getting out of the box but getting rid of that damn box and getting out of our comfort zone.”

Courage is: nerve — audacity — guts — balls — bravery.

We need to give ourselves courage to be innovative. It means not just getting out of the box but getting rid of that damn box and getting out of our comfort zone.

The more you understand yourself and accept your value, the more you will be able to take risks and create essential change. Can you teach courage? I believe that you can. We can develop skills at having difficult conversations and negotiating. Teaching conflict resolution should be part of any core curriculum. Staff need to be supported and rewarded for having the courage to take risks.

Innovation can be about big things, such as the smart card, self-checkout, or artificial intelligence. But, innovations do not have to be bold, totally revolutionary, and radical — they can be small improvements to something or an innovation to the process we have been using. It can give people the chance to take a risk to personally invest in something. It is about looking at something and changing what you see and getting other people to see that new and shared perspective. Look at something and try to see it with a new twist.

We need to learn how we operate from the customer’s point of view. When I was a visiting instructor at Dominican University, I taught the introduction to library services course. Of course we covered policies and their importance, but then we analyzed those policies with an eye toward discovering if they might get in the way of serving the patron — creating an obstacle for our patrons to use the library effectively. We need to do that for all aspects of the way we run our organizations.

We must remember that the things that made us successful in the past will almost assuredly not make us successful in the future. Seventy percent of things we learned don’t matter. Knowledge is not a linear acquisition. We need to learn A and B and then leap to J and hope there is some continuity or pattern to learning Z.

What is most important is the ongoing conversation. We have to make sure that our organizations are focused on providing the services our mission dictates. As professionals, it is our duty to deal with conflict, give honest feedback, and do the most we can to make sure we have the right people in the right positions.

We are not in our jobs to maintain the comfort level of the staff or a board or administration that does not want change. Hire and work with those who are willing to be courageous and confident and help them get there. Become organizations that are user-centric.

ILA



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Nominees Sought

The ILA 2011 Nominating Committee is soliciting nominees to run on the 2011 spring ballot for the ILA Executive Board, including the office of ILA Vice President/President-elect.

The Nominating Committee will select two candidates to run for each of the four Director-at-Large seats, and the Vice President/President-elect.

The President-elect will serve a three-year term as: President-elect in 2011–2012, President in 2012–2013, and Immediate Past President in 2013–2014. Director-at-Large seats are also three-year terms.

The Illinois Library Association Executive Board is the governing body of the association and is comprised of fifteen directors serving a three-year term. The board adopts and oversees implementation and evaluates all plans, policies, programs, and budget for the association. Together, board members constitute leadership of the association and assume responsibility for its success.

Members who wish to make nominations should submit the following information: nominee name; present position; institution; address; telephone; fax; and e-mail address. Self-nominations are encouraged. All potential nominees will be asked to complete a Potential Candidate Biographical Form that will be e-mailed to them.

Nominations may be sent to any member of the 2011 Nominating Committee or the chair: Carole A. Medal, Gail Borden Public Library District, 270 N. Grove Ave., Elgin, IL 60120-5505; phone: (847) 429-4699; fax: (847) 742-0485; e-mail: cmedal@gailborden.info.

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