

# REPORTER

ILLINOIS LIBRARY ASSOCIATION

SEPTEMBER 2022

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¡Encuentra tu voz!  
Find Your Voice!

2023 summer reading for ALL AGES at your library

# 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

Caldecott Medalist Michaela Goade's evocative artwork, adapted from *I Sang You Down from the Stars* by Tasha Spillett-Sumner (Little, Brown, 2021), is a beautiful exemplar of iREAD's 2023 theme, Find Your Voice! / ¡Encuentra tu voz! Our voices have power. We use our voices to share stories, express ourselves, and spark change. Our voices include not only the sounds we make, but the words we write, the art we create, the movements we perform, and the actions we take each day to impact our world. iREAD 2023: Find Your Voice! / ¡Encuentra tu voz! will provide a context for exploring books, history, social justice, and STEAM fields as well as develop library programs and services that empower patrons of all ages to make their voices heard.

Goade received the Caldecott Medal in 2021 for *We Are Water Protectors* by Carole Lindstrom (Roaring Brook, 2020). She is an enrolled member of the Tlingit and Haida Indian Tribes of Alaska, and lives in Sheet'ká (Sitka), Alaska. Her work focuses on "Indigenous KidLit," working with "Indigenous authors and tribal organizations in the creation of beautiful and much-needed books," according to her web site at [michaelagoade.com/about](http://michaelagoade.com/about).

Goade is one of four featured artists for iREAD 2023; she is joined by Angela Dominguez, the Pura Belpré Honor illustrator of *Mango, Abuela, and Me* by Meg Medina (Candlewick Press, 2017) and creator of the Stella Diaz series; Joshua Mangeshig Pawis-Steckley, an Ojibwe woodland artist from Barrie, Ontario and a member of Wasauksing, First Nation, and the illustrator of *Sharice's Big Voice: A Native Kid Becomes a Congresswoman* by Sharice Davids (HarperCollins, 2021); and graphic artist Hannah Templer, who is a queer cartoonist and the creator of the popular *Cosmknights* series and the illustrator of a comic series based on the Netflix show *GLOW*, a fictionalized account of the 1980s syndicated women's professional wrestling circuit *Gorgeous Ladies of Wrestling*.

iREAD 2023: Find Your Voice! / ¡Encuentra tu voz! will launch in November at [www.ireadprogram.org](http://www.ireadprogram.org).

Artwork ©2021 Michaela Goade for iREAD® Summer Reading. From *I Sang You Down from the Stars*, written by Tasha Spillett-Sumner, illustrated by Michaela Goade. Published by Little, Brown and Company, an imprint of Hachette Book Group, Inc.

The Illinois Library Association is collaboratively shaping a new future for libraries in Illinois, providing leadership, advocacy, partnership, and learning for the benefit of Illinois libraries. 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 five full-time staff members. It is governed by a sixteen-member executive board, made up of elected officers. The association employs the services of Blaida and Associates for legislative advocacy. ILA is a 501(c)(3) charitable and educational organization.

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# Native Language Programs Transcend Boundaries

Something happens when we gather to listen to a story, whether told through oral traditions as shared folklore or reading aloud written works by our favorite authors around a fire. This experience becomes a uniquely human tradition, collectively embedded in our growth and development. Arguably, this is one dimension of how and why patrons are drawn to libraries, the desire to form connections through shared narratives. Native language reading, literacy, and story time programs are exactly this, an opportunity to bridge culture and language through a shared learning experience.

Such programs value cultural literacy as well as childhood development, in conjunction with reading and language fluency. Research shows native language reading programs have helped early readers move from the emergent stage of literacy development to the beginning stage of reading. But more important, they provide an uplifting and critical space for learning for multilingual children and their parents.

Since 2008, Terri Murphy of the Prospect Heights Public Library District has headed the native language reading program Polish Storytime for young children and parents. The program was recognized by State Representative David Harris in 2015 and continues to draw in new families each September. Murphy shares that it's not just about literacy, but about acculturation: "Polish was my first language. I remember being a little Polish girl and at that time, the research and resources for Polish children living in the U.S. were few and far between. My parents were also recent immigrants living in Chicago. These things were not at our

fingertips. So when I see the opportunity for enrichment for kids in their native language now, I get excited. The parents crave it too. They want to retain the language and customs for their kids, but acknowledging that they are in a new space. It just excites me to be part of that learning." Murphy's program is distinctive in that it offers children ages 3–7 an opportunity to read and play with their parents or caregivers. A recurring and highly requested event is The Sleepover Program (but with no actual sleepover) where children and parents build a fort together with blankets, chairs, and flashlights. Families then sing a song and collectively participate in a story. Murphy says, "Who doesn't love a fort? Everyone gets into every aspect of the program; the shyness of participants is quickly dissipated. There are also crafts that we do together, a name game we do in Polish with stuffed animals—overall it's highly interactive."

Similarly, Korean Language Storytime at the Northbrook Public Library was established in 2018. The program works to help ground early readers while encouraging them to discover a sense of identity within a new context and community. Participants can connect with other non-native English speakers, many discovering for the first-time classmates and peers who speak Korean at home. Kelly Durov, assistant director at Northbrook Public Library, notes, "It provides a space for folks in the community who share in a language or culture to connect. Children have a chance to interact with peers who speak Korean; this is so important because it helps maintain their connections to language and culture within their community."





Successful reading and language fluency begins this way, through the development and implementation of acculturative practices in a safe and uplifting space. They encourage individual and emotional growth while creating a sense of agency within children and their parents. Native language reading programs essentially meet multilingual children and their parents where they are and help them move forward. “There’s a sense of identity and pride that we tap into. You’re in a different country now, but you can still learn and read here, and in your own way,” says Murphy.

Of course, such reading programs are not without barriers. Particularly for younger readers, finding new accessible texts that are age-appropriate, language-specific, and that fall within diverse genres can be challenging. Partnerships with external organizations and local school districts can be helpful. By reaching out to ELL (English Language Learner) teachers and school librarians, we can keep a finger on the latest and evolving literacy development needs of local young readers. Cultural organizations can also provide a venue for sharing and learning about community resources, new authors, and local events, and can even help conscript multilingual volunteers. “Volunteers and parents have opportunities to connect and communicate with their children by reading picture books together. Participants and volunteers alike feel happy and comforted by the existence of the Korean Storytime program in our public library. It’s an opportunity to serve and be active in the community,” according to Sujin Song, a Northbrook resident who has been involved in the Northbrook Public Library’s events.



Native language reading programs are layered in their approach to literacy. They facilitate opportunities for families to connect and support one another, and for multilingual children, they offer a chance to grow, learn, make mistakes, and adapt in a safe and encouraging environment. It also becomes an intentional prospect for libraries to shape and form meaningful relationships with multicultural, multilingual patrons. “Skokie Public Library is fortunate to be in a community where over 70 distinct languages are spoken. Bilingual Storytimes connect families who speak languages other than English, with monolingual English-speaking patrons interested in learning about the community’s culture and languages,” says Gudrun Priemer, a youth services librarian at the Skokie Public Library. “We are proud to offer these events that act both as mirrors and windows for so many community members.”



These are just a few examples of library programs across Illinois that holistically affirm the well-being of non-native English speakers and diverse young readers. When allocating the care, time, and resources involved in planning and facilitating native language reading programs, we can witness and experience the shift in boundaries of language and culture. For library staff and volunteers like Terri Murphy, Sujin Song, and Gudrun Priemer, stewarding the growth, progression, and acculturation of multilingual families has fulfilled them personally and professionally. They feel accomplished knowing they have made a difference in their young readers' lives. It all begins with the acknowledgment that a shared narrative, a story, becomes a vehicle for change.

If interested in starting a native language reading program, check out the recommendations and resources provided in the article "Launching native language literacy programs" published on Colorín Colorado, a bilingual site for educators and families of English language learners at [www.colorincolorado.org](http://www.colorincolorado.org).

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# Libraries Adapt, Reach Out, and Join Forces to Help Job Seekers Navigate the “New Normal”

Illinois’ libraries have long supported job seekers in their communities, from one-on-one job counseling to in-person events featuring presentations on interviewing techniques and resume building to networking. When the pandemic upended life as it was known in 2020, such programming—like all other aspects of library service—had to pivot to meet the demands of a new uncertain era. Often in doing so, libraries found strength in numbers and explored opportunities to expand collaboration.

According to the U.S. Bureau of Labor Statistics, unemployment in Illinois skyrocketed to 17.4% by April 2020, seeing over 1.1 million Illinoisans forced out of work. Unprecedented pressure was placed on the state’s unemployment system as Washington initiated emergency measures including Pandemic Unemployment Assistance and the C.A.R.E.S. Act. Meanwhile, public libraries across the state, along with most other public venues, were closed to the public since the issuance of Executive Order 10, signed by Gov. J.B. Pritzker on March 20, 2020. The need for career support was growing by the day.

Mike Buhmann, career librarian at Skokie Public Library, led the “Navigating Your Job Search” series until his retirement at the end of 2021. The series started before Covid as an outgrowth of Skokie’s career services, where volunteer counselors with backgrounds in human resources and academia would meet one-on-one with job seekers in the

library. Buhmann would meet periodically with the counselors to evaluate progress of these individual sessions and decided to work together to develop a comprehensive program for people looking for jobs and career advice. This started as a half-day event with networking breaks featuring different aspects of job searching, encompassing resumes, cover letters, and interviewing skills. Skokie opened the series to libraries in surrounding communities to boost attendance, eventually expanding it to Evanston, Glenview, Morton Grove, Niles-Maine Township, Lincolnwood, and Wilmette. “We decided to offer it to other libraries to boost attendance and get a bigger turnout, said Buhmann. “Who cares where (the job seekers) are coming from?”

When the first Covid-era lockdowns began, Skokie and its partner libraries discussed ways to go forward with the “Navigating Your Job Search” series and bring it online, deciding to break up what was a four-hour, in-person series held on one day into four one-hour virtual sessions on Zoom held over the course of four weeks. Special content was added to the program in order to adapt to the Covid-era job market, including virtual interviewing tips and finding stay-at-home jobs. The relaunch also added a renewed emphasis on life-work balance, and career path choices as opposed to concentrating solely on tips and tools. “So many people were laid off,” said Buhmann. “We were trying to give assistance and help them navigate unemployment however we could.”





The virtual re-launch of the “Navigating” series saw strong initial attendance, with up to 50 people per session, and the group decided to further expand the programming by broadcasting the presentations on Facebook Live and uploading recordings to YouTube. The virtual “Navigating” series would ultimately be repeated several times from 2020 through November 2021.

CareerCollab offers another cooperative approach allowing libraries to expand their career offerings via a website, [www.careercollab.org](http://www.careercollab.org), where they can promote each other’s events, resources, and program recordings to job seekers in Cook and Lake counties. CareerCollab originally was started by the Northbrook Public Library and the Vernon Area Public Library District as a way to reach a wider range of patrons when most programs went virtual in early 2020. “Rather than each library offering similar programs only to their patrons, we realized we could offer a broader range of programs and alternate hosting,” said Northbrook Public Library Business Librarian Bryan Brugger. “Working together to increase our offerings of virtual programs made too much sense not to happen. There is minimal extra effort on our part to host a program, and the patrons at all participating libraries get to benefit.”

When CareerCollab began, it focused on job search basics such as resume and cover letter writing, interview preparation, and using online resources such as LinkedIn, and has now expanded to in-person and on-demand workshops on topics including managing one’s online presence, pay equity, and working with recruiters. Visitors to the site can also send a message to a career librarian. The site also has a comprehensive list of employment resources from the State of Illinois, Cook and Lake Counties, regional non-profits, and other public service organizations. While the individual libraries in CareerCollab provide their patrons with job seeking assistance and online resources offering live resume review, the group focuses on dividing the burden of generating job search programming. “Initially (CareerCollab) was focused among libraries serving similar demographics,” said Brugger. “But (it) has expanded to a broader range of libraries, allowing people to choose to attend the events most relevant to their specific situation.” CareerCollab has now expanded to include five libraries in Chicago’s north suburbs, adding Indian Trails, Glenview, and Skokie to Northbrook and Vernon Area.

In central Illinois, “Get That Job!” at the Champaign Public Library connects job seekers in the central Illinois city of 89,000 with the wide array of employers in the surrounding area, encompassing higher education, technology, finance, manufacturing, retail, healthcare, and government. “Get That Job!” started before the pandemic, providing job seekers with one-on-one, customized consultation sessions, as well as in-person workshops, free professional headshots, and referrals to technology classes to sharpen computer skills. “Yes, we’ve definitely had to pivot,” observed Jordan Neal, Career Librarian at Champaign Public Library. “But it allowed for great opportunities such as virtual programming and partnering with presenters outside of our local area. As Career Librarian, I started meeting with community members virtually in March 2020. We transitioned our in-person workshops to webinars in the summer of 2020.”

The pause in in-person activities and transition to virtual programming didn’t diminish participation earlier in the pandemic, Neal noted, even gaining new participants, though virtual participation has begun to diminish as in-person events are reintroduced.

“We just started presenting in-person events recently, so we are still learning what that looks like as pandemic restrictions are lifted,” said Neal. “We are focusing on the return of our in-person programs. A lot of the magic happens during the Book-a-Librarian appointments where I can really focus on the needs of the individual.”

To build on the success of “Get That Job!,” the Champaign Public Library is partnering with a growing list of area organizations, including the Champaign County Regional Planning Committee, local career coaches, the City of Champaign, as well as the two major institutions of higher learning, the University of Illinois at Urbana-Champaign, and Parkland Community College. Neal has recently launched a series called “Ask an Employer,” where representatives from employers in the area share their insights and feedback with job seekers. “Maintaining some connections was challenging as many agencies had to, understandably, dedicate their focus elsewhere,” said Neal. “I made connections prior to the pandemic—especially as I had networked and prepared for the Community Job Fair—and that has helped with program planning over time.”

## WHAT NEXT?

As most pandemic-era restrictions come to an end, many libraries are beginning to transition back to in-library programming in general, and while career librarians are excited to connect with job seekers on-site, virtual joint programs and services have presented a new and effective way to connect them to ideas and presenters, often on their schedule and in concert with other libraries and organizations.

CareerCollab is expanding its offerings and is now listing in-person, live sessions open to the public, but will also continue hosting online programs. “Virtual programs for the patrons... is likely something that will continue,” observed Northbrook’s Bryan Brugger. “Many meetings will remain virtual for the sake of convenience.” While the future of the “Navigating” series has yet to be determined, many of the participating libraries are also working with initiatives such as CareerCollab.

Champaign is hoping to expand its career programming with other libraries, including the local community college that serves over 11,000 students. “We are constantly assessing, especially after we see the results of in-person events and programs,” said Neal. “We will most likely continue to present some virtual programs. We have curated great playlists through our library’s YouTube channel and see the benefit of maintaining and adding to that content stream.”

Ultimately, the pandemic has forced many Illinois libraries to rethink and adapt their services, and not just on a temporary basis. Collaboration and virtual programming were brought to the fore during lockdown and provide a powerful example of the potential of both to extend libraries’ reach and provide vital career assistance to Illinoisans. **ILA**

“A lot of the magic happens during the Book-a-Librarian appointments”



## MEMBER TESTIMONIAL

*"Because of my association with LIRA, I am a more sophisticated professional and steward for the library and community. I've learned more than I had in almost 30 years working in libraries about safeguarding community assets as a direct result of my involvement with LIRA. Hopefully, additional Illinois libraries will come to understand LIRA is more than insurance; it's a community pulling for each other, contributing to a greater good, and ensuring all are stronger, safer, smarter, and better as a result."*

– Tina Hubert, Six Mile Public Library

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# Intellectual Freedom Challenges to Library- Initiated Programs: Some Recent Examples from Illinois Libraries

**T**he American Library Association describes intellectual freedom as “the right of every individual to both seek and receive information from all points of view without restriction.”<sup>1</sup>

Library-initiated events and programs pose unique intellectual freedom challenges for library workers. During recent years, there have been numerous attempts by members of the public to cancel or restrict library-initiated events and programs in Illinois. These challenges have been mounted by political conservatives as well as by political progressives. Both public and academic libraries have faced these challenges head-on, and their responses in defense of intellectual freedom can serve to guide and inspire library workers throughout Illinois.

Teri Rankin of the O’Fallon Public Library faced a challenge in March of 2018. The library planned a children’s program around social justice themes. The program involved reading Dr. Artika Tyner’s children’s book, *Justice Makes a Difference: The Story of Miss Freedom Fighter, Esquire*. Members of the local Metro East Pachyderm Club objected to the use of the term “social justice,” and they complained that the library was using its platform for social indoctrination. In one email, they stated that they didn’t want their tax dollars to support social programs and they didn’t want the library to teach children that it was acceptable to fund social programs.

In our interview, Rankin emphasized the fact that the program itself was a success. No one who had complained about the program via email actually attended the program or protested it. Nevertheless, the library continued to receive complaints even after the event had taken place. The media began reporting on the controversy, the mayor learned of it, and the city council was asked to “evaluate the library staff’s poor decision making,” from meeting room policy to program content. The library was eventually asked to provide a list of programs presented over the past year.

Regardless, Rankin continued purchasing books with social justice themes and she partnered with individuals and organizations to discuss issues of social justice and civil rights. She advises librarians who are organizing potentially controversial programs to try to identify words and phrases that might trigger complaints; sometimes alternative words and phrases can be used to avoid eliciting a negative reaction. If complaints come in, Rankin added, “Don’t panic. Trust that what you’re doing is right,” and garner the support of library staff and administration to present a united front in the event of a controversy.



“the right of every individual to both seek and receive information from all points of view without restriction.



Ashley Stewart of the Caseyville Public Library held a Drag Queen Storytime on June 26, 2021. It was the first such event held in Illinois's Metro East region. According to Stewart, the library received complaints in the form of phone calls, social media posts, and emails to the library director and board. Many complaints accused the library of indoctrinating children and allowing pedophiles in the library. In our interview, Stewart noted that most of the people complaining lived outside of the library district.

The library went ahead with the program. The morning of the program, a local church coalition held a prayer vigil outside the library. There were also protestors outside the library during and after the event. Despite these negative reactions, Stewart said the library would offer the program again. The library formed alliances with supportive community organizations including local churches and Pride groups. The Illinois Heartland Library System also offered support and assistance.

For librarians planning a program that might attract challenges, Stewart offers the following advice:

- Take the time to engage your board and win their support. They will end up receiving many of the hateful messages.
- Inform your staff about the program and tell them to expect calls and messages about it.
- Provide support to your staff while they are receiving negative or hateful messages, as well as in the aftermath of the controversy. Provide treats for your staff (coffee, breakfast, pizza, etc.). It can be emotionally draining for them to respond to complaints.
- Talk to local government officials (such as the mayor) prior to the event. They may also receive complaints. Meet with the police chief to discuss ordinances relating to protests and any safety concerns regarding threats.
- Review your library's social media policies to prepare to deal with issues that might arise, like having to remove comments.
- Develop talking points and responses to expected complaints. For example: "Many people who support this program are also taxpayers, and you are not a taxpayer in our library district."

Stewart says the challenges to the program will have no impact on program planning going forward; her library's board is progressive and understands that everyone, children and parents alike, has the right to the information presented in the program. In the end, the program went very well. When it was over, library staff and program attendees formed two lines through the protestors to escort the drag queen to her car.

Edward Remus of the Northeastern Illinois University Libraries faced a challenge in November of 2021. In partnership with the university's history department, Remus organized a panel discussion featuring scholars with differing points of view on the Second Amendment. Three of the panelists favored stricter gun control laws while one of the panelists, Dr. Joyce Lee Malcolm, did not.

After the event, Remus received an email from a scholar who claimed that the library had given a platform to a paid propagandist for a fascist and white nationalist organization when it hosted Dr. Malcolm. This scholar based their claim on the fact that Dr. Malcolm's faculty position at George Mason University is funded by the National Rifle Association. This scholar then threatened legal action against the library to prevent the video recording of the event from circulating publicly.

After consulting with university administration, university legal counsel, and the university history department, the library received unanimous support behind its decision to post the video recording of the event on the library's YouTube channel as it had previously intended to do. On the grounds of academic freedom, Remus informed the challenger that the library stood firmly behind its original decision to include Dr. Malcolm in its lineup of speakers.

For Remus, this challenge highlights the importance of building a coalition of institutional allies to support any potentially controversial events held at an academic library. The NEIU Libraries have organized numerous events featuring scholars with diverse and differing viewpoints on controversial topics, Remus noted; multiple campus partners, including many students, have come to value the library's ability to organize events of this nature. For this reason, the library was able to secure firm promises of support in the event of a controversy.

Advocacy documents published by the American Library Association provide considerable guidance for librarians who are organizing potentially controversial events and programs. Much of this guidance echoes the practices undertaken by librarians Teri Rankin, Ashley Stewart, and Edward Remus, described above. One advocacy document, "Library-Initiated Programs and Displays as a Resource: An Interpretation of the Library Bill of Rights," advises librarians to "actively seek to include a variety of programming options representing diversity of genres, formats, ideas, and expressions with a multitude of viewpoints and cultural perspectives that reflect the diversity in our communities."

This document also advises librarians to stand firmly against challenges to library events and programs: "Programs should not be canceled because of the ideas or topics presented in the program or the views expressed by the participants or speakers... Library sponsorship of a program does not constitute an endorsement of the program content or the views expressed by the participants or speakers, any more than the purchase of resources for the library collection or curation of a display

constitutes an endorsement of the resources content or its creator's views. Libraries should vigorously defend the First Amendment right of speakers and participants to express themselves.<sup>22</sup>

Another advocacy document, "Responding to and Preparing for Controversial Programs and Speakers Q&A," states that libraries "have a responsibility to represent diverse views and avoid bias," urges libraries to "present programs that provide multiple viewpoints," and advises libraries to select speakers who "have some expertise, credentials, or credibility on the topic they are discussing." This document adds that "it is not appropriate [to disinvite a speaker or cancel a program or event] when the topic is controversial or if there have been complaints about the speaker, program, or event." Speakers for library-initiated events should not be excluded based on "alleged behavior, past publications, or expression of controversial views." In the event of community complaints or public controversy, library staff should be prepared to respectfully explain library policies for selecting programs and speakers; library staff should also be prepared to respectfully explain "the bedrock principles of intellectual freedom."<sup>23</sup> Coupled with the advice of librarians Rankin, Steward, and Remus, these ALA advocacy documents provide valuable support to librarians facing intellectual freedom challenges to library-initiated programs.

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Energy Efficiency  
PROGRAM



# SIUE's Diverse Librarianship Career Training and Education Program

Lack of Diversity: A Call to Action

According to a member survey conducted by the American Library Association in 2017, 86.7% of members identified as white (Rosa & Henke, 2017). Despite our ongoing quest for diversity and a growing number of initiatives, literature, and conversations related to diversity, the demographics of the professional librarian population have not significantly changed. This lack of diversity should be seen as an invitation to critically question our practices and investigate what barriers exist in librarianship that prevent people from underrepresented backgrounds from entering and staying long-term. As librarians, we need more than awareness of how privilege, bias, power differentials, and oppression affect individuals and the systemic levels of our profession. We need action. We must consider how actions or lack thereof impact the experiences of people from underrepresented backgrounds within our dominant (white, heterosexual, cisgender, and patriarchal) culture.

On Tuesday, November 7, 2017, the Institute of Museum and Library Services (IMLS) convened experts to explore how to strengthen the formal education component of the Laura Bush 21st Century Librarian Program (LB21) grant to best support library and information science (LIS) programs to meet the needs of students and libraries while increasing diversity within the library and archives professions. Dr. Sandra Toro, Senior Program Officer at IMLS, read from an evaluation of the LB21 program: "It is also important to prepare all librarians for work in

a multicultural society, particularly because the recruitment and education of diverse individuals to serve the communities they represent takes time, both to enter the ranks and later assume leadership positions" (Sands, et al, 2018).

Based on the current state of the profession and of lack of diversity in libraries, 5 librarians from Southern Illinois University Edwardsville (SIUE) realized the need to challenge the state of our own profession and make a meaningful impact within our local community and library systems. The project is led by Library and Information Services (LIS) staff, including principal investigator (PI) Tammie Busch, MLIS, assistant professor and catalog and metadata librarian, and co-PIs: Lora Del Rio, MSLIS, associate professor, director for research, teaching, and learning, and humanities librarian; Elizabeth Kamper, MLIS, assistant professor and information literacy librarian; Shelly McDavid, MLS, assistant professor, director for access, discovery, and systems, and STEM librarian; and Simone Williams, MLIS, assistant professor and diversity and engagement librarian. An additional key staff member is Denice Adkins, PhD, MLS, professor at the School of Information Science and Learning Technologies at the University of Missouri, and co-editor of *Journal of Education for Library and Information Science*. Adkins serves as project evaluator.

This project was made possible in part by the Institute of Museum and Library Services [Log Number: RE-250110-OLS-21].





Southern Illinois University Edwardsville Marketing and Communications

## DEVELOPING AN IMLS GRANT

When conceptualizing the IMLS grant, Librarians from SIUE's Lovejoy Library envisioned a career training program that would introduce ten high school seniors from East St. Louis Senior High School to careers in librarianship. Over the course of this two-year program, a team of academic librarians along with staff at partner institutions would mentor, educate, and train students from diverse and underrepresented minority groups (primarily low-income and African American).

Our goal was to recruit students from East St. Louis School District 189 Career Technical Education (CTE) program, which is part of a national initiative to provide skills-based,

hands-on training to high school students. This project sought to address and reduce the most pervasive issues related to recruiting and retaining diverse library employees by providing a pathway to the profession prior to entering an LIS graduate program and by developing a more equitable approach to recruitment and retention.

Several libraries and cultural institutions in the area expressed interest in serving as workplace partners or offering support by spreading the word about our program and toolkit. These institutions included: St. Louis Public Library, Missouri Historical Society, The State Historical Society of Missouri, SIUE East St. Louis Learning Resource Center (ESLLRC), East St. Louis Public Library, and Edwardsville Public Library.

## CREATING A REPLICABLE PROGRAM

According to the National Center for Education Statistics, 98 percent of public-school districts had high school CTE programs in 2016-2017 (U.S. DOE, 2018). By partnering with a high school CTE program, especially one that serves diverse and underrepresented minority groups such as East St. Louis Sr. High, the grant team focused on getting students interested in librarianship before leaving high school. Our program utilizes a cohort model that brings the students together monthly so they can learn about different library jobs in their community from their cohort peers.

Additionally, a key component of our program is mentorship. This provides each student with a dedicated mentor who will engage with them throughout the program and into the future.

Our program is unique, but the pieces we brought together to create this model are not. By utilizing existing strategies and theories within the workforce pipeline model, especially ones that introduce a career field before a student graduates, we believe we have created a program model that can be replicated within most communities. With an abundance of CTE programs and underrepresented students across the United States, libraries can use our forthcoming toolkit to continue working to diversify the library profession.

## PROGRAM OBSTACLES & LESSONS LEARNED

While implementing this program, we learned several valuable lessons related to recruitment and retention that can be insightful for institutions or individuals interested in starting similar programs. We learned that participant recruitment involves recruiting not only the students, but also their parents. Parents were instrumental in determining if students would participate in the program, as some students opted out of the program due to their parents' valid concerns about workplace locations and hours. This led to forging last-minute partnerships with Illinois libraries. SIUE ESLLRC and East St. Louis Public Library were unable to commit as workplace partners in the grant pre-planning stage due to COVID but were able to commit post-award.

Since we did not receive our grant award notification until July 30th, 2021, we were dependent on CTE staff to recruit students into cohort 1. By late July 2021, many CTE students had already secured their workplaces for their senior year. We now understand that recruiting earlier is key. Communicating with students in their junior year reaches students who may not even be considering participating in CTE and allows them to learn about the whole program and fit it into their senior schedule. Introducing the program to the entire junior class also makes the program competitive and increases the probability that more students express interest in participating. Early recruitment also gives us more time to field questions from parents, demystifying the program at the beginning stages.

With our determination to take a different approach for recruitment with cohort 2, we created a video and flyer for the entire junior class and held a face-to-face meeting with interested students to discuss the program and answer their questions. We received feedback from one of the CTE partners that our video did not have the impact we intended, which made us rethink our outreach strategies and resources.

Another unforeseen obstacle was the amount of paperwork our cohort students and their parents were asked to fill out, as our cohort students were underage high school seniors working at various partner locations. Throughout the grant process, we have compiled our documentation and organizational strategies to better prepare ourselves for future projects.

Finally, we learned that there can be a disconnect between the mentors and the students. For the first cohort, although the program was designed to demonstrate the day-to-day work of library professionals and offer financial incentives and professional networks, we failed to successfully recruit and retain students. After examining several factors that may have contributed to our low participation and retention rates, we attributed some of the first-year failures to recruiting during a pandemic. Students had spent a full year focused on remote learning and distanced lifestyles, and, in our program, had to become reacclimated to in-person activities, including work. After interviewing students for the second-year cohort, we learned that students were not solely motivated by earning money but also interested in positions that challenged them mentally and took them out of their comfort zones. They wanted a work environment that balanced accommodations with challenging activities. We considered that students' lack of interest in the program reflected the profession itself and that we were not recruiting or retaining a diverse cohort of students due to lack of representation within the profession.

## BROAD IMPACT & LOOKING FORWARD

As the program enters its second year, we hope that cohort 2 will bring us more challenges and insights to further meet our goals. We envision this project will serve as a sustainable model for library cooperative education so other institutions can incorporate high impact practices in their local communities. We believe that libraries should make a local effort to incorporate librarianship opportunities into existing high school partnerships and educational programs, which will have a national impact on library recruitment and bring awareness to the profession. To do this, the grant team is developing a toolkit that will formalize the diversity efforts, partnering libraries and career and technical education programs to replicate in communities across the United States.

This toolkit will be published under a Creative Commons license for reuse and include a curriculum of librarianship for students and library staff that emphasizes leadership training, racial equity, racial justice, inclusion, and culturally responsive education.

## REFERENCES

- Rosa, K. and Henke, K. (2017). 2017 ALA Demographic Study. ALA Office for Research and Statistics.
- Sands, A.E., Toro, S., DeVoe, T., Fuller, S., and Wolff-Eisenberg, C. (2018). Positioning Library and Information Science Graduate Programs for 21st Century Practice. Washington, D.C.: Institute of Museum and Library Services.
- U.S. Department of Education, National Center for Education Statistics (2018). *Career and Technical Education Programs in Public School Districts: 2016–17* (NCES 2018-028).

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# ILA Welcomes New Members

On behalf of the ILA community, Executive Board, and staff we would like to welcome our recent new members. We hope as a member of ILA you contribute, grow, and thrive within the library profession and the ILA community; and support ILA's continuing efforts to create and promote the highest quality library services for all people in Illinois.

## INSTITUTIONAL MEMBERS

**The Consortium of Academic and Research Libraries in Illinois (CARLI)**, Champaign

## TRUSTEE MEMBERS

**Bryan Bertola**, Lake Forest Library  
**Jennifer Durot**, Lake Villa District Library  
**Karen Harris**, Maryville Community Library District  
**Erin Hauck**, Indian Trails Public Library District  
**John Johnson**, Lake Forest Library  
**Chaya Sandler**, Champaign Public Library  
**Sarah Siska**, Fountaindale Public Library District

## STUDENT MEMBERS

**Andrew Barron**, Lansing  
**Elizabeth Bloodworth**, Washington  
**Astrid Larson**, DeKalb  
**Victor Leal-Painter**, Evergreen Park  
**Kiran Paidi**, Chicago  
**G Matthews**, Berwyn  
**Lisa McKessey**, Kalamazoo, MI  
**Alicia Perez**, Des Plaines  
**Amanda Smith**, Villa Park  
**Nessa Vahedian Khezerlou**, Aurora

## PERSONAL MEMBERS

**Anthony Andros**, Orland Park Public Library  
**Stephanie Bone**, Indian Trails Public Library District  
**Katelyn Boyle**, St. Charles Public Library District  
**Tammie Busch**, Southern Illinois University Edwardsville  
**Chelsea Eidbo**, Rosalind Franklin University  
**Julie Gibson**, Crystal Lake Public Library  
**Robin Harris**, Northeastern Illinois University  
**Nicole Inboden**, Norris City Memorial Public Library District  
**Kat Kallan**, Wilmington Public Library District  
**Krista Kosar**, Lake Forest Library  
**Lynn Krambeer**, Lake Forest Library  
**Amanda Matthews**, Rochester Public Library District  
**Kris Nichols**, Zion-Benton Public Library District  
**Hilary Rains**, Lincoln Library  
**Charity Ringel**, University of Illinois Springfield  
**Shirley Roitberg**, McHenry Public Library District  
**Nathan Simmons**, Rock Island Public Library  
**Cary Smith**, The Digital Archives Group  
**Jessi Thomas**, Anne West Lindsey District Library  
**Elizabeth Towns-Law**, Chillicothe Public Library District  
**Jacqueline Zook**, Northeastern Illinois University

# New Illinois Library Luminary: Jean Wilkins



Jean Wilkins served as the Illinois State Library Director from 1999-2004, capping a career at the State Library that began in 1980. Jean received her MSLIS from the University of Illinois at Urbana-Champaign in 1985.

Through the course of her career, Jean Wilkins was a tremendous force for supporting statewide programs to benefit all types of Illinois libraries. Thanks to her vision and foresight, Jean started programs that continue to this day in part or whole. These programs include the Synergy Leadership Program, the Illinois Digital Archives, Project Next Generation, the Cataloging Maintenance Center, the OCLC Group Services Agreement, and Try-It! Illinois. She also expanded other significant programs such as the Illinois Center for the Book and the Talking Book & Braille Service. She pursued grants from the Bill and Melinda Gates Foundation to support public library technology initiatives, and the Institute of Museum and Library Services to support the transition to electronic from paper documents in state government.

Jean's incredibly warm personality have endeared her to many throughout the years, including Illinois State Library employees, and officials and employees across state government. Especially important is the care that she takes with each person in her life. While she was the Illinois State Library Director, she knew what was going on with every employee, taking care to pay special attention to challenging situations in peoples' lives.

Inducted June 13, 2022

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# AT THE HEART OF IT

## Conference Preview

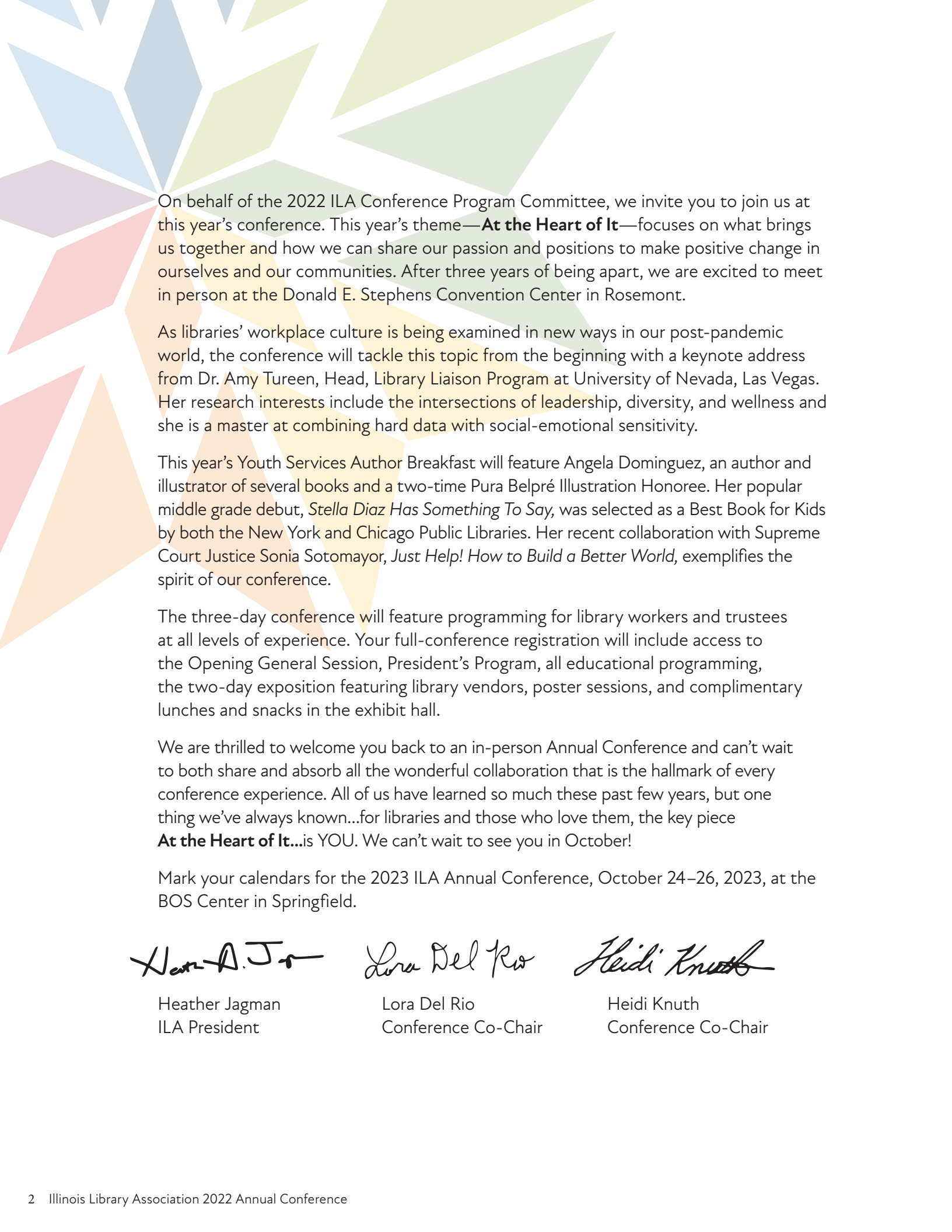
2022 Illinois Library Association Annual Conference

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October 18–20 | Donald E. Stephens Convention Center, Rosemont

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For full conference information and to register online: [ila.org/conference](https://ila.org/conference) ▶ #ILAAC22



On behalf of the 2022 ILA Conference Program Committee, we invite you to join us at this year's conference. This year's theme—**At the Heart of It**—focuses on what brings us together and how we can share our passion and positions to make positive change in ourselves and our communities. After three years of being apart, we are excited to meet in person at the Donald E. Stephens Convention Center in Rosemont.

As libraries' workplace culture is being examined in new ways in our post-pandemic world, the conference will tackle this topic from the beginning with a keynote address from Dr. Amy Tureen, Head, Library Liaison Program at University of Nevada, Las Vegas. Her research interests include the intersections of leadership, diversity, and wellness and she is a master at combining hard data with social-emotional sensitivity.

This year's Youth Services Author Breakfast will feature Angela Dominguez, an author and illustrator of several books and a two-time Pura Belpré Illustration Honoree. Her popular middle grade debut, *Stella Diaz Has Something To Say*, was selected as a Best Book for Kids by both the New York and Chicago Public Libraries. Her recent collaboration with Supreme Court Justice Sonia Sotomayor, *Just Help! How to Build a Better World*, exemplifies the spirit of our conference.

The three-day conference will feature programming for library workers and trustees at all levels of experience. Your full-conference registration will include access to the Opening General Session, President's Program, all educational programming, the two-day exposition featuring library vendors, poster sessions, and complimentary lunches and snacks in the exhibit hall.

We are thrilled to welcome you back to an in-person Annual Conference and can't wait to both share and absorb all the wonderful collaboration that is the hallmark of every conference experience. All of us have learned so much these past few years, but one thing we've always known...for libraries and those who love them, the key piece **At the Heart of It...is YOU.** We can't wait to see you in October!

Mark your calendars for the 2023 ILA Annual Conference, October 24–26, 2023, at the BOS Center in Springfield.



Heather Jagman  
ILA President



Lora Del Rio  
Conference Co-Chair



Heidi Knuth  
Conference Co-Chair



# 2022 Conference Program Committee

**Heather Jagman**, ILA President  
DePaul University Library

**Lora Del Rio**, Co-Chair  
Southern Illinois University Edwardsville

**Heidi Knuth**, Co-Chair  
Bloomington Public Library

**Jolie Duncan**  
Arlington Heights Memorial Library

**Gwen Gregory**  
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**Elizabeth Hartman**  
Carbondale Public Library

**Sarah Holmes**  
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**Sophie Kenney**  
Glen Ellyn Public Library

**Tana Petrov**  
Fountaindale Public Library District

**Theodore Schwitzner**  
Consortium of Academic and Research Libraries  
in Illinois

**Maura Stutzman**  
Champaign Public Library

**Cassandra Thompson**  
Illinois Heartland Library System - Edwardsville

**Lexie Walsh**  
Washington District Library

**Kyla Waltermire**  
Mississippi Valley District Library

## COVID-19 Safety Measures

The Illinois Library Association is working closely with the Stephens Convention Center to follow state and local safety measures and provide the safest environment for conference participants. Participants at the Annual Conference — attendees, speakers, exhibitors, and staff — will be required to wear masks. Proof of full vaccination or a negative COVID-19 PCR or Rapid test result within 72 hours of the first day of the event will still be required. Please note: At home test results will not be accepted. Only negative test results from a doctor, pharmacy, or testing site will be accepted. Participants will also be required to submit an acknowledgement of personal responsibility after registration.

Due to the changing nature of the pandemic, attendance requirements may change prior to the event. ILA will continue to monitor the situation. ILA is committed to alerting all participants of any changes, but please continue to visit the website for the latest information.

For more information, visit [ila.org/conference](http://ila.org/conference).



# Featured Speakers



## Amy Tureen

### Opening General Session

Tuesday, October 18

9:00 – 10:30 A.M.

Amy Tureen is the Head, Library Liaison Program at the University of Nevada, Las Vegas. In this role she works collaboratively with multiple stakeholders to establish, expand, and support initiatives that support student learning, research production, and the adoption of open educational resources and low-cost textbooks. She leads a team of thirteen faculty and staff members who provide extensive liaison services and manage two on-campus specialty branch libraries. In past library positions Amy has worked in circulation, ILL, collection development, space management, co-curricular programming, reference, and as a liaison to multiple subjects in the arts, humanities, and theology.

Amy holds a BA (Honors) in English from Scripps College, an MA in Gender and Cultural Studies from Simmons University (then College), and an MLIS from Drexel University's iSchool. Currently Amy is pursuing an EdD from the University of La Verne. Her dissertation will focus on stress levels and stress abatement techniques of academic library leaders.

Amy's research and general interests include wellness, leadership, diversity, and building anti-racist collections. She also has developed an increasing interest in the development of culturally responsive OER textbooks. Her most recent book, co-edited with Acadia University's Cynthia Alexander, will be published by IGI in July 2022. It is titled *Leadership Wellness and Mental Health Concerns in Higher Education*. Amy believes that managers have an integral role in creating healthy and humane workplaces for both themselves and employees.



## Angela Dominguez

### Youth Services Forum Author Breakfast

Wednesday, October 19

8:00 – 10:00 A.M.

Angela Dominguez is the author and illustrator of several books for children and a two-time Pura Belpré Illustration Honoree. She is also an illustrator for iREAD 2023 – Find Your Voice! Her debut middle grade novel, *Stella Díaz Has Something To Say*, was a New York Public Library and a Chicago Public Library pick for Best Books for Kids, a Sid Fleischman Award winner, and an ALA Notable. She recently illustrated the *New York Times* Bestseller, *Just Help! How to Build a Better World*, written by Sonia Sotomayor. When Angela is not in her studio or visiting schools, she teaches at the Academy of Art University, which honored her with their Distinguished Alumni Award in 2013.

Angela was born in Mexico City and grew up in Texas. She now resides on the east coast with her boyfriend, Kyle, and their petite dog, Petunia. Angela is a proud member of SCBWI, and PEN America. As a child, she loved reading books and making a mess creating pictures. She's delighted to still be doing both.



**Anthony Dunbar**  
**IACRL Luncheon**

Wednesday, October 19  
 12:15 – 1:30 P.M.

Dr. Anthony Dunbar is Assistant Professor in the Dominican University School of Information Studies (SOIS). He is also an equity, inclusion, and justice (EIJ) thought leader and serves as the SOIS EIJ Coordinator. Tony’s research builds on the racial and social justice frameworks of Critical Race Theory (CRT). His current efforts focus on developing curricula, scholarship, and activism to expand the CRT framework into a platform specific for Information Studies: Critical Race Information Theory (CRIT).

He is currently a member of the American Library Association’s Diversity Research Grant Committee, a 2022 co-convenor for the Association of Library and Information Studies Educator’s Innovative Pedagogy Special Interest Group, and is the DU member board representative for the Black Metropolis Research Consortium (BMRC). Dr. Dunbar recently authored a section introduction in the open access edited work, *Knowledge Justice: Disrupting Library and Information Studies Through Critical Race Theory*. Tony is also the first scholar to publish a CRT article in a peer-reviewed Information Studies journal.

**And more speakers to come!**

**Schedule at a Glance**

**Tuesday, October 18**

8:00 A.M. – 5:00 P.M.	Registration Desk Open
9:00 – 10:30 A.M.	Opening General Session
10:45 – 11:45 A.M.	Program Session 1
12:00 – 1:15 P.M.	Awards Luncheon
1:30 – 2:30 P.M.	Program Session 2
2:45 – 3:45 P.M.	Program Session 3
4:00 – 5:00 P.M.	Program Session 4
6:00 P.M.	Dinner with Colleagues

**Wednesday, October 19**

8:00 A.M. – 5:00 P.M.	Registration Desk Open
8:00 – 10:00 A.M.	Youth Services Forum Breakfast
8:00 – 10:00 A.M.	IACRL Unconference
9:00 – 10:00 A.M.	Program Session 5
10:15 A.M. – 11:45 A.M.	ILA Membership Meeting & President’s Program
NOON – 5:00 P.M.	Exhibits Open
NOON – 1:30 P.M.	Exhibits Opening Lunch
12:15 – 1:30 P.M.	IACRL Luncheon
1:45 – 2:45 P.M.	Program Session 6
3:00 – 4:00 P.M.	Program Session 7
4:00 – 5:00 P.M.	Exhibits Break

**Thursday, October 20**

8:00 A.M. – 4:30 P.M.	Registration Desk Open
9:00 A.M. – 2:00 P.M.	Exhibits Open
8:00 – 10:00 A.M.	Youth & YA Services Unconference
8:00 – 9:00 A.M.	Trustee Continental Breakfast
9:00 – 10:00 A.M.	Program Session 8
10:00 – 11:00 A.M.	Exhibits Break
11:00 A.M. – NOON	Program Session 9
12:00 – 1:30 P.M.	Exhibits Closing Lunch
12:15 – 1:30 P.M.	Trustee Luncheon
1:45 – 2:45 P.M.	Program Session 10
3:00 – 4:00 P.M.	Program Session 11

# Conference Highlights

For a complete list and full descriptions of conference programs and events, visit [ila.org/conference](http://ila.org/conference).

## Tuesday, October 18

### **Awards Luncheon**

NOON – 1:15 P.M.

Celebrate the achievements of your colleagues at the Awards Luncheon. Tickets for the Awards Luncheon can be purchased when you register. *Pre-registration is required for this ticketed event.*

### **Dinner with Colleagues | 6:00 P.M.**

Staying over in Rosemont and looking for something to do on Tuesday night? Reconnect with old friends and make new ones! Sign up for dinner with colleagues. *Sign-up forms will be available prior to the conference at [ila.org/conference](http://ila.org/conference).*

## Wednesday, October 19

### **Youth Services Forum Author Breakfast**

8:00 – 10:00 A.M.

Angela Dominguez, an illustrator for iREAD 2023 – Find Your Voice!, will discuss her work at this annual event. A book signing will follow the breakfast. *Pre-registration is required for this ticketed event.*

### **Academic Libraries Unconference**

8:00 – 10:00 A.M.

Join your academic colleagues for networking, idea sharing, and a continental breakfast to discuss topics important to our everyday work. Facilitators will recommend topics for discussion, but audience members will be encouraged to contribute their suggestions as well. Attendees will walk away with innovative ideas to implement in their daily work. Academic library staff from all departments, classifications, and levels of experience are welcome and encouraged to attend!

### **ILA Membership Meeting & President's Program**

10:15 – 11:45 A.M.

Learn more about what happened in your association in the past year and what we're looking forward to in the coming year. Non-members are invited to attend the Membership Meeting. A presentation by a Speaker to be named will follow the Membership Meeting.

### **IACRL Luncheon**

12:15 – 1:30 P.M.

Join your academic library colleagues for a luncheon featuring Dr. Anthony Dunbar, Assistant Professor in the Dominican University School of Information Studies. *Pre-registration is required for this ticketed event.*

### **DiversiTEA**

3:00 – 4:00 P.M.

Join the ILA Diversity Committee for tea and a presentation. DiversiTEA is open to all conference attendees.

## Thursday, October 20

### **Trustee Day**

8:00 a.m. – 4:00 P.M.

A full day of conference programming is planned for library trustees. The day begins with a continental breakfast and includes a luncheon and time in the exhibit hall. *Trustee Day registration is required in order to attend meal events.*

### **Youth and Young Adult Services Unconference**

8:00 – 10:00 A.M.

In this discussion-based session, participants will suggest and vote on current and relevant issues or topics they are confronting in their daily work to discuss with other youth & young adult library workers. The top suggestions will be used as a starting point for multiple group-based discussions. This will be an informal exchange of information and ideas among participants.

### **Evening Entertainment in Rosemont**

If you are staying in Rosemont for the night or catching dinner with friends before heading home, Rosemont's Parkway Bank Park entertainment district is a 200,000 square-foot complex home to 15 dining and entertainment venues offering upscale international cuisine, live music and comedy, state-of-the-art film, indoor skydiving, bowling, and more.

# Conference Information

## Visit the Exhibit Hall

Exhibits Hours:

Wednesday, October 19	NOON – 5:00 P.M.
Thursday, October 20	9:00 A.M. – 2:00 P.M.

## Wednesday, October 19

Exhibits Opening Buffet Lunch	NOON – 1:30 P.M.
Exhibits Afternoon Snack Break	4:00 – 5:00 P.M.

## Thursday, October 20

Exhibits Morning Coffee Break	10:00 – 11:00 A.M.
Exhibits Closing Buffet Lunch	NOON – 1:30 P.M.

Exhibits are not open on Tuesday, October 18.

## Exhibits-Only Pass

One-day, Exhibits-Only passes are available for \$30 Early Bird or \$40 Advanced. Passes must be purchased prior to the conference. Exhibit-Only passes do not include attendance at conference programming.

## Accessibility

ILA wants to make your conference experience pleasant and accessible.

- All conference hotels offer accessible sleeping rooms on request.
- Leader animals are welcome throughout the conference.
- Complimentary ASL interpreters are available by request.\*
- Complimentary mobility scooters are available by request.\*
- A Mothers Room will be available in the convention center.
- A quiet room will be available for attendees who need a break from conference activity.

*\*Requests for scooters and ASL interpreters must be received by September 30. Contact Cyndi Robinson at [robinson@ila.org](mailto:robinson@ila.org) or 312-644-1896 to submit your request.*

## Dietary Accommodations

When registering for a meal event, please indicate if you require dietary accommodation, e.g. gluten-free, vegan, vegetarian, allergy.

## Hotels

Visit [ila.org/conference](http://ila.org/conference) for reservation information on conference hotels.

Room blocks have been reserved for Monday, October 17 to Thursday, October 20, 2022. Reservations must be made by September 26, 2022.

### Embassy Suites by Hilton Chicago O'Hare Rosemont

5500 North River Road  
Rosemont, IL 60018

### DoubleTree by Hilton Chicago O'Hare Rosemont

5460 North River Road  
Rosemont, IL 60018

## Mobile App

Attendees are able to access full event schedules, rate sessions, and customize their own agendas in the ILA conference mobile app.

## Professional Headshot Studio

Complimentary head shots are available at the conference. An online signup will be available in early October and photos will be shared with attendees within two weeks after the conference.

## Statement of Appropriate Conduct

The Illinois Library Association (ILA) holds an annual conference to enable its members to receive continuing education, build professional networks, and discover new products and services for professional use; and hosts a number of additional continuing education opportunities and events. To provide all participants—members and other attendees, speakers, exhibitors, staff, and volunteers—the opportunity to benefit from these events, ILA is committed to providing a harassment-free environment for everyone, regardless of gender, sexual orientation, gender identity, gender expression, disability, physical appearance, race, ethnicity, religion, or other individual or group identity.

For more information and to review the Statement of Appropriate Conduct visit [ila.org/conference](http://ila.org/conference).

## WiFi Access

Complimentary WiFi will be available throughout the convention center.

# Registration Rates and Deadlines

Register online at [www.ila.org/conference](http://www.ila.org/conference) | Questions? Email [ila@ila.org](mailto:ila@ila.org)

**The deadline to register for the conference or purchase event tickets is October 12. No registrations will be accepted onsite.**

<b>Full Conference</b>	<b>Early Bird (by 9/26)</b>	<b>Advance by (10/12)</b>
ILA Member*	\$275	\$325
Non-Member	\$325	\$375
Full-Time Student or Retired Member**	\$175	\$225

<b>Single Day</b>	<b>Early Bird (by 9/26)</b>	<b>Advance by (10/12)</b>
ILA Member*	\$200	\$250
Non-Member	\$250	\$300
Full-Time Student or Retired Member**	\$125	\$200

<b>Trustee</b>	<b>Early Bird (by 9/26)</b>	<b>Advance by (10/12)</b>
ILA Member Trustee Day Only (Thursday, October 20)	\$200	\$250
Non-Member Trustee Day Only (Thursday, October 20)	\$250	\$300
ILA Member Trustee Day + full conference*	\$275	\$325
Non-Member Trustee Day + full conference	\$325	\$375

<b>Exhibits Only</b>	<b>Early Bird (by 9/26)</b>	<b>Advance by (10/12)</b>
Single Day Access to Exhibit Floor Only	\$30	\$40

<b>Special Events</b>	<b>Early Bird (by 9/26)</b>	<b>Advance by (10/12)</b>
Please plan to register early to save money and secure your space. No special events registrations will be accepted onsite.		
Tuesday, October 18 Awards Luncheon	\$50	\$60
Wednesday, October 19 Youth Services Forum Author Breakfast	\$32	\$42
Wednesday, October 19 IACRL Luncheon	\$40	\$50

\* Attendees can register at the ILA Member rate if they have either a Personal Membership or work at a library that has an Institutional Membership. If you are not sure of your membership or member status, please email [ila@ila.org](mailto:ila@ila.org).

\*\*This registrant type applies to full time students and retired librarians. If you do not fall into that category and you register at this rate, you will be billed for the appropriate level of registration and will not be allowed to fully register for the conference until the correct registration rate is paid in full.

Conference speakers who are employed by, or a trustee of, a library (academic, public, school, special), a library agency, or library school located in the state of Illinois are required to register and pay the appropriate registration fee for the conference.

All refund requests must be received in writing by October 3, 2022. This includes refunds for conference registration, meals, and special events. No telephone cancellations/refund requests can be accepted. No refunds after October 3. All cancellations are subject to a \$15 processing fee.

If you have any questions regarding registration, please email [ila@ila.org](mailto:ila@ila.org).



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