

# REPORTER

ILLINOIS LIBRARY ASSOCIATION

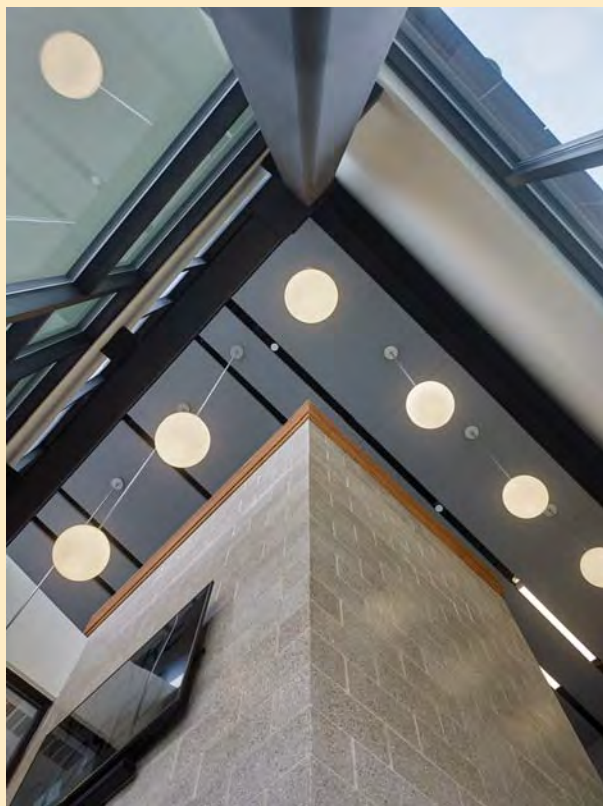
MARCH 2021

VOLUME XLI ISSUE 1



# *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 mission of the Broadview Public Library District, to serve as “... the educational and cultural center destination of the community, serving residents in every stage of life,” informed its ambitious 2020 renovation and expansion. This project, conducted over two years, incorporates new meeting space, study rooms, lounges, and vending to the library’s existing space for collections and public-access computers. Interestingly, while the library was closed during construction in late 2019 and January 2020, library staff was already implementing some of the measures everyone else adopted later in the year, including curbside pickup of materials and remote reference services. This forward-looking library and its beautiful, patron-focused renovation exemplifies the resilience and optimism showcased in the pages of this issue.

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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The *ILA Reporter* is published four times/year (Mar., June, Sep., Dec.) and is a benefit of ILA membership; the subscription rate for nonmembers is \$25. ISSN 0018-9979. Designed by Verso Design Corp., Wheaton, IL. Printed by Aspen Printing Services. Indexed by EBSCO in *Library & Information Science*. The *ILA Reporter* was first published in 1962.

See ILA calendar for submission deadlines for the *ILA Reporter*. Copy should be submitted by email to [ila@ila.org](mailto:ila@ila.org). You are encouraged to include press-ready digital photos (300 p.p.i.) and graphics with your articles, which will be included on a space-available basis.

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# Library Buildings

# 2020

2020 was a year like no other for many reasons. Fortunately, library building projects were undeterred! Despite many libraries temporarily closing their doors to in-person public services while continuing to offer robust, and growing, virtual and electronic services, public interest in visiting libraries remains gratifyingly (and deservedly) high. The clamor over the past year for libraries to re-open for book browsing, computer use and assistance, gathering for programs and meetings, using cutting-edge technology such as makerspaces, and conducting regular daily business such as notarizing, faxing, filling out government forms, and all the other myriad of services libraries and library workers help with, is a testament to our vital nature.

The new buildings and renovations showcased here exemplify the best in modern public and academic library services to our patrons and communities. At least one, Wilmington Public Library's small extension building known as "The Drop," open 24 hours with self-service stations and secure pick-up lockers, is a direct result of pandemic-related innovation (and was paid for with CARES Act funding) but will offer benefits for years to come. Not noted here but key to libraries' role in the re-opening of the state, are the countless ones that scrambled to put up Plexiglas shields and other barriers to enable staff and patrons to interact safely, rethought their patterns of flow and moved furniture and shelving to encourage social distancing, and removed computer stations for the same purpose. No one wants libraries fully open to our publics more than librarians ourselves. These projects give us inspiration and hope.

# Berwyn Public Library



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Architect: George Fisher Construction

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Type of project: Renovation

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Total cost: \$39,400

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Service population: 56,657

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Library director: Tammy Sheedy

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## What people are saying:

“Berwyn Public Library is continuing to do amazing things for the community!”

“This is a children’s department. Just having all those murals up, showing pictures of children reading, interacting with each other, it’s beautiful.”

“The new program room and play area are such a great addition to the library. Kids can come and spend hours browsing through the bins, playing with the Lego® table, the imagination station, or the kitchen. It’s become a destination for the kids.”



# Broadview Public Library District



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Architect: Dewberry

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Type of project: Renovation/expansion

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Total cost: \$6,960,000

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Service population: 8,000

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Library director: Robert Lafferty

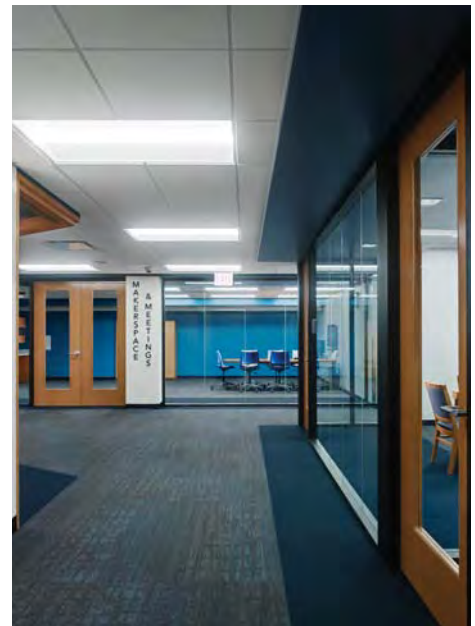
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## What people are saying:

“The study rooms are on a level with those in large universities.”

“The community now has the beautiful library we have always deserved.”





# Carol Stream Public Library



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Architect: product architecture + design

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Type of project: Renovation/expansion

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Total cost: \$5,425,000

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Service population: 39,711

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Library director: Susan Westgate

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## What people are saying:

"We were there this weekend and the place looks great. It looks larger than before and all the natural light is great. My daughter's favorite part was the waterwall. And I love all the seating."

"I love everything! Look at the forest! This is amazing!"

"I'm very happy with the renovation. I can tell lots of planning went into incorporating all different types of people's wishes and needs for the space."



# Chenoa Public Library



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Architect: Scharnett Associates  
Architects LLC

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Type of project: New building

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Total cost: \$1,273,000

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Service population: 2,073

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Library director: Sheryl Siebert

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## What people are saying:

"We love this new library!"

"I would love to hang out here for the day.  
It has so much light!"

"It's so big."



# Cherry Valley Public Library District



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Architect: Hagney Architects, LLC

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Type of project: Expansion

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Total cost: \$1,400,000

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Service population: 16,000

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Library director: Jane Lenser

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## What people are saying:

“We came for a visit and loved all the new space! Beautiful!!”

“The space is really nice, and this kind of shelf is great for the younger kids to pick out books.”

“The new drive thru is going to be so useful. Great idea!”



# Chicago Public Library, Altgeld Branch Library



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Architect: Koo Architecture, LLC

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Type of project: New building

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Total cost: \$7,028,750

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Service population: 28,000

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Library director: Nicholas Saunders

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## What people are saying:

“Beautiful building; this is long overdue!  
We needed this!”

“It’s beautiful, quiet, and so much bigger than  
I expected.”

“This space is wonderful, and we can’t wait to use  
the study rooms and makerspace.”





# Chicago Public Library, Legler Regional Library



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Architect: RATIO Architects, Inc.

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Type of project: Renovation

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Total cost: \$9,375,400

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Service population: 34,000

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Library director: Shilo Jefferson

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## What people are saying:

"The library now has more open space, and the lighting upgrade is good."

"We're excited to come in to use the computers to play our favorite game!"

"I really like the comfortable new furniture in the children's area and look forward to visiting with my kids."



# Chicago Public Library, Merlo Branch Library



Architect: Ross Barney Architects

Type of project: Renovation

Total cost: \$5,800,000

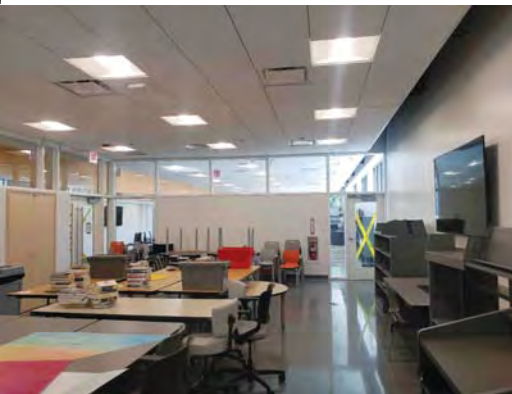
Service population: 71,000

Library director: Michael Conlon

## What people are saying:

"The new facade gives the library a whole new look, fresh and welcoming!"

"The new Merlo is clean, modern, and very family friendly."



# Dominican University, Rebecca Crown Library, River Forest



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Architect: Holabird and Root

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Type of project: Renovation

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Total cost: \$4,200,000

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Service population: 4,000

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Library director: Felice E. Maciejewski

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## What people are saying:

“Great to have more study rooms—students need a quiet place to study.”

“The patio turned into a contemplative space is nice because it can be used year-round.”

“The new Innovation Lab has been a tremendous boon as it presents the opportunity to give students experience to use variety of equipment.”

“The Learning Commons is modern and inviting. The lighting makes the space appear even larger than it is.”



# Evanston Public Library, Robert Crown Branch



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Architect: Woodhouse Tinucci Architects

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Type of project: New building co-located  
in a new Community Center

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Total cost: \$2,656,263

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Service population: 74,486

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Library director: Karen Danczak Lyons

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## What people are saying:

“The library is so beautiful, especially with the large windows and all of the natural lighting.”

“We’re so lucky to have this new library so close to our house, we’ll be walking here regularly.”

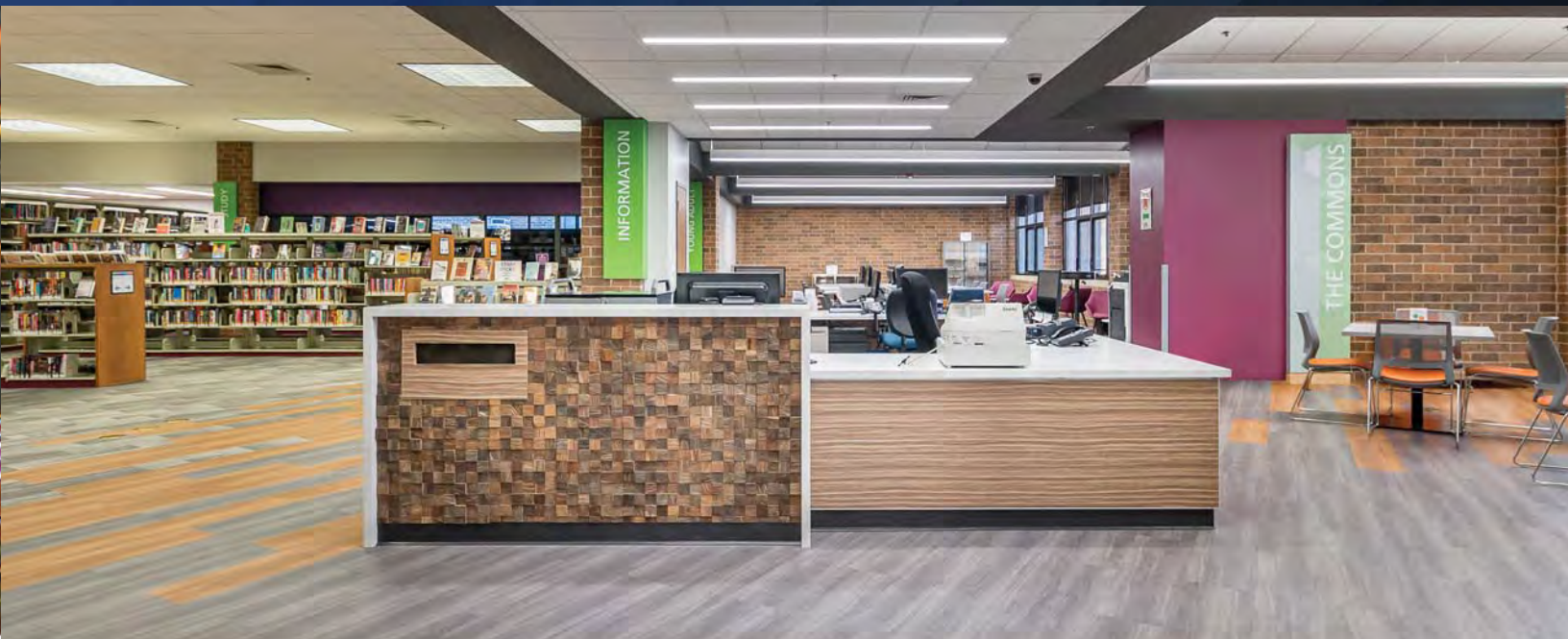
“It’s great that the library is within the community center; it seems like a natural fit.”





# Forest Park Public Library





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Architect: Williams Architects

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Type of project: Renovation

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Total cost: \$1,300,000

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Service population: 14,167

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Library director: Pilar Shaker

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### What people are saying:

“The new furniture and carpet in the basement make the children’s area of the library a fun and inviting place to be! I also love that the teens get their own space away from our littles.”

“The renovated library looks so modern and inviting. We enjoy using the common area upstairs so we can have a snack inside after school before heading to the lower level. My sons appreciate having more computers in the lower level, so they don’t need to go on a waiting list. I like the new seating arrangements for comfortable reading. There are more areas to display special interest books, which is great for finding new reads we might miss in the stacks.”

“The Forest Park Public Library’s renovation created bright open spaces welcoming all to visit.”

# Geneva Public Library District



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Architect: StudioGC architecture  
+ interiors

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Type of project: New building

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Total cost: \$20,400,000

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Service population: 30,505

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Library director: Christine Lazaris

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## What people are saying:

“Despite having in-person visits limited by the Covid pandemic, our beautiful new library building has already become a community hub and destination. Its open, flexible design allows the amazing staff to offer a much wider array of services than were possible in the old building, like the drive-up window and reservable study rooms. We couldn’t be happier with the new space!”

“STUNNING! So excited to start using it on a regular basis. They have thought of everything. Lovely grounds and landscaping. A true asset to the community.”

“Libraries’ roles in the community have changed and this new library will meet Geneva’s needs for years to come. I am glad to see it and glad that this community that has always embraced its library and the services it offers is able to finally enjoy it.”

“It is amazing. We are very impressed with everything. Very well done! Love the study areas, seating, the tech area, and the children’s area. We are very happy to have this tremendous asset in our community.”



# Glenview Public Library



photo credit: Mark Ballogg Photography

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Architect: Dewberry

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Type of project: Renovation/expansion

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Total cost: \$1,457,582

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Service population: 47,500

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Library director: Lindsey Dorfman

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## What people are saying:

"I enjoy the browsing experience in the new 'Marketplace,' and I am delighted to find current popular books readily available to check out."

"I am grateful for the Innovation Center's Take & Make Do-It-Yourself projects. I recently completed a cross-stitch laser-cut ornament with my mother, who has memory issues. It's wonderful to have creative things we can do together, especially during the pandemic!"



photo credit: Dewberry and Mariusz Mizera Photography



# Illinois Prairie District Public Library, Roanoke Branch

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Architect: Dewberry

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Type of project: Renovation

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Total cost: \$925,000

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Service population: 21,644

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Library director: Joel D. Shoemaker

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## What people are saying:

“The library was workable before, but the renovation is beautiful. I really enjoy going in. It is much brighter and pleasant.”

“It’s beautiful and comfortable, and a friendly atmosphere is always there! The library staff are extremely helpful. It’s a reading paradise!”







# Orland Park Public Library



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Architect: michael c barnes architect,  
pllc and Wight & Company

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Type of project: Renovation

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Total cost: \$3,400,000

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Service population: 56,767

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Library director: Mary K. Weimar

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## What people are saying:

"I love the new open space. The Recycled Reads room is wonderful. I love that large-type books are organized in a section I can browse."

"I haven't been in here in a while. Everything is so different. This is the nicest library in the area; it's so large!"

"It looks just wonderful in here. Not that it was shabby before, not at all, but this is impressive!"



# Schaumburg Township District Library



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Architect: product architecture + design

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Type of project: Renovation

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Total cost: \$2,017,727

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Service population: 130,000

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Library director: Annie Miskewitch

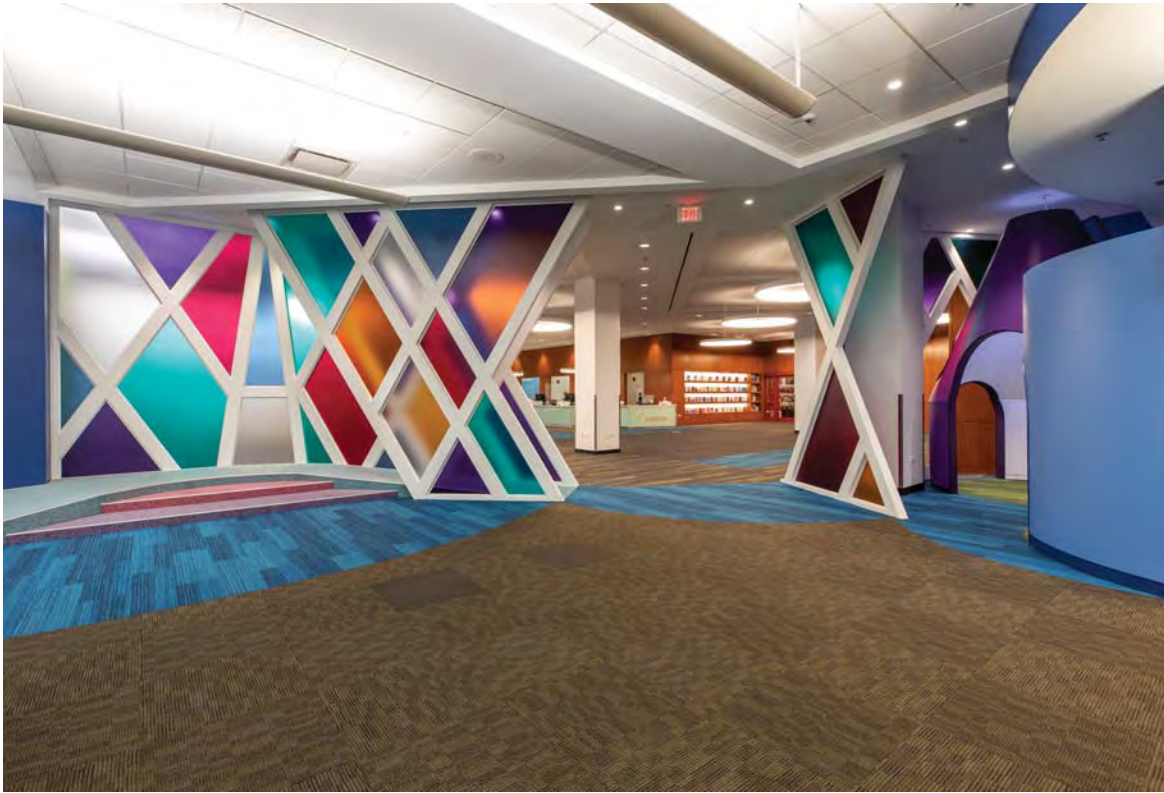
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## What people are saying:

"I love it! It's beautiful, open, colorful. I like how it's laid out."

"I love the colors and it's spacious."

"It looks great. I love it."



# University of Illinois Springfield, Norris L. Brookens Library



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Architect: Farnsworth Group

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Type of project: Renovation

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Total cost: \$500,000

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Service population: 5,500

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Library director: Pattie Piotrowski

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## What people are saying:

“Without photos it’s hard to remember what the space looked like before the renovation. It is a space so transformed that it bears no resemblance to its past self.”

“I like studying on the main floor of the library because there is ample access to everything (computers, printer, bean bags, etc.) in a very open space. Studying there is very relaxing as there is enough space between desks/computers to be in my own little bubble while not feeling isolated.”



# Wilmington Public Library

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Architect: Olivieri Brothers Architects

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Type of project: New accessory building

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Total cost: \$46,509

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Service population: 9,345

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Library director: Maria Meachum

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## What people are saying:

“This is so nice!! I love the handicap accessibility!”

“Thank you for such a wonderful addition to Wilmington.”







# Reaching Underserved Communities through DEI Training

In September 2020, ILA's Diversity Committee conducted a survey to identify ILA members' diversity training needs. At the 2020 Annual Conference, they held a listening session to obtain additional feedback. This article summarizes the survey results and notes from the breakout sessions. It is intended to inform the ILA Executive Board, forums, and committees' work as they more fully integrate diversity, equity, and inclusion (DEI) into ILA activities and initiatives, in keeping with the ILA strategic plan goal for "A culture of diversity and inclusion in the profession."

Additionally, the survey was created in response to significant recent social upheaval and serves as an opener for much-needed dialogue that confronts the lack of diversity in the services that libraries provide, emphasizing the need for training for Illinois library staff.

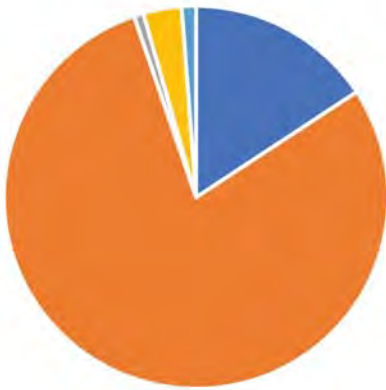
## DEMOGRAPHICS

A majority of respondents in our survey work in a suburban public library. With most Americans living in suburban areas, the nation has become more diverse than ever (Micklow, 2014). With these changing demographics, libraries are challenged to meet the needs of these diverse populations.



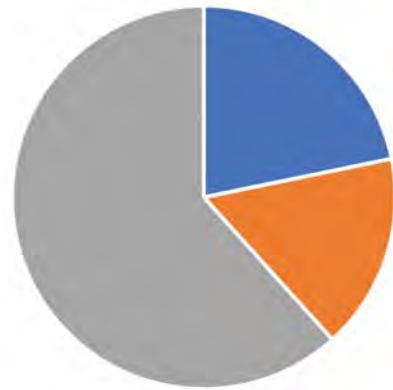
“A culture of diversity and inclusion in the profession.”

Type of Library



■ Academic ■ Public ■ Special ■ School ■ Other

Geographical Area



■ Rural ■ Urban ■ Suburban



Engaging everyone in an ongoing conversation to bring to the forefront the very issues that divide us all is paramount. Participants in the survey and listening sessions agree, but some respondents admitted that they could face opposition from their communities and fear backlash against any DEI training. False ideology regarding diversity training has promoted the belief that discussing diversity is unpatriotic and counterintuitive to its purpose and somehow vilifies white people. One participant in our survey responded that they did not want to feel guilty for being white due to diversity training. For this reason, the scope of diversity, though broad, must be clearly defined to be understood by those who feel they are being denigrated through this training. Diversity training, viewed by some as divisive and now prohibited at the federal level (Exec. Order No. 13950, 2020), can allow ILA members to reach underserved communities more readily by providing insight into users' needs. Moreover, it is a useful tool in creating a more inclusive and engaging culture.

“Engaging everyone in an ongoing conversation to bring to the forefront the very issues that divide us all is paramount.”

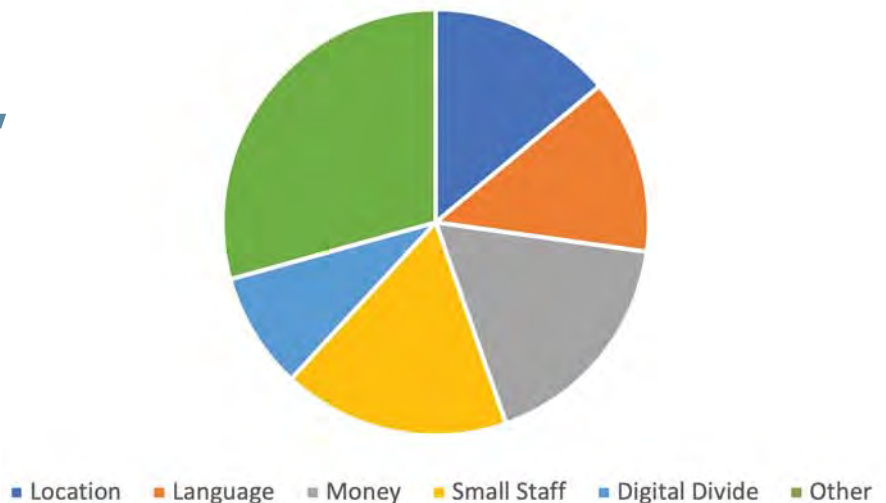
## DIVERSITY DEFINED

The term diversity, or differences amongst a group, is a broadly used word that gets thrown around frequently. Over time its meaning has evolved since there are many ways that people are different from one another (Kreitz, 2008). Staff with diversity skills can be flexible, engaging, more insightful, and more accommodating when it comes to meeting diverse users' needs, translating to high-value services for the community, and fostering an environment where everyone feels valued. To tackle the task of meeting the needs of communities whose differences vary widely, we asked ILA members to identify underserved communities and the factors that contribute to their lack of service.

Non-English speakers, Black, Indigenous, and People of Color (BIPOC), and Latinx were the three leading populations that were identified as underserved communities. The lack of services among these groups could stem from various issues that may limit their ability to utilize library services. Factors such as money, small staff size, location, language barriers, and digital divide were identified as service barriers.

Illinois librarians and staff must have the confidence and knowledge to understand this complex issue and meet the needs of underserved communities where they work.

Barriers to Service



## BARRIERS TO TRAINING

Some common themes emerged when looking at the survey responses and the notes from the ILA Voices breakout session from the conference. Attendees identified multiple barriers to DEI training. Unsurprisingly, COVID-19 was often mentioned as a barrier. With library closures, fewer staff members, reduced capacities, decreased budgets, and extensive safety measures in place, receiving diversity training is limited as organizations are addressing the immediate needs related to the pandemic.

Perceived diversity, equity, and inclusion training needs were addressed in the listening sessions as well. Attendees highlighted issues that are experienced in the library community: many well-known and some less so. Help with recruiting and retaining diverse staff, mentoring, and merit-based hiring was suggested. This is reflective of the lack of diversity among library staff, which has been a problem for some time, even as communities have become more diverse (Larsen, 2017).

## ONGOING TRAINING NEEDS

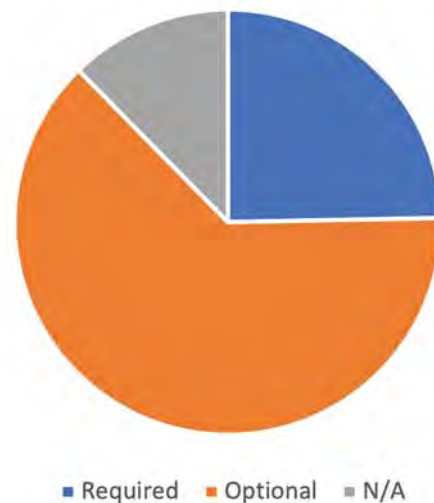
A consistent trend in responses was the desire for more diversity training opportunities for all staff, not just librarians, but also ongoing training in servicing different communities. Respondents indicated a preference for web-based training that includes a variety of in-depth on-demand diversity information. Of particular interest were topics covering anti-racism, unconscious bias, courageous conversations, and conflict reduction and resolution. The majority of respondents reported received diversity training as an optional course, rather than required, and accessed their training through their employers, ALA, ILA, or RAILS.

It is clear from the survey and listening session that ILA members do not consider themselves to be beginners in learning about diversity. They seek a more intuitive approach to learning about diversity that synonymously provides practical information that can put to use right away. Two respondents suggested that high quality, expert training performed by non-library professionals was needed.

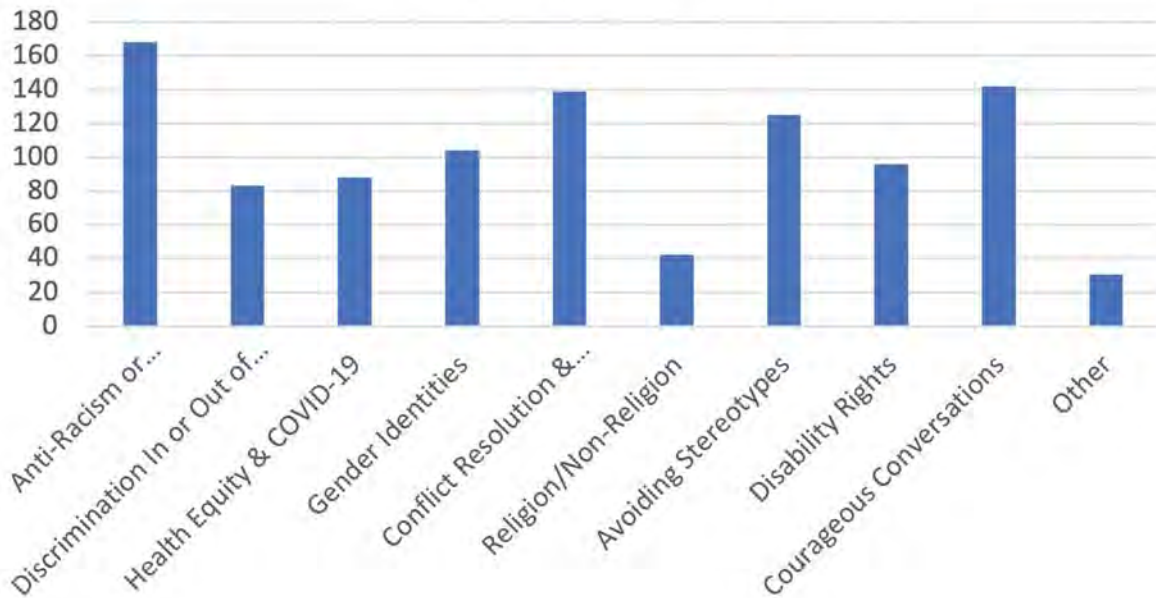
Sources of DEI Training



Is Training Required or Optional



## Topics of Interest



These issues are made worse due to the pandemic, which has changed much in the way we work and made it more challenging to receive the training needed to reach underserved communities. However, for diversity training programs to succeed, management must be involved at every level (Larsen, 2017). Some respondents stated that their library's administration has not demonstrated the value of diversity, equity, and inclusion and has not begun a discussion among staff to generate awareness, interest, and support.

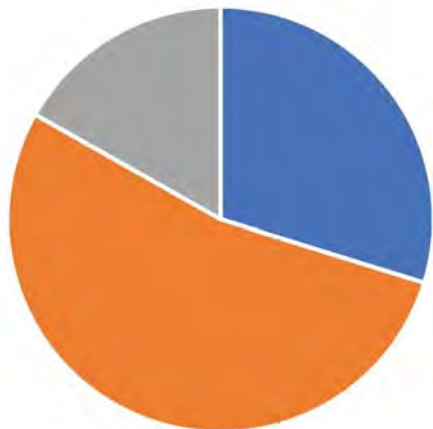
The problem with diversity training in the past has not been that others have not been aware; more depth is needed. Moreover, diversity training has been inconsistent and not integrated into other activities.

The unfortunate aspect of diversity training as it has existed in the past is that it does not guarantee change. However, change can only happen when a library administration institutes a training program tailored to their specific staff needs. Additionally, a diversity training program is most effective when there are well-defined outcomes for change (Lindsey, 2017).

Though every library organization varies in the degree to which it values diversity and the amount of change they engage in to support it (Kreitz, 2008), practical, engaging, and relevant diversity training, can better equip ILA members to become culturally competent and develop insight into the needs of underserved communities.

During the ILA Voices breakout session, participants were asked to provide examples of effective methods that libraries had used to make their services more equitable and diverse. Libraries going fine-free, outreach to shelters, and making WiFi accessible outside the library were but a few of many instances mentioned that libraries have successfully demonstrated that diversity, equity, and inclusion can be woven in library services.

## How In-Depth?



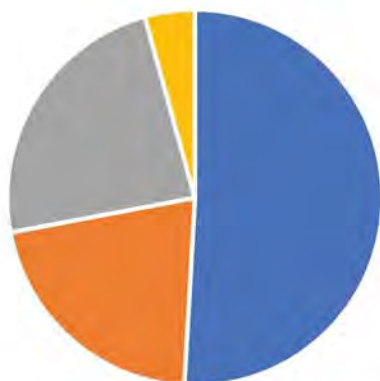
■ Introduction ■ Intermediate ■ Expert

## Preferred Learning Modality



■ Live Webinar ■ Recorded Webinar  
■ Presentation Emailed to You ■ Handouts

## Desired Outcomes



■ Practical Applications ■ Educational  
■ Shareable Materials ■ Other

## CONCLUSION

ILA members have voiced a desire to see much more relevant, high-quality, practical, and engaging diversity training offered. This demonstrates the value of creating an inclusive culture by drawing people from different backgrounds, cultures, experiences, and points of view to meet the needs of their increasingly diverse communities. With the changing demographics of our communities, becoming culturally competent is vital in fostering an environment of diversity, equity, and inclusion.

*The ILA Diversity Committee includes co-chairs Jordan Neal and Hannah Rapp, and members Katrina Belogorsky, Monica Boyer, Brittany Coleman, Lindsay Holbrook, Mary Ann Lema, JJ Pionke, Rosie Williams-Baig, and Megan Young. The Committee's Executive Board liaison is Jennifer M. Jackson, and the staff liaison is Tamara Jenkins. ILA*

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# Beyond the Library Walls: Building Communities with Bookmobiles and Other Outreach Opportunities

I am often asked what library outreach is and how it is different from community engagement. For those of us who work in outreach, what we do seems apparent, yet it is not easy to give a clear-cut answer. So, I defer to replying that we, outreach folks, do everything, including community engagement. Library outreach exists in many forms: programming, representing the library at community events, serving senior facilities and home-bound patrons, collaborating with schools, day-care centers, and other community organizations, and last but not least, operating outreach vehicles such as bookmobiles, passenger vans, and book bikes to reach patrons who are unable to or don't have convenient access to the library.

This article offers a review of the outreach efforts of several libraries in the ways they add value to their communities, ensuring equitable library services to all people, including homeless patrons, ethnically diverse people, older adults, library non-users, people with disabilities, and rural communities. Even libraries that do not have enough staff or sufficient budgets to provide full-fledged outreach have made significant impacts in their communities. You know that old saying “if there is a will, there is a way?” It certainly applies to library outreach, as well.

## OUTREACH THROUGH BOOK CLUBS AND READING PROGRAMS

Libraries have a long history of serving as places for hosting book clubs, strengthening the connection between libraries and individual lives. Outreach can expand book clubs beyond the library walls. For example, Glenview Public Library provides materials for five book clubs at retirement facilities. Addison Public Library provides a book club at the Park District for the Active Adults Senior Club. Oak Park Public Library has had a Books and Brews program, which is a book discussion that meets at local bars. And, in addition to library-supported book clubs, there are many independent ones. Libraries support these readers by assembling and circulating “book club kits” that include multiple copies of a title and discussion guide.

Book talks and read-alouds at schools are another way of libraries reaching out beyond their physical spaces, as is done at Joliet Public Library and the Fountaindale Public Library District in Bolingbrook. Oak Park Public Library has hosted book discussions in partnership with their school system. In December 2020, they finished a set of virtual book discussions in partnership with the middle school and other local organizations, based on the book *Stamped: Racism, Antiracism, and You* by Jason Reynolds and Ibram X. Kendi, supporting an anti-racist curriculum.





drawn together

The Book of Mistake

PALACES FOR THE PEOPLE  
ERIC FENNERBERG

babys first words

Leaves

Connecting over one great read

Home Sweet Neighborhood  
TRANSFORMING GIRLS ONE BLOCK AT A TIME  
MICHELLE WALKER



The American Library Association's initiative "One Book, One Community" is also a form of library outreach. An example is Bloomington Public Library's "Bloomington Reads" programming series, where area residents are encouraged to read a title, discuss it with their peers and attend corresponding programs that focus on themes found in the book. Similarly, Glenview Public Library has a yearly "Glenview Reads Together" reading program. Oak Park Public Library has a "One Book" summer reading program for adults, often associated with book groups, sometimes conducted off-site. Whether you have an established community reading program or are just looking to get started, the ALA Public Programs Office has developed several resources for librarians that can be found at <http://www.ala.org/aboutala/offices/ppo/programming/onebook>.

## SERVICE-BASED OUTREACH TO ENHANCE SKILLS AND KNOWLEDGE

Examples of service-based outreach include technology instruction, reader's advisory, reference assistance, workshops, creating library cards, check-in and check-out of materials, school and teacher services, and home delivery service—all of which can be provided at locations other than the library. Some of the surveyed libraries responded that before the COVID-19 pandemic they offered technology classes at senior centers, such as Fox River Valley Library District; and other off-site locations, such as McDonald's, as Bloomington Public Library has done.

To supplement school curricula, Joliet Public Library offers educator library cards, classroom enrichment materials, library 101 classroom visits, research and database presentations, and summer reading promotion. Similarly, Oak Park Public Library provides classroom visits on request for teachers to discuss library services, intellectual freedom, banned books week, or general back-to-school or end-of-school-year visits, as well as the schools' Multicultural Night and Curriculum Night. These programs are generally in classrooms or at afterschool programs and centered around teaching cultural knowledge about a specific group of people. Normal Public Library offers educators cards to anyone working in an educational institution, child-care center, or adult daycare center, and liaises with community organizations to share information about library services.

In 2020, Fountaindale Public Library District, in collaboration with a neighboring library, White Oak Library District, issued library cards to each student in their school district. These "Student Success" library cards give students access to a treasure trove of eResources to get homework help, download or stream eBooks and movies, and to explore maker activities, using state-of-the-art technology. Between the two libraries, more than 15,000 Student Success library cards were issued and mailed to students during the period of remote learning.

## OUTREACH PROGRAMS JUST FOR FUN

Sharing stories, books, and songs with children is an essential element of a preschool's early-literacy curriculum. Before the COVID-19 pandemic, outreach staff at several surveyed libraries provided storytimes at community preschools, daycares, and area restaurants and stores (Panera Bread, Subway, IKEA), typically structured to fit the needs of teachers and children, accompanied by maker activities such as origami, bookmark creation, and button making. Other libraries partnered with local agencies in the summer and provide games and activities off-site at local parks (Addison Public Library, Fox River Valley Library District). In addition to storytimes, Fountaindale Public Library District's mobile puppeteers provide puppet shows—straight from the Bookmobile—that delight young and old alike.

Before the COVID-19 pandemic, Joliet Public Library provided teen craft programs to schools during lunch periods. Fox River Valley Libraries used to do monthly concerts at the senior condo community next door to the library. A respondent from Highland Park Public Library shared, "Generally if we are invited to an event, depending on the event, we provide something fun. For Arbor Day festivities, youth services provided storytime; for Martin Luther King, Jr. Day of Service we set up a table with a service project; often bags to color that get filled with books and then sent to a wellness clinic. All summer, we usually show up at the farmers market, Bitter Jester Music festival, and Food Truck Thursdays complete with a spinning wheel for trivia with prizes and lots of handouts. We tend to give away lots of books—discarded books, books donated to the Friends, heavy, unwieldy books. But people love them. And people love to see their library at all of those events."

## OUTREACH AND UNDERSERVED POPULATIONS

One of the main goals of library outreach is focusing on traditionally underserved populations, defined by ALA as "including poor and homeless people, ethnically diverse people, older adults, adult new and non-readers, incarcerated people and ex-offenders, people with disabilities, GLBTQ populations, and rural and geographically isolated communities." Home delivery service, for example, is an outreach service that libraries provide to patrons confined to their residents due to disability, accident, or illness, by Fountaindale Public Library District, Bloomington Public Library, Oak Park Public Library, and River Valley District Library, among others. A survey respondent from Oak Park Public Library shared that the library offers a robust home delivery program that has been running for many years. Before COVID-19, they served an average of 33 patrons per week, delivering about 115 items/week, but that number has increased substantially since COVID-19 started.

Effingham Public Library is located in a rural community where many people face financial, transportation, technological, and communication barriers—so the library provides those bridges as much as they can. Their Book Box Vending machine, created with an initial grant from Better World Books and maintained by staff and volunteers, dispenses a curated selection of donated books, free of charge. Glenview Public Library has a Next Chapter Book Club which is a book club for adults with intellectual or cognitive disabilities. Through a grant, Oak Park Public Library has purchased books and sent them to other community organizations that need free books to give away to clients. Some of their clients include an organization that assists new mothers, a local organization that assists the homeless, as well as a children’s clinic. In the summer, Oak Park Public Library staff attend a free-lunch site through a partnership with Beyond Hunger, where children are dropped off by parents for two hours, given a free lunch and activities to keep them entertained. Library staff visit that site once a week, bringing free books to give away, as well as activities such as storytimes, multicultural artifact discussions, and small crafts.

Fox River Valley Library District offers free meals during the summer, paid for by the Summer Food Service Program and cold suppers during the school year, paid for by the Child Adult Care Food Program. Both programs, offered to children 18 and under, are managed by the USDA and operated by the Illinois State Board of Education.

Highland Park Public Library has signed on the Dementia Friendly America efforts with organizations within the city. As memory care is an important element in the community, the adult services department wrote and won a grant to support the creation of memory kits that can be circulated. The library has hours where families with children with special needs can visit without distractions.



## HIGHLIGHTS

- Increased Coverage and Limits
- More Control
- Competitive Costs
- Return on Surplus
- Safety and Training Programs
- Fully Transparent

## 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

For additional information visit [www.lirapool.com](http://www.lirapool.com)



## LIBRARY AWARENESS THROUGH COMMUNITY OUTREACH

Partnering with community organizations expands library outreach to non-library users. The benefits of such partnerships are endless: promoting each other's services, providing space for outside groups to use within the library building, and creating library services specifically based on the needs of the organization. Library card sign-up, digital resources demos, children's activities, tabling with library information, giving away books and library branded swag, and just talking to community members about all of the things libraries offer are some examples of community-focused outreach.

Surveyed libraries shared that they have sponsored and/or partnered with local schools, church food pantries, Lions clubs, local coffee shops and restaurants, community festivals, parades, and large-scale events, health fairs, park districts, Rotary clubs, scout groups, and farmer markets. For example, Glenview Public Library attends as many community-focused events as possible and has partnerships with CJE SeniorLife, Village of Glenview, Department of Senior Services, AgeOptions, and Oakton Community College VITA program (for literacy classes). River Valley District Library has partnered with the

local forest preserve district to do events at the local parks. They also work with the school to provide entertaining and education programs during the summer.

Oak Park Public Library attends community events such as the Farmer's Market, Thursday Night Out (weekly summer eating/shopping on a closed-off street), and A Day in Our Village. A respondent from Oak Park Library said, "Block parties are very important in our community. A block submits a request to close off their street for a day and everyone living on that street comes out to cook, play, and generally get to know one another better."

For many outreach staff members, attending community events is a favorite part of the job, not to mention a low-cost outreach initiative. All that is needed is a table, materials, informational fliers, and a staff member with a passion for people and libraries. A respondent from Highland Park Public Library shared, "We love it! Like turning a work shift into a party! Any event, any time, we will be there—we bring a tent, we register for library cards, we demo downloadables, we usually have a spinning wheel. We answer questions. We give away books. And these events don't necessarily require staff with special talents, just friendly, strong people to help out and be genuinely happy to see other people."

## BUILDING BETTER COMMUNITIES WITH BOOKMOBILES

Bookmobiles, and their variations such as passenger vans and book bikes, are an important and perhaps the truest form of library outreach, as their role is to bring the library to the people. From the outreach vehicles, staff can create library cards, circulate materials, do small crafts, distribute library and partner publications, give away free books and library swag, and many other engaging activities. Oak Park Public Library's Book Bike operates from April to October, going to school-sponsored events, community events, as well as local block parties. Effingham Public Library also owns a Book Bike, fueled by the same community engagement that brought their Book Box Vending machine. Through donated books, cycling staff can pedal out into the community and deliver books to the areas that need them the most. Bloomington Public Library's Bookmobile operates on a three-week schedule, visiting 48 locations. Highland Park Public Library's READMobile, loaded with tents, tables, chairs, books, and other materials, goes to events and gets especially polished for the Fourth of July Parade, where staff hands out candy. Normal Public Library owns two outreach vehicles for attending events, delivering deposit collections, and home delivery service. Fountaindale's Bookmobile is a full-service mobile branch of the library that provides programming and all types of materials for patrons of all ages. Fountaindale is getting ready to welcome a new Bookmobile equipped with a TV and display monitor that will allow patrons to enjoy programming and other media outside the vehicle.

## HOW TO MAKE THE MOST OF YOUR LIBRARY OUTREACH

Libraries differ in many aspects: budget, staffing, and community needs. When it comes to outreach, while it is always a good idea to network and learn from fellow libraries, it is important to remember that what works in one library, might not work in another. But in whatever capacity your library provides outreach, it can be a powerful tool to improve and complement services offered inside the building. As you begin or expand your outreach efforts, consider the following tips to make the most of it:

- Determine the purpose of your outreach

Your main goal should be learning as much as possible about your community in order to provide efficient outreach. Talking to patrons inside the library building is certainly helpful but remember that these people are already library users. You want to focus on non-users and underserved populations. One way to do so is to meet with other community leaders. Schools,

child-care centers, churches, health centers, shelters, local businesses, and local media are all great starting points. This will enable you to learn what type of services your community needs. Learn about other organizations and their services. Instead of competing with them, make them your partners.

- Expand your outreach slowly

Start with outreach efforts that you are the most comfortable with. Joint outreach activities with another organization are easy yet effective; all you have to do is bring library publications and some library swag. Next, move into offering an information session or a book talk to a local school. And, as you become more comfortable with getting out and about, move toward more challenging endeavors such as planning an outreach event or developing a new service. Home delivery is just one example.

- Determine staffing needs

Not all libraries have established outreach departments. If yours doesn't, you might need to pull staff from different departments to conduct outreach. Look at staff strengths and interests. Staff who live in the community they serve already know about community needs and are well equipped to advocate for the community and the library. Your goal is to have a dedicated and well-trained outreach staff, and if that is not an option, invest time in recruiting and training volunteers. Many home delivery programs are completely run by volunteers. Also, reach out to your Friends of the Library group. Share your ideas and goals with them; if not with a time, they could help with sponsoring an outreach initiative.

## COVID-19: WHAT DID OUTREACH LEARN?

Just like every other library service, and perhaps even more than the others, outreach was hit hard by the COVID-19 pandemic. Suddenly the primary concept of outreach—bringing people together—became a threat to public health. Outreach staff had to step out of their comfort zone and out of their bookmobiles, literally. All of a sudden, patrons were not allowed to board bookmobiles, to touch books, to connect socially—all of it completely the opposite of what library outreach stands for.

Patrons were not allowed on the Bloomington Public Library's Bookmobile as there is no space to socially distance. Services to senior facilities were put on hold because of positive COVID-19 cases. Library and community events were canceled. And a respondent from Oak Park Public Library added, "COVID-19 has changed our outreach services immensely. There was no Book Bike Season, there were no school visits, there were no senior center visits—nearly all outreach services have been put on pause."



Despite the challenges brought on by the COVID-19 crisis, outreach persisted, and outreach staff still accomplished a few things, learned a few lessons along the way, and came up with new ideas and new ways of connecting with people while maintaining social distance. “COVID-19 has made everything harder! But it has helped me to make a couple of contacts with senior apartments in the area that are new and were not really interested in partnering with us before,” said a respondent from Fox River Valley Library District.

Oak Park Public Library opened its home delivery services to more people, getting several new parents with small children who wanted to stay home and protect their children from COVID-19, while still getting library materials. “This changed how our program has operated, and until we closed again, we had 60 or so people getting more than 200 items per week.” Oak Park’s Read-While-You-Wait program at barbershops and laundromats was terminated; instead, they sent free books to other nonprofits in a need of free reading materials to hand out, mostly to children who did not have access to books at home due to socio-economic restrictions.

“All outreach was put on hold unless done virtually,” said a respondent from McHenry Public Library District. Instead of visiting schools for book talks and storytimes, Addison Public Library staff handed out craft kits at meal distributions. A respondent from Joliet Public Library shared, “My entire job has been impacted by remote learning. I am finally starting to push into Zoom classes, but still not anywhere near what I used to do.”

## FINAL THOUGHTS AND THE QUESTIONS THAT REMAIN

As I am writing this article, COVID-19 is far from being gone. The world is still amid a pandemic. A vaccine has just been developed and the first doses have been allocated to healthcare personnel. Next in line will be grocery store employees, teachers, emergency workers, and other people on the front lines of America’s workforce, but there is no mention of library workers in Illinois’ state-level plan. Are we prepared for potentially shutting down outreach if we are unable to physically serve schools, senior facilities, and attend community events? Does this mean another virtual year for outreach? Many questions remain unanswered. Many plans remain unmade. But, for outreach, if there is one thing that the COVID-19 pandemic taught us in terms of future plans, it’s this: It’s okay to say “We don’t know yet.” ■

# Outreach Resources

More examples, resources, and discussions on the topic of library outreach are available on the following websites:

The American Library Association's Office for Diversity, Literacy and Outreach Services  
at <http://www.ala.org/aboutala/offices/diversity>

The Association of Bookmobile and Outreach Services at  
<https://www.abos-outreach.com/>

Little Free Library at <https://littlefreelibrary.org/>

# Acknowledgements

The author would like to thank the staff from the libraries mentioned in this article who took the time to share their experience, knowledge, and passion for all things "outreach."

Addison Public Library, Bloomington Public Library, Effingham Public Library, Fountaindale Public Library District, Fox River Valley Library District, Glenview Public Library, Highland Park Public Library, Joliet Public Library, McHenry Public Library District, Normal Public Library, Oak Park Public Library, River Valley District Library, and White Oak Library District



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# Out in the Open: Inclusivity, Access, and Open Educational Resources in Illinois

## INTRODUCTION AND DEFINITIONS

In his 1852 work, “A Vision of a Wrangler, of a University, of Pedantry, and of Philosophy,” the physicist, and sometimes poet, James Clerk Maxwell spoke of “All the costly apparatus, / That is meant to elevate us / To the intellectual status / Necessary for degrees”<sup>[i]</sup> (ll. 73-76). Nearly 170 years later, that apparatus is substantially more costly, both in terms of the financial burden college students are asked to assume and in the ways that this burden thwarts student efforts to succeed and attain their degrees and their dreams for a better future. Libraries in Illinois and beyond have a vital role to play in expanding access to that apparatus. By promoting and subsidizing Open Educational Resources (OER), academic libraries can help ensure that students can attain the intellectual and professional status they aspire to.

In 1948, the *United Nations Universal Declaration of Human Rights* declared that “higher education shall be equally accessible to all on the basis of merit.”<sup>[ii]</sup> However, the high cost of higher education is making it inaccessible for many. As early as 2003, the Illinois Student Assistance Commission noted that “financial constraints was the number one reason (79%) given by college counselors for why some of their college prep seniors did not go on to college.”<sup>[iii]</sup> More recently, the Commission’s 2019 annual evaluation of the Monetary Award Program (MAP) acknowledged

that funding at its highest grant level covered only 33% of tuition and fees for public universities and 37% of tuition and fees at community colleges.<sup>[iv]</sup> These expenses are only the beginning; students or their families must cover the cost of room and board, personal transportation, and books and materials. And one of the most weighty financial burdens is the price of textbooks.

The prevailing model for the provision of college-level educational resources requires students to purchase all of their course materials (i.e., textbooks and course packets). This model has changed little in the past few decades to accommodate the exponential rise in the cost of classroom resources. While the Consumer Price Index has increased by 250% since 1978, college textbook prices have increased 812%.<sup>[v]</sup> On average, public four-year colleges and universities in Illinois recommend that students should budget \$1,300 a year for their books and supplies, though the actual cost varies. Research on high textbook prices shows that many students did not purchase a textbook (64.2%), took fewer courses (42.8%), did not register for a course (40.5%), earned a poor grade (35.6%), or dropped a course (22.9%) because they were unable to afford required course materials.<sup>[vi]</sup> Each of these has an impact on a student’s education. As the cost continues to rise, access to affordable textbooks is becoming a substantial barrier to student success. But librarians can play a role in reducing the cost of books and materials by working with faculty to support the adoption and creation of Open Educational Resources, or OER.





By definition, Open Educational Resources are open—with licenses that allow anyone to retain, revise, remix, reuse, and redistribute materials at little or no cost.[vii] This openness stands in stark contrast to the current system of profit-based textbook publication and dissemination which reduces accessibility and widens the equity gap. The employment of high-quality OER, however, not only makes higher education more affordable, it expands and equalizes access to learning materials—removing a significant barrier to student achievement.

Because of their centrality to the research and instruction missions of their institutions, academic libraries are the obvious home for campus-wide OER efforts and faculty frequently turn to their libraries for help in identifying, adapting, or designing OER meant to benefit their students. However, academic libraries often lack the funds and the specialist training required to foster robust OER initiatives—especially in the realm of OER creation.

## BENEFITS

- Cost Reduction

We've already identified the costs of textbooks as a barrier for students in higher education. When OER is functioning in an ideal situation, it provides free digital access course materials where everyone has internet access and can utilize any format needed, which is not always the case. Still, in most cases OER materials, including primary texts and supplemental materials, will be available digitally to many students, and, due to the nature of creative commons licensing, print versions can be made available to students at cost or with a mark-up at the bookstore that will still be saving students money in comparison to traditional course materials, especially when large publishers are involved.

- Support for Academic Freedom

If approached about implementing OER in their courses, faculty may feel that it is encroaching on their academic freedom, but if we consider the rigidity of a commercial textbook, OER opens up a multitude of opportunities for customizing and curating course content. Within the framework of creative commons, faculty can combine already existing OER with their own original works to create course materials tailored to their needs. They have control over just about every aspect of the course content. For example, if a particular chapter of an OER textbook doesn't fit a course, it can be removed or substituted with one written or adapted by the faculty member, or chapter orders in that text can be rearranged to match the flow of the course.

- Inclusion through Open Pedagogy

The focus of conversations about adapting OER to fit course needs is often about how the instructor makes decisions about what is presented to their course. However, this freedom also allows instructors to include their students in the creation of course content, as seen in the Open Pedagogy Notebook: “In this way, Open Pedagogy invites us to focus on how we can increase access to higher education and how we can increase access to knowledge—both its reception and its creation. This is, fundamentally, about the dream of a public learning commons, where learners are empowered to shape the world as they encounter it. With the open license at the heart of our work, we care both about ‘free’ and about ‘freedom,’ about resources and practices, about access and about accessibility, about content and about contribution.” [viii] When students are included in the creation and curation of course materials as part of the assignment for a course, their work can take on additional value. On top of the validation of grades and concept mastery, students get to conceptualize their work as having long-term value by impacting future classes.

### MACH ONE PUBLISHING INTRODUCES

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## WHAT IS HAPPENING WITH OER IN ILLINOIS ACADEMIC LIBRARIES

To help offer a bit of insight and inspiration to those developing their own OER programs, we've reached out to academic institutions in Illinois to provide a brief profile of their efforts. Here are some of the responses:

- Illinois Institute of Technology

While many college and university libraries across Illinois are enthusiastic about the potential of OER, their fervor is often tempered by budgetary limitations. The Illinois Institute of Technology's libraries developed a survey to learn more about student textbook-purchasing; the infographic which grew out of those results was shared with faculty. Also, the libraries recorded interviews with faculty who are avid advocates for OER on campus in an effort to induce more of their colleagues to switch to open resources.


- Northern Illinois University

Northern Illinois University Libraries has produced a LibGuide focused on Textbook Affordability that provides information on OER repositories, sites where faculty can find open access music, videos, and images, as well as free courses, and it is in the process of creating a new LibGuide with subject-specific OER materials for disciplines such as Psychology and Education. NIU librarians and library staff have run workshops, collaborated with the university's Center for Innovative Teaching and Learning on conference presentations, training sessions, and webinars aimed at increasing adoption and creation of open materials.

- Triton College

Open materials were first incorporated into online horticulture courses. Since then, the program has expanded to include rhetoric, speech, and chemistry courses among others. Triton College crossed the threshold of saving students \$1 million on textbooks and course materials in spring 2019. Workshops are held regularly to support faculty who wish to incorporate OER and other low-cost learning materials into their classes. More recently, these workshops have been focused on how OER can support students in a largely remote learning environment. In addition to making college more affordable, the program contributes to the overall learning experience of students. A 2018 survey of Triton College students enrolled in courses using low-cost course materials showed that 94 percent of students agree the course materials were easily accessible and 98 percent would recommend the course materials for future classes.

*The authors thank Lauren Kosrow, Triton College and Kimberly Shotick, Northern Illinois University, for contributing information from their institutions.*

Many Illinois college and university libraries have been actively working to address the textbook affordability crisis on their campuses through initiatives that promote awareness, adoption, and creation of open educational resources (OERs). As models of these activities are evolving, it is evident that promoting and supporting OER creation is the most challenging due to the tools, skills, and time required to author OERs. 

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# Starting a Professional Reflection Practice

## INTRODUCTION

The past year has abruptly changed how libraries provide services, build programming, and make connections with the community, leading our profession, as a whole, toward reflective processes out of sheer necessity. Regardless of what motivates reflection, a professional reflection practice can help you organize your thoughts, process prior events, collect data, and create goals. It also offers valuable insight, allows you to track personal growth, and reaffirm what you're doing well. However, despite these many benefits, research suggests that reflection is not widely practiced by library professionals (Birch, 2015; Stevens & Mundt, 2018). If you've ever thought about starting a professional reflection practice but didn't know where to begin, this article aims to highlight the benefits of starting such a practice, provide some guidelines for getting started, and present various methods of keeping a professional reflection practice.

## WHAT IS A REFLECTIVE PRACTICE?

While reflection is a broad term that is applied to various activities, a reflective practice is performed with intention and analysis, and is meant to improve performance. A reflective practice can take many forms, such as writing, drawing, using voice memos, and conversations with peers. Using any of these methods has great potential to elevate future performance. Black and Plowright use terms such as "transformational" and "empowering" to describe the dynamic nature of learning that stems from reflection (2010). Donna Watt describes reflection as finding "...the ah-ha moment, the one that makes us reconsider our assumptions, to question our practice and prior learning" (2011).

Adopting some type of reflective practice has many advantages for those who work in libraries. Reflecting on patron interactions or instruction methods and results helps identify patterns and knowledge gaps and can assist with developing professional goals. For example, in "Reflecting Journaling: A Daily Practice," librarian Amanda Leftwich discusses finding ways to challenge herself after regular reflection revealed a pattern of boredom (2019). Other benefits of developing a reflective practice beyond the "aha moment" include improved creativity, elevated collaboration with colleagues, and greater overall professional effectiveness. Ultimately, it's a chance to learn about yourself and make sense of a situation (Miller, Ford, & Yang, 2020) you can refine for better results.

## BEGINNING YOUR REFLECTION PRACTICE

There are many ways to approach reflective practice. One way is to establish a routine of asking yourself a consistent set of questions and document useful insights (Miller, Ford & Yang). Leftwich recommends starting with these simple guided questions: How did you feel? Was the experience successful? What did you learn? (2019). Alissa Droog, Assistant Professor and Education and Social Sciences Librarian at Northern Illinois University, uses a similar series of questions to guide her practice. After each library instruction session, she asks herself the same questions: What went well? What didn't go as well and why? What was the student experience like? "I learn so much about myself through reflection. I learn about areas for improvement, make plans for changes to how I do things. I also learn about my strengths," said Droog. Reflective questions not only provide a framework for the contextual variety found in library work, but the answers also light a pathway forward.

“...the ah-ha moment, the one that makes us reconsider our assumptions, to question our practice and prior learning”



Other examples of guided reflection questions include:

- How did you feel before the experience?
  - How did your feelings affect your behavior?
  - What was happening around you?
  - What outside influences contributed to the experience?
  - How did others respond?
  - How would you approach the situation differently next time?
- (Saunders & Wong, 2020)

A reflective practice is meant to analyze and improve processes and behaviors, but it's important to recognize positive experiences, something Droog also does. "In my weekly reflective practice, it gives me a moment to celebrate my wins of that week," she said. Taking note of your "wins" reinforces what you're doing well and further develops your skills.

If using guided questions to reflect sounds too structured, start by simply noticing and gently interrogating moments you experience in your work. Jessica Parker, library media specialist at Kaneland High School, shared, "As I teach I make notes of questions that

are asked or places where classroom teachers have jumped in to expand on my point or make connections on what I have talked about." Similarly, Herrin High School librarian Beth Johnson uses insights from her notes to make relevant changes to handouts or lessons. The overall key to a valuable reflective practice is to experience, analyze, and learn.

## REFLECTING WITH PEERS

Whether you're in a classroom or at the reference desk, asking for colleague feedback is an effective way to help you see things that you might otherwise miss. Honest conversations with peers lead to shared understandings, improved communication, and increased awareness of other practices and expectations. Droog often invites her peers to weigh in. "I also share my teaching reflections with the faculty members I work with and anyone who observes me, offering them an opportunity to comment." Likewise, Johnson reflects on feedback from the teachers whose classes visit the library for instruction. "[I] ask what...they would

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like to see added/taken away from the presentation,” she said. Reflecting on both feedback from the teachers and student behavior in the classroom transformed Johnson’s library instruction. “I completely changed freshmen orientation from me talking about what’s in the library to talking for just a few moments, then having students do a scavenger hunt to get them up and moving and searching the library. That was the biggest transformation,” she said.

## OTHER FORMS OF REFLECTION

For some, sitting down with a blank notebook pondering questions can be overwhelming. One personally accessible way to practice reflection is through the use of voice memos, sometimes called audio journaling. Audio journaling is a chance to think out loud or brainstorm, and it can capture emotions and feelings in a way the written word sometimes can’t. If you’re a visual thinker, reflective drawing, known as “sketchnoting,” might be more valuable to you. Sketchnoting, a term first coined by designer and author Mike Rohde, is a way to listen and visualize your ideas through drawing. Try combining sketchnoting and audio journaling. As you’re listening to your voice memo, start by simply free-writing keywords or ideas on a blank page, then build on it by adding visual elements like headings, and boxes or arrows to separate your ideas (Hutchinson, 2019). You don’t have to be an artist to sketchnote. Your reflective drawings can be doodles, shapes, stick figures—whatever makes sense to you. Whether you create your own or adopt a known practice, your goal is to make sure it meets your personal needs and is sustainable.

## FINAL THOUGHTS

A professional reflective practice offers numerous benefits, such as improved organization, communication, professional growth, and enriched library services. Reflecting with peers provides shared understanding and an opportunity to learn from one another. One way to start your practice is to ask yourself consistent guided questions. Simply taking notice of an experience and asking “Why?” also provides valuable information for reflection. An effective practice is continuous and analytical, celebrates successes, and results in transformation, but the most effective practice is the one that works best for you. 

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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

**Prospect Heights Public Library**, Prospect Heights  
**Tompkins County Public Library**, Ithaca, NY

## TRUSTEE MEMBERS

**Robert Lyons**, Addison Public Library  
**Michelle Mallari**, Skokie Public Library  
**Maria Piscopo**, Addison Public Library  
**Christopher Pudelek**, Addison Public Library  
**Joshua Short**, Louis Latzer Memorial Library

## STUDENT MEMBERS

**Eric Arenas**, Chicago  
**Stephen Barnes**, Chicago  
**Lisa Bezella**, Schaumburg  
**Anri Brod**, Urbana  
**Siyao Cheng**, Champaign  
**Eilis Corcoran**, Elgin  
**Caryn Corliss**, Champaign  
**Carla Czyzewski**, Barrington  
**Cooper Dague**, Homewood  
**Elaina Dague**, Homewood  
**Erin Haddad-Null**, Chicago  
**Lydia Hanchett**, Chicago  
**Cyndi Hinton**, Chicago  
**Katriena Knights**, Urbana  
**Sharon Lanza**, Chicago  
**Crystal Livingood**, Champaign  
**Irini Losoff**, Skokie  
**Karen Louis**, Oak Park

**Andrea Martinez**, Chicago  
**Lauren Pirritano**, Naperville  
**Cheyenne Puetz**, Champaign  
**Claire Ong Sabala**, Glendale Heights  
**Quinn Sluzenski**, Chicago  
**Nathan Sonnenschein**, Lander  
**Rachel Stine**, Lake Villa  
**Sarah Maria Sweeney**, Urbana  
**Mariah Tennell**, Savoy  
**Marina Troxel**, Springfield  
**Mallory Untch**, Algonquin  
**Jordan Weaver**, Chicago

## PERSONAL MEMBERS

**Denise Benson**, Calumet City Public Library  
**Chris Brown**, Chicago Public Library  
**Lauren Chambers**, The Urbana Free Library  
**Ethan Fardoux**, Glenview Public Library  
**Katherine Forsman**, Zion-Benton Public Library District  
**Katelyn Fuentes**, Deerfield Public Library  
**Sarah Holmes**, Northern Illinois University  
**Anne Jamieson**, Deerfield Public Library  
**Lorene Kennard**, University of St. Francis  
**Kent LaCombe**, Milner Library; Illinois State University  
**Colleen Melone**, Lincolnwood Public Library District  
**Joanna Mladic**, Rockford University  
**Rebekah Noggle**, Harper College  
**Catherine Purcell**, Champaign Public Library  
**Genevieve Stevens**, Naperville Public Library  
**Julie Stielstra**, NM Central DuPage Hospital

# ANNOUNCEMENTS

## ILA Candidates for 2021

The Nominating Committee has announced the candidates for election in the spring of 2021.

### PRESIDENT-ELECT CANDIDATES

(three-year term beginning July 1, 2021 through June 30, 2024)

**Michelle Nielsen Ott**, Methodist College, Peoria  
**Heather Jagman**, DePaul University, Chicago

Any ILA member wishing to be added to the ballot by petition shall be added to the slate and placed in the paired candidate group that most clearly matches the affiliations of the petitioner as determined by the Nominating Committee. Petition candidates for vice president/president-elect will be added to the presidential slate as requested.

### BOARD OF DIRECTORS

(three-year term beginning July 1, 2021 through June 30, 2024)

A candidate from each pairing will be elected in accordance with the ILA bylaws as amended at the 1998 ILA Annual Conference; a total of four directors will be elected to serve three-year terms on the ILA Executive Board.

Nominations by petition for an elective office shall be proposed in writing by at least one hundred (100) personal members of the association and delivered to the Executive Office by March 1. Candidates nominated by petition shall be added to the slate and placed in the candidate group that most clearly matches the affiliation of the petitioner. The determination of placement on the slate is the responsibility of the Nominating Committee.

### DIRECTOR AT LARGE:

**Mary Jo Matousek**, Aptakisic-Tripp School District, retired, Palatine  
**Kara Thorstenson**, Chicago Public Schools

The polls will open electronically April 1, 2021. In addition, paper ballots will be sent to persons requesting one. The return deadline is thirty days after the ballot is postmarked. The electronic polls will close April 30.

### DIRECTOR AT LARGE:

**Michelle Oh**, Northeastern Illinois University, Chicago  
**Qiana Johnson**, Northwestern University, Evanston

Serving on the Nominating Committee are Molly Beestrum (chair), Karen B. Brown, Deborah Campbell, Edith G. Craig, Paul Mills, M.C. Neal, and Susan Palmer.

### DIRECTOR AT LARGE:

**Julie Milavec**, Downers Grove Public Library  
**Andrea Telli**, Chicago Public Library, retired

### DIRECTOR AT LARGE:

**Jordan Neal**, Champaign Public Library  
**Randi Sutter**, Normal Public Library

### ALA COUNCILOR:

**Paul Mills**, Fountaindale Public Library, Bolingbrook  
**Aaron Skog**, SWAN Libraries, Westmont



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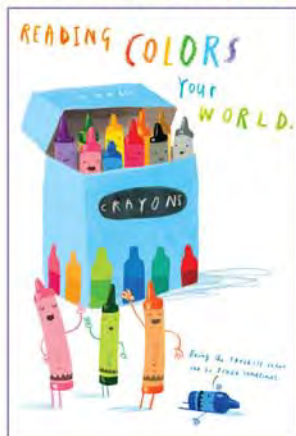
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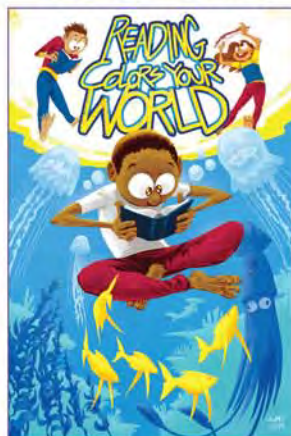
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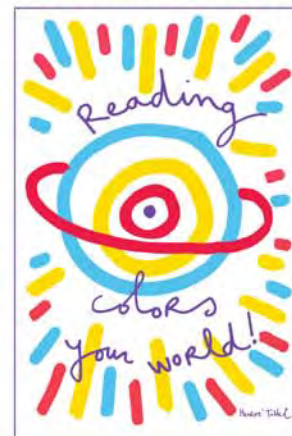
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