

**JOLIE GRAYBILL**  
Scholarly and Creative Activities  
*Research*

**CONTENTS**

**Folders for APPENDIX TWO, Scholarly and Creative Activities**

1. Publications Folder

- Deards, K. D., **Graybill, J. O.** (2014). In print production – The role of professional protocols: recruitment, retention, and service. In Deards, K. & Springs, G. R. (Eds.), *Succession Planning and Implementation in Libraries: Practices and Resources*. Hershey, PA: IGI-Global. [Chapter]. [Expected publication date March 2014].
- **Graybill, J.O.** (Accepted for publication, DOI 10.1016/j.acalib.2013.09.006, <http://www.sciencedirect.com/science/article/pii/S0099133313001183>). Millennials among the professional workforce in academic libraries: Their Perspective on Leadership. *Journal of Academic Librarianship*. Elsevier Science.  
**REFEREED**
- **Graybill, J.O.**, Carpenter, M., Offord, J., Piorun, M., & Shaffer, G. (2013). Employee onboarding: Identification of best practices in ACRL libraries. *Library Management*, 34(3).  
**REFEREED**
- Carpenter, M. & **Graybill, J.O.** & Jerome Offord Jr & Piorun, M.(2011). Envisioning the library's role in scholarly communication in the Year 2025. *portal: Libraries and the Academy* 11(2), 659-681. The Johns Hopkins University Press.  
**REFEREED**
- **Graybill, J. O.**, & Bicknell-Holmes, T. (2013). Location, location, location: impact of IM widget placement. *College and Undergraduate Libraries, Summer*.  
**REFEREED**
- Martin, C. K., Maxey-Harris, C., **Graybill, J.O.**, & Rodacker-Borgens, E. K. (2009). Closing the gap: Investigating the search skills of international and US students: an exploratory study. *Library Philosophy & Practice*, 2009. 1-17  
**REFEREED**

2. Research Folder

- Research complete – Submitted for publication and currently under review. Graybill, J.O., Cultivating a Future for Tribal College and University Libraries in Increasingly Challenging Economic Times, *Journal of Academic Librarianship*. Elsevier Science.  
**REFEREED.**
- Journal article – **Current Index to Statistics vs. MathSciNet for the Highly-Cited Statistician: Necessary Coverage or Unnecessary Redundancy?** Jolie Graybill, David C. Tyler, et al., data collection complete, writing in progress.

### 3. Presentations Folder

- International Conference of Indigenous Archives, Libraries, and Museums, “Cultivating a Future for Tribal College and University Libraries in Increasingly Challenging Economic Times,” facilitated 2 Round Table Discussions, Santa Ana Pueblo, NM, June 10-13, 2013.
- ARL Leadership Symposium, “Resume Review Session” facilitated the Resume Review Session for Leadership Symposium 33 attendees, Seattle, WA, January 2013
- ARL Initiative to Recruit a Diverse Workforce Mentor/Protégé Webinar Presentation, presented with Mark Puente via WebEx interface, December 2012
- UNL Libraries Brown Bag “Millennials and Their Leadership Perspective” November 2012
- Invited Panel Presentation at ALA Mid-Winter Conference, “Is a PhD in LIS for You? Sponsored by ALA Office of Diversity; Dallas, TX, January 2012
- ARL Leadership Symposium, “Resume Review Session” participated as a Resume Reviewer for Leadership Symposium 25 attendees, Dallas, TX, January 2012
- ARL Initiative to Recruit a Diverse Workforce Mentor/Protégé Webinar Presentation, presented with Mark Puente via WebEx interface, November 2011
- Invited Panel Presentation “Taking it up a Notch: Career Advancement for Diverse Mid-Career Professionals” at the Celebrating 10 Years of Knowledge River at the University of Arizona, Tucson, AZ, November 2011
- Invited Panel Presentation “How I Landed my First Librarian Job” Celebrating 10 Years of Knowledge River at the University of Arizona, Tucson, AZ, November 2011
- Update Report at the ARL Diversity Committee in conjunction with the ARL Membership Meeting, Washington, DC, October 2011
- UNL Libraries Brown Bag “Impact of IM Widget Placement” with Tracy Bicknell-Holmes, October 2011
- Submitted and accepted UNL CONTENTdm Presentation, “Not just a bunch of pretty faces,” Salt Lake City, UT, June 2010
- Thank You letter from CONTENTdm Western Users’ Group Meeting Conference Committee Chair, Kenning Arlitsch
- Invited presentation on Digital Media Literacy for the National 4-H Teen Congress annual meeting, Atlanta, GA, November 2010
- Invited presentation of research findings for the ACRL Personnel Administrators and Staff Development Officers Discussion Group at ALA Mid-Winter Meeting, Boston, MA, January 2010

**APPENDIX TWO**  
Scholarly and Creative Activities  
*Research*

**Brief Description:**

Second of two Research projects for PhD requirement, in advance of dissertation. Focus of this project is Tribal College and University Libraries, and cultivating a future in increasingly challenging economic times.

**My Role:**

I am designing the overall research design and scenarios to be used in this study, as well as writing chapter and results analysis. This project is in the beginning stages, with completion set for May 2013.

This research is accepted as a Roundtable Session at the International Conference of Indigenous Archives, Libraries, and Museums in Santa Ana Pueblo, NM June 10-13, 2013.

**Significance/Impact:**

No other study has used scenarios as a tool to cultivate futures for Tribal College and University Libraries. Research questions posed: Do they want to add or delete content from the scenarios? Which scenario best describes their institution currently? What title best describes each scenario? Which scenario represents the best possible future for their library and why?



# International Conference of Indigenous Archives, Libraries, and Museums

Hyatt Regency Tamaya Spa and Resort ☀ Santa Ana Pueblo, New Mexico ☀ June 10-13 ☀ 2013

## Monday, June 10 Pre-conference Workshops and Tours

Fourteen pre-conference workshops and tours are scheduled. Please be aware that they fill up quickly, so reserve early to avoid disappointment. These events are not included in the conference registration fee and require preregistration.

7:30 AM – 5:30 PM REGISTRATION AND VOLUNTEER DESK OPEN, Hyatt Regency Conference Center

### OFF-SITE WORKSHOPS AND TOURS

- Archives**      1      **Audio in the Digital Age**      9:00 AM – 3:00 PM  
**Digitization**      **Institute of American Indian Arts, Santa Fe**
- ▶ Buses depart the Hyatt Regency Tamaya at 8:00 AM
  - ▶ Option One: \$30 per person includes transportation, lunch, and tour of IAIA, arrives back at the hotel at 4:00 PM
  - ▶ Option Two: \$70 per person includes transportation, lunch, tour of IAIA, visit to Historic Santa Fe Plaza, and evening event at the Museum of Contemporary Native Arts, arrives back at the hotel at 9:00 PM



Digital audio is firmly entrenched in our personal, social, and work lives. Information professionals hold a unique responsibility to understand, record, and maintain the integrity of digital audio files for future generations. This workshop presents the basic structure and understanding of digital audio and strategies to plan and implement a digital audio program. This workshop will cover: 1) basic understanding of digital audio files; 2) computer and equipment options for a born-digital project and 3) strategies for analog-to-digital projects –the capture of structural and descriptive metadata.

*Ryan Flahive, Archivist, Institute of American Indian Art*

- Museums**      2      **3-Dimensional Scanning of Cultural Objects: A Hands-On Experience**      9:00 AM – 3:00 PM  
**Collections**      **Institute of American Indian Arts, Santa Fe**
- ▶ Bus departs the Hyatt Regency Tamaya at 8:00 AM
  - ▶ Option One: \$30 per person includes transportation, lunch, and tour of IAIA, arrives back at the hotel around 4:00 PM
  - ▶ Option Two: \$70 per person includes transportation, lunch, tour of IAIA, visit to Historic Santa Fe Plaza, and evening event at the Museum of Contemporary Native Arts, arrives back at the hotel around 9:00 PM



New and exciting technologies are allowing us to digitally "capture" cultural objects for collections management, conservation condition reports, and interactive virtual exhibits. Come visit the Institute of American Indian Arts campus in beautiful Santa Fe, and see what the collaboration between the Museum Studies Department and New Media Arts Department is accomplishing with their students. A presentation on the equipment and software programs available for 3-D scanning will be presented, followed by a brief hands-on training in our state-of-the-art Conservation Lab and Mac Lab. We hope that you will come away from this experience with a vision of what this technology can do for you and your institution.

*Jessie Ryker-Crawford, Chair, Museum Studies Department, Institute of American Indian Arts*



accurate time, day, month and year was developed and implemented. From the work, it was revealed that the Yoruba calendar was purely lunar with the length of the month equal to the number of the days between the new moon and the next new moon. It was also revealed that, 4 days make a week and 7 of such weeks plus one day make a month. The findings also show that the Yoruba day commences around 2 am. The formal calendar generated from the work is true representation of information in the brain of the people in the rural communities in Southwestern Nigeria.

*Abiodun Agboola, Dr., Obafemi Awolowo University, Ile-Ife, Osun State, Nigeria*

**Community  
Collaboration**

R-13

**Regional Initiative: The Pacific Heritage Hub Project**

Round Table

The Pacific Heritage Hub (PHH) is a regional initiative that was recently developed to bridge the gap between Pacific cultural and natural heritage organizations. Such organizations include the Pacific Islands Museums Association (PIMA), ICOMOS Pasifika, Secretariat of the Pacific Community (SPC), SPREP and many others. The PHH office is now based at the Oceania Centre at the University of the South Pacific in Suva, Fiji. The PHH acknowledges the supported of UNESCO (Samoa Office), the Australian Government, University of the South Pacific and other regional organizations. The aim of this paper is to showcase an example of a regional collaboration in the heritage field and to most importantly highlight the need for regional cooperation in the areas of funding, capacity building and training in the Pacific. PHH would also like to take this opportunity to seek further support from other similar organizations in the world.

*Meretui Ratunabuabua, Manager, Pacific Heritage Hub*

**Research**

R-14

**Teaching Research Methods in Indian Law in an Online Environment**

Round Table

By the time the 2013 rolls around I will have taught four semesters in the University of Tulsa's Master of Jurisprudence in Indian Law program. The course that I teach is "Research Methods in Indian Law," and it involves not only the basics of legal research but also an emphasis on resources that are particularly relevant to Indian Law. I propose to present in 75 minutes an overview of the course which will include the most up-to-date resources (both print and online) that are available to Native law scholars along with a dose of basic legal research. I believe that in today's world, every person who works in a library, archive, or museum environment, needs a basic understanding of the law and in particular the law as it impacts Indian Country.

*M Faye Hadley, Native Resources Law Librarian/Head of Reference, University of Tulsa College of Law*

**Libraries**

R-15

**Cultivating a Future for Tribal College and University Libraries in Increasingly Challenging Economic Times**

Round Table

Tribal College/University Libraries are accustomed to operating with extremely limited funds continually which ultimately affects long-term planning, at the same time discouraging innovation. This type of daily mindset can make it impossible to envision a new realm of possibilities with a broader perspective. The purpose of this study was to frame possible futures for Tribal College and University Libraries offering differing possibilities about the future of the libraries and then gather critical comments and input from the directors regarding the content of the scenarios as the directors might identify their preferred future. Specifically, following questions will be addressed by 3/4 colleges initially, and later by all: 1.) Do they want to add or delete content from the four scenarios? 2.) Which scenario best describes their institution currently? 3.) What Title best describes each scenario? 4.) Which scenario represents the best possible future for their library? Why?

*Jolie Graybill, Librarian and Assistant Professor, University of Nebraska-Lincoln Libraries*

**Interests:**

R-16

**Library of Congress Classification of Indigenous law in the Americas: A Handbook of Peoples, Their Law, Government, and of Resources.**

Round Table

Elsevier Editorial System(tm) for The Journal of Academic Librarianship  
Manuscript Draft



Manuscript Number: JACALIB-D-13-00156

Title: Cultivating a Future for Tribal College and University Libraries in Increasingly Challenging Economic Times

Article Type: Full Length Article

Keywords: Scenarios; Tribal College & University Libraries; Futures; Planning; Economic

Corresponding Author: Ms. Jolie O. Graybill,

Corresponding Author's Institution: University of Nebraska-Lincoln

First Author: Jolie O. Graybill

Order of Authors: Jolie O. Graybill

**Abstract:** Abstract: This study explores the possible futures of the libraries affiliated with the 12 Tribal Colleges & Universities that currently grant 2- and 4-year, and Masters' degrees. Scenarios are used with Library Directors to probe how they envision the future; which future they favor; which scenario is most relevant to their institution; whether the future will require new skill sets for the staff; what it takes for the institutions to adopt the preferred scenario; how much input they have in shaping the future; and what title frames their preferred future scenario.



7 October 2013

To the Editors and Peer Review Committee:

Thank you for the opportunity to submit this research for potential publication in the Journal of Academic Librarianship. No special considerations are being asked in this submission.

This research was collected in support of PhD requirements for the program I am enrolled through Simmons College, Boston MA and is original data. The focus of the research was taken from the 12 Tribal Colleges & Universities which grant 2- and 4-year degrees with two institutions also granting Masters' degrees. Specifically the research focused on the Libraries affiliated with the 12 institutions.

There are no previous or concurrent submissions of this research – Journal of Academic Librarianship is the first and only publication I have submitted this paper to for potential publication. I do not request inclusion or exclusion of certain Reviewers.

Please address correspondence directly to myself, **Jolie O. Graybill**, at:

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Thank you for your consideration and I look forward to hearing from you.

Sincerely,

Jolie O. Graybill  
Assistant Professor and Image & Multimedia Collections Coordinator  
University of Nebraska-Lincoln Libraries

• **Title:**           **Cultivating a Future for Tribal College and University Libraries  
in Increasingly Challenging Economic Times**

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## Cultivating a Future for Tribal College and University Libraries in Increasingly Challenging Economic Times

1 **Abstract:** This study explores the possible futures of the libraries affiliated with the 12  
2 **Tribal Colleges & Universities that currently grant 2- and 4-year, and Masters' degrees.**  
3 **Scenarios are used with Library Directors to probe how they envision the future; which**  
4 **future they favor; which scenario is most relevant to their institution; whether the future**  
5 **will require new skill sets for the staff; what it takes for the institutions to adopt the**  
6 **preferred scenario; how much input they have in shaping the future; and what title frames**  
7 **their preferred future scenario.**  
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11 With the inception of the first college in 1968 now known as Diné College, located on the  
12 Navajo Nation in Arizona, tribally controlled colleges and universities (TCU) have expanded to a  
13 total of 38 American Indian higher education institutions across the United States and Canada  
14 (see Table 1). Three years after the opening of Diné College, federal funding followed with the  
15 passage of the Navajo Community College Act of 1971 (P.L. 92-189) and provided much needed  
16 government monies (Boyer, 1997). Next came the Tribally Controlled Community College  
17 Assistance Act of 1978 (P.L. 95-471), which ultimately provided 80 percent or more of most  
18 tribal college annual operating budgets (Boyer, 1997). Even with these historical allocations,  
19 combined with the 1994 Land Grant status through the Elementary and Secondary Education  
20 Reauthorization Act (P.L. 103-382), which opened up additional funding, tribal colleges  
21 continue to struggle financially. They depend on increasing enrollments of students from low-  
22 income families who need financial aid, ever-decreasing federal funds, and limited endowments  
23 and private donations.  
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1 In 1996, President William J. Clinton founded the President’s Board of Advisors on  
2 Tribal Colleges and Universities and in 2002 President George W. Bush established the White  
3 House Initiative on Tribal Colleges and Universities. Both initiatives were created for the  
4 purposes of helping TCUs establish recognition as fully accredited institutions, increase  
5 accessibility to additional federal resources, promote preservation and revitalization of tribal  
6 languages and cultural traditions, promote access to quality higher education, and link K-12  
7 programs with the tribal colleges.  
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12 The tribal college virtual library project was born from one of the aforementioned  
13 initiatives. The Kellogg Foundation provided \$400,000 in 1999 for the University of Michigan to  
14 work with the American Indian Higher Education Consortium (AIHEC) on an information  
15 technology initiative that started with Bay Mills Community College in Michigan, and expanded  
16 to any tribal college library that wanted to participate (Ambler, 2000). Despite successes such as  
17 this, options to build stable operating budgets still do not exist for TCU (Crazybull, 2009).  
18 Financial stability is further complicated by the potential of an increasing number of low-income  
19 students as reservation populations’ rise, family incomes continue to fall, the number of single  
20 parents raising children increases, and the fact that the majority of students are ill-prepared to  
21 enter college (Crazybull, 2009).  
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37 [INSERT TABLE 1 ABOUT HERE]  
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40 Despite dismal funding circumstances, tribal colleges have made great strides in serving  
41 the education needs of their communities. Of the 38 TCUs, 12 offer baccalaureate programs and  
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1 two offer master's degree programs (Billy, 2012). In 2010 alone, TCUs reached 19,070 full- and  
2 part-time students (representing over 250 federally recognized tribes) and nearly 47,000  
3 community members through community-based education programs and support programs  
4 (Billy, 2012).

5  
6 Historically, the majority of the TCUs have libraries serving the institution and the  
7 surrounding reservation community. The libraries serve as both an academic and a public library  
8 and try "to be everything to everyone" (Thull, 2008, p. 1). Although continually faced with  
9 multiple competing priorities and strained budgets, the TCU library's primary roles are to  
10 support the tribal college mission of preserving tribal culture, enhancing economic opportunity,  
11 and meeting the overall community educational needs (Metoyer-Duran, 1992). Due to  
12 competing priorities and information needs, the library administrators preparing budgets are  
13 many times faced with choosing between academic needs such as research titles and need for  
14 public library collections such as for childrens' books. It is difficult for many TCUs libraries to  
15 purchase items in both categories of materials due to their extremely strained budgets (Roy &  
16 Smith, 2002; Thull, 2008).  
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### 32 **PROBLEM STATEMENT**

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35 Given the situation in which TCU libraries and their institutions find themselves, a natural  
36 inclination might be to focus on the present and on meeting substantial, current problems. Still  
37 the libraries need to be planning for their futures if they are to remain relevant to the TCU.  
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40 Unlike other research on TCU libraries, this study explores possible futures for the libraries  
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1 based on a set of scenarios or stories that view these libraries as partners with the respective  
2 tribal colleges and the general tribal community. The purpose of this study is to probe TCU  
3 library directors about how they envision the future; which future they favor; which scenario is  
4 most relevant to their institution; whether the future will require new skill sets for the staff; what  
5 it takes for the institutions to adopt the preferred scenario; how much input they have in shaping  
6 the future; and what title frames their preferred future scenario.  
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10 This research enables the directors to go beyond the present problems and think about the  
11 future. Further, it is an opportunity for the institution's leadership to reflect on higher education  
12 and the role the library will want to play in the TCU. Since the TCU libraries act as the central  
13 fabric support system utilized by the general tribal community, the people of that community  
14 may find value in the study. Supporting organizations such as the AIHEC, the Association of  
15 Tribal Archives, Libraries, & Museums, the Tribal College Library Professional Development  
16 Institute, and the American Indian Library Association (AILA) as well as their members might  
17 benefit and learn from the development of these scenarios for possible application in futures  
18 planning and the success and growth of their own participating college libraries.  
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## 33 **LITERATURE REVIEW**

### 34 **Scenarios**

35 Scenarios create options, approaches, or stories that take into consideration the people  
36 involved in an environment and the exploration of uncertainties or uncharted ideas when  
37 considering significant change (O'Connor & Lai-chong, 2009). The insights gained and shaped  
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1 from the exploration of uncertain factors can then be applied to the environment to examine  
2 which best fits (Burt & Chermack, 2008). These alternative scenarios of the future present  
3 various degrees of risks and/or uncertainties and enable organizations to contemplate avenues  
4 that are different from the current trajectory. The value of scenarios is in identifying options and  
5 potential uncertainties, regardless of whether the stories prove to be right or wrong. Another  
6 value is the generation of creative thinking and a barometer that can be used to determine if the  
7 organization is headed in the desired direction (Hernon & Matthews, 2013).  
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13 In the last decade a multitude of scenarios for academic libraries have been developed,  
14 including ones, for instance, with a focus on digital libraries (Gonclaves, Fox, Watson, & Kipp,  
15 2004; Vignesh, 2009), for libraries whose institutions have membership in the Association of  
16 Research Libraries (ARL) and their participation in the Federal Depository Library Program  
17 (Hernon & Saunders, 2009), for health sciences libraries (Ludwig, Giesecke, & Walton, 2010),  
18 and covering the academic library's role in scholarly communication (Carpenter, Graybill,  
19 Offord, & Piorun, 2011).<sup>1</sup>  
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30 Academic library professional associations, specifically the ARL and the Association of  
31 College and Research Libraries (ACRL), have also developed scenarios. ARL examined the  
32 future of its member institutions through exercises, planning, and research that focused on four  
33 scenarios on the future of research (ARL, 2010). The scenarios were constructed to provide a  
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42 <sup>1</sup> Additional examples can be found in Hernon and Matthews (2013).  
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1 wide selection of ideas and resources when member librarians were looking to select ones that  
2 met individual needs. About the same time, ACRL evaluated the current climate of academic and  
3 research libraries, and developed 26 scenarios designed to aid academic libraries in determining  
4 what questions to ask and identifying the best choices to make in order to grow in unsure  
5 economic times (Staley, Malenfant, & ACRL, 2010). Participants reflected on the following four  
6 questions regarding each scenario presented:  
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- 10 • Probability that this scenario will occur
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- 12 • Impact of this scenario, if it were to occur, on academic and research libraries
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- 14 • If this scenario were to occur, how soon
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- 16 • If this scenario were to occur, would it be a threat, an opportunity or a mix of both?
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21 (p. 42)

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23 These questions are relevant to any library considering the use of scenarios. Another report  
24 produced by ACRL focused solely on the future of the book in print format as compared to  
25 information technologies, e-books, and other digital formats (Staley, 2012).  
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### 30 **Tribal College and University Libraries**

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32 Little has been written about Tribal College and University Libraries. Metoyer-Duran  
33 (1992) interviewed the 24 directors of tribal institutions with membership in the AIHEC about  
34 the libraries' roles in meeting the colleges' mission, the presidents' vision of the tribal college  
35 library in the year 2000, and the library's role in information literacy. The presidents perceived  
36 the library as having a proactive role as the information center, and librarians as the link to the  
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community members and their information needs. The libraries, or information centers as the presidents referred to them, engage in information resource sharing and use information technologies to support the mission of the TCU.

Patterson and Taylor (1996) examined the budgets, personnel, service population, collections, facilities, services, networking, and computers of TCU libraries. They found that the libraries typically have limited space, collections, and budgets with little- to no-technology and a minimal staff. In 2002, Dilevko and Gottlieb (2004) noted that not much had changed. In addition to the problems noted by Patterson and Taylor, they discovered that the directors and staff who participated in the 2002 survey were responsible for a wide variety of library tasks while facing challenging work environments as a result of the lack of funding. They identified additional challenges for the librarians and staff, including lack of support from college administrators, the tendency of some college administrators to micromanage the library, racial tensions between non-Native staff and Native staff and students, poor positive work ethic among college staff and faculty, and the impact of internal tribal politics.

## **PROCEDURES**

As previously noted, 12 institutions offer baccalaureate and/or master's degrees and serve as both academic and public libraries. The majority of these TCUs are located in the northern, mid-west, and southwest states, with the exception of one located in Washington. The study uses the Delphi technique, which invited a panel of experts to comment on the scenarios, and to probe the directors of these libraries. The technique does not always require the panel to reach a consensus,

1 but their views are gained through more than one round of data collection giving participants the  
2 opportunity to explore different futures (Hernon & Matthews, 2013). Prior to the first round, the  
3 directors received an e-mail and a phone invitation requesting participation with the option to  
4 schedule a phone interview to complete the second round scenario questions. Once agreement to  
5 participate was indicated, the participants received the scenarios with instructions to read the set  
6 and to comment on the content of each scenario.  
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## 10 **The Scenarios**

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13 The TCU Libraries scenarios were designed and fabricated using Dr. Joan Giesecke's  
14 scenario-building methods (Giesecke, 1998) in order to determine the major forces and the most  
15 uncertain factors likely to affect a particular situation. From this method, the researcher  
16 identified the major forces most likely to affect the TCU libraries (see Table 2) and crafted the  
17 initial four scenarios using forces based upon a matrix derived from the most important and most  
18 uncertain elements while following a recommendation of a maximum of four scenarios as a  
19 standard (Mietzner & Reger, 2005). The axis and four quadrants in Figure 1 are based on forces  
20 pinpointed previously using Giesecke's scenario developing method. A time frame of 15 years in  
21 the future was selected based on forecaster Martino (1970), who states that accuracy declines  
22 dramatically when a longer time frame is used. Adhering to this process, the researcher wrote  
23 detailed descriptions of four stories that illustrate the traits associated with each quadrant.  
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In order to pre-test the axis, key forces including the most uncertain and most important factors as well as the scenarios, the researcher consulted two experts: Giesecke, an expert regarding scenarios, and Lotsee Patterson, an expert regarding tribal colleges and universities libraries. The two experts evaluated the scenarios according to four points of criteria identified by Meitzner and Reger (2005). The four points are:

1. each is plausible, likely to happen;
2. each is different enough from the others;
3. each provides enough insight to be utilized in future planning; and
4. each has the capacity to challenge views of the future.

Based on their comments, the researcher revised the initial scenarios. Appendix 1 provides the revised scenarios used in the initial phase.

## FINDINGS

### Phase One

In this phase, ten of the eligible twelve library directors read the initial set of scenarios and commented on their content. One director mentioned that currently their “library is seen as a key player, however that ebbs and flows. This is so important, the need to maintain our position as a key player within the institution now and always.” The key player concept was voiced by several other directors and they elaborated that being a key player includes cultivating high visibility which comes from attendance and participation at all stages of college and community activities. Another director commented that “changing landscapes is a reality,” while a second

1 director acknowledged the importance of change in the form of embracing and establishing  
2 collaborative relationships with other tribal libraries, state libraries, and state universities was  
3 absolutely necessary. Several directors pointed out that overall the scenarios offered a continuum  
4 of situations applicable to tribal colleges while at the same time realizing that the scenarios  
5 cannot offer descriptions that apply entirely to a library. Most importantly, several of the  
6 directors agreed with the initial experts' review of Scenario One and the likelihood of that  
7 scenario ever happening at a four-year degree granting TCU institution due to its jeopardizing  
8 accreditation. As a result of the directors comments regarding Scenario One, the researcher  
9 deleted the first scenario for Phase Two, in addition to making changes and improvements to  
10 overall language of the remaining three scenarios.  
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## 20 **Phase Two**

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23 The revised scenarios were then sent out to the ten directors for additional comments and  
24 input on seven specific questions including selection of a favored scenario and a title for that  
25 scenario and which scenario was most representative of their institution. All but one of the  
26 directors (90%) chose Scenario Four as their favored scenario with one director selecting  
27 Scenario 3. Every director provided titles for their preferred scenario, with nine of the ten (90%)  
28 selecting a title for Scenario Four, and one selecting a title for Scenario Three. Similarly, eight  
29 directors (80%) selected Scenario Four as most relevant to their institution. Two directors (20%)  
30 selected Scenario Three as most relevant to their institution. Two other directors did not select  
31 any scenario as most relevant commenting that their institutions were TCU but functioned  
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1 differently than institutions with specific tribal affiliations and hence parts of the different  
2 scenarios fit but no one scenario was most relevant for them. In terms of how much input the  
3 library directors have in shaping the future of their libraries, 70% responded “almost always  
4 some input”, while 20% reported they “usually have some input”, and 10% responded with  
5 “occasionally have some input”. When asked how they envision the future of their TCU library,  
6 6 (60%) answered with positive input; three answered with things staying basically the same  
7 with a reference to future funding; and one answered with negative future outlook and definite  
8 reference to budget challenges (see Table 3 for complete narratives). A frequency count for  
9 terms utilized by library directors in describing future skill sets revealed that 8 (80%) referenced  
10 “technology” or “electronic” or both in their comments (see Table 4a, 4b, and 4c for complete  
11 narratives).

22 [INSERT TABLES 3 AND 4a, 4b, 4c ABOUT HERE]

## 25 **DISCUSSION**

26 Despite the across-the-board 2013 federal sequestration, over half of the directors shared positive  
27 comments when responding to the question about envisioning a future for their TCU library.

28 Possibly because of the sequestration, one of the other four directors openly admitted their  
29 university was in bad shape financially. The three other directors mentioned future funding  
30 vaguely and questionable future growth; they mirrored a recent article (Ingeno, 2013), stating  
31 that the cuts implemented in March 2013 “are particularly painful for tribal colleges, which  
32 depend on federal programs for operating support and which typically lack much in the way of  
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1 state funds or endowments to serve largely low-income students.” Regardless of the recent  
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3 sequestration and its affect, several of the directors stated that the least desirable scenario would  
4 not be allowed to evolve due to the fact that would jeopardize university accreditation, and they  
5 recommended deletion of the scenario altogether.

6 TCU libraries have spent the past 15-20 years diligently working to build resources, even  
7  
8 building new libraries to serve faculty, students, and the general tribal communities despite the  
9 issues of funding, inadequate facilities, challenges recruiting and retaining qualified staff, and  
10 technology as noted in research literature spanning from the early-1990s to mid-2000s (Duran,  
11 1991; Metoyer-Duran, 1992; Patterson & Taylor, 1996; Biggs, 2000; Billy & Kuslikis, 2009).  
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## 18 **CONCLUSION**

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20 Strides have been made by the industrious TCU libraries to nurture space, technology, and  
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22 resources in support of the students, faculty, and tribal communities. Scenarios such as these can  
23 offer library directors an opportunity to prepare for and cultivate environments to combat the  
24 latest, but certainly not the last, sequestration and the resulting financially challenging times  
25 ahead. In addition, the scenarios give the institutions’ leadership the opportunity to reflect on  
26  
27 higher education and the library’s role within the TCU. Many of the TCU libraries support  
28 students, faculty, staff, and the general tribal community; all of which may find value in this  
29 study. The conversations taking place to discuss futures of TCU libraries give voice to the  
30 distinctive facets that define TCUs and the libraries and the robust potential to craft the future  
31 both needed and wanted.  
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## **Appendix 2**

### **Revised Set of Scenarios**

1 Scenario 1 was eliminated based on participant feedback)

#### **Scenario 2**

##### **Description**

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9 While housed in space still too small for meeting the needs of the college and the overall  
10 community successfully, the library staff and faculty aspire to create an educational and  
11 intellectual center of the college. Not all tribal college and university libraries serve the general  
12 tribal community – some communities have separate public libraries. Budgets are continually  
13 strained, but despite this staff attempt to obtain new items for the collection and have done a  
14 good job scouring for resources available through the internet and Google, for example. Success  
15 and impact of new services experience the effects of budget constraints and are overtaken by the  
16 easier, already established traditional library activities. The overall investment in electronic  
17 resources remains stagnant. Access to technology is still a challenge for the community and the  
18 tribal college library computers frequently serve the general community as well. Staff struggle to  
19 bring in more electronic resources due to initial costs and funding as well as sustainability issues.  
20  
21 A way to embrace and enhance electronic collections is through collaboration with other tribal,  
22 state, and state university libraries. These relationships take time and patience to develop. With  
23 the geographic location of the tribal community closer to urban communities and suburbs, the  
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main library employees are not representative of the tribal community, but reflect more in-depth library training. The ever-challenged, limited budget coupled with the technology issues and an ever-changing landscape continually confront the library staff. With issues at the college and the community overall affecting support for the library, the library employees are discouraged as they try to provide quality services creatively to the faculty, students, and community.

### **TCU Context**

The driving forces for this scenario are economic issues, tribal politics, the rapidly changing library landscape, and the changing higher education landscape. This results in the library attempting to be innovative by offering new services and bringing in new resources, despite poor funding, the negative climate in the TCU, and the tribal politics. A side-effect of the funding issues, negative climate, and tribal politics is the library appears to be wishy washy on multiple fronts at times.

### **Philosophy and Role**

Traditional library roles and activities are still in place even as the library tries to bring in new services. The continual economic issues impact the collection and library services in many ways. For example, the library accepts donated resources even though they may not meet either educational needs or community needs. Library employees try to connect with the community during social gatherings offering to make home visits, and with the neighboring departments. They attempt to reach the college faculty and the students in their classrooms, and even community patrons both in the library and outside the library.



### Scenario 3

#### Description

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4 Still housed with other departments and services, but seen as viable to the college and  
5  
6 overall community since students, faculty and community members do frequent the library. The  
7  
8 tribal administration and community have acknowledged the importance of the library by  
9  
10 showing support for allocating more space for the library and more resources for the users with  
11  
12 additional revenues from the newly built casino such as newer computers and better technology  
13  
14 access, along with some new furniture. These improvements bring students and community users  
15  
16 to the library more frequently and for longer periods of time. The library staff and faculty  
17  
18 demonstrate a deep commitment to the success and education of the students through individual  
19  
20 appointments, group study sessions, and classroom instruction despite their lagging salaries,  
21  
22 benefits, and not being from the tribal community. Although employees retain their traditional  
23  
24 library roles, they recognize the importance of Native education, student affairs, and academic  
25  
26 support, including retention, marketing and admissions. The library employees assist in a limited  
27  
28 manner with recruitment and retention related to the college during fairs at the high school or  
29  
30 community events, student satisfaction, and fund development as they see these activities as  
31  
32 beyond the scope of their traditional responsibilities. Still, they identify the need to be seen as a  
33  
34 key player in the future of the entire institution, not just the library and understand the  
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36 importance of consistently participating in all college and community activities. With the  
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resource improvements and the corresponding service, the greater community, students and faculty enjoy accessing the library in person and virtually.

## **TCU Context**

The driving forces for this scenario once again includes challenging economics as well as tribal politics, and community/cultural issues surrounding the importance of native education and general education for not only young adults but for the entire tribal community. The role of the library as a key player within the institution ebbs and flows on many campuses with some years presents a bigger challenge depending on where the spectrum is at any particular time.

## **Philosophy and Role**

Despite the challenges of space, equipment, and resources, the library acts as a central community space. Students frequent the library to get assistance with tutoring, studying, and assignments. Adults are in the library attending computer classes, and attending or contributing to culture and language classes are also popular. The community is supportive of higher education and supports the traditional activities of the library.

## **Scenario 4**

### **Description**

The library is seen as an integral part of the college and community, with the tribal archives fully integrated into the library. The library and archives promote intellectual freedom, enrich tribal life through understanding of personal heritage and cultural awareness, and

1 advocate preservation and documentation of the tribe. Because of this focus, cultural traditions  
2 serve as the foundation of the library. Plans are underway to include regular language classes in  
3 the upcoming schedule for the community. A tribal museum/gallery has been created with the  
4 intention of incorporating into the library and archives in support of the mission focus of  
5 personal heritage and cultural awareness. The newly elected tribal administration consists of a  
6 majority of re-elected members, members who played an important role in influencing support of  
7 the college and the library during the previous administration. The tribal administration realizes  
8 the importance of a new building that houses the library, archives, museum/gallery, and possibly  
9 studio space, in a centrally located building situated in a welcoming, easily accessible location.  
10  
11 This central location is intended to make innovative services, research and teaching support, and  
12 educational leadership easy to access by tribal members and visitors alike. Tribal and college  
13 administrators, along with the library, envision a design that is both purposeful and strategic  
14 while in some cases the archives and the museum are housed separately. The library will have  
15 both a functional and beautiful space along with resources that draws in both the college  
16 community and the general tribal community.  
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32 In these times, the library is keenly aware of the rapidly changing higher education  
33 landscape, specifically ever-decreasing funding, ever-increasing accountability, and the need to  
34 find new ways to deliver services and information to both the current and future students. In  
35 addition, several of the tribal colleges have joined forces with identified library schools with  
36 robust online course offerings and are assisting tribal members in achieving MLS degrees.  
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Employees represent the tribal community and possess library degrees from American Library Association-accredited schools (ALA). Students and faculty alike are engaged with the library faculty through research and in the classroom, with the libraries looking to develop thorough new integration opportunities. In addition to the new educational pedagogy that integrates the librarians in the classroom, open access, digitization, improved technology, and intellectual freedom are included as major components of the library's values and services. The library is seen as a major technology leader on campus with faculty requesting librarian participation in all aspects of their research, teaching and student learning processes.

### **TCU Context**

The driving forces for this scenario are once again economics, tribal politics, and the library's understanding of the fluctuating and potentially unstable institutional funding. With strong support from the tribal community, library employees recognize the need to identify new ways to deliver services in order to meet the needs of students, faculty, and community members. New avenues for the external funding to support these services and resources were identified.

### **Philosophy and Role**

Plans are underway to construct the new building. Tribal members are excited to see the progress and anticipate using the new space. Tribal archives and collections of tribal specific items, and the acquisition of such items, was met with unprecedented community excitement and contributions.

Table 1 Tribal Colleges & Universities			
State	Institution	Web Address	Degree(s)
Alaska	1. Iisagvik College	<a href="http://webspacel.iisagvik.cc/">webspacel.iisagvik.cc/</a>	2-year
Arizona	2. Diné College -	<a href="http://www.dincollege.edu">www.dincollege.edu</a>	2 & 4-year
	3. Tohono O'odham Community College	<a href="http://www.tocc.cc.az.us">www.tocc.cc.az.us</a>	2-year
Kansas	4. Haskell Indian Nations University	<a href="http://www.haskell.edu">www.haskell.edu</a>	2 & 4-year
Michigan	5. Bay Mills Community College	<a href="http://www.bmcc.edu">www.bmcc.edu</a>	2-year
	6. Keweenaw Bay Ojibwa Community College	<a href="http://www.kbccc.org">www.kbccc.org</a>	2-year
	7. Saginaw Chippewa Tribal College	<a href="http://www.sagchip.edu">www.sagchip.edu</a>	2-year
Minnesota	8. Fond du Lac Tribal and Community College	<a href="http://www.fdlcc.edu">www.fdlcc.edu</a>	2-year
	9. Leech Lake Tribal College	<a href="http://llc.edu">llc.edu</a>	2-year
	10. White Earth Tribal and Community College	<a href="http://www.wetcc.org">www.wetcc.org</a>	2-year
Montana	11. Aaniih Nakoda College -	<a href="http://www.fccc.edu/">http://www.fccc.edu/</a>	2-year
	12. Blackfeet Community College	<a href="http://www.bfcc.org">www.bfcc.org</a>	2-year
	13. Chief Dull Knife College	<a href="http://www.cdnc.edu/">www.cdnc.edu/</a>	2-year
	14. Fort Peck Community College	<a href="http://www.fccc.edu">www.fccc.edu</a>	2-year
	15. Little Big Horn College	<a href="http://www.lbhc.edu">www.lbhc.edu</a>	2-year
	16. Salish Kootenai College	<a href="http://www.skcc.edu">www.skcc.edu</a>	2 & 4-year
	17. Stone Child College	<a href="http://www.stonechild.edu/">http://www.stonechild.edu/</a>	2-year
Nebraska	18. Nebraska Indian Community College	<a href="http://www.thenicc.edu">www.thenicc.edu</a>	2-year
	19. Little Priest Tribal College	<a href="http://www.lptc.bia.edu/">www.lptc.bia.edu/</a>	2-year
New Mexico	20. Navajo Technical College	<a href="http://www.navajotech.edu">www.navajotech.edu</a>	2 & 4-year
	21. Institute of American Indian Arts	<a href="http://www.iaa.edu/">www.iaa.edu/</a>	2, 4 & Masters
	22. Southwestern Indian Polytechnic Institute	<a href="http://www.sipi.edu">www.sipi.edu</a>	2 & 4-year
North Dakota	23. Cankdeska Cikana Community College	<a href="http://www.littlehoop.edu/">www.littlehoop.edu/</a>	2-year
	24. Fort Berthold Community College	<a href="http://www.fortbertholdcc.edu">www.fortbertholdcc.edu</a>	2-year
	25. Sitting Bull College	<a href="http://www.sittingbull.edu">www.sittingbull.edu</a>	2 & 4-year
	26. Turtle Mountain Community College	<a href="http://www.turtle-mountain.cc.nd.us">www.turtle-mountain.cc.nd.us</a>	2-year
	27. United Tribes Technical College	<a href="http://www.uttc.edu">www.uttc.edu</a>	2 & 4-year
Oklahoma	28. College of the Muscogee Nation	<a href="http://www.mvsktc.org">www.mvsktc.org</a>	2-year
	29. Comanche Nation College	<a href="http://www.cnc.cc.ok.us">www.cnc.cc.ok.us</a>	2-year
South Dakota	30. Oglala Lakota College	<a href="http://www.olk.edu">www.olk.edu</a>	2, 4 & Masters
	31. Sinte Gleska University	<a href="http://www.sinteopleska.edu">www.sinteopleska.edu</a>	2, 4 & Masters
	32. Sisseton Wahpeton College	<a href="http://www.swc.tc/">www.swc.tc/</a>	2-year
Washington	33. Northwest Indian College	<a href="http://www.nwic.edu">www.nwic.edu</a>	2 & 4-year
Wisconsin	34. College of Menominee Nation	<a href="http://www.menominee.edu">www.menominee.edu</a>	2 & 4-year
	35. Lac Courte Oreilles Ojibwa Community College	<a href="http://www.lco.edu">www.lco.edu</a>	2-year
Associate States			
Minnesota	36. Red Lake Nation College	<a href="http://www.redlakenationcollege.org">http://www.redlakenationcollege.org</a>	2-year
Wyoming	37. Wind River Tribal College	<a href="http://www.wrtibalcollege.com">www.wrtibalcollege.com</a>	2-year
International Status- Canada	38. Red Crow Community College	<a href="http://www.redcrowcollege.com/">www.redcrowcollege.com/</a>	2-year

NOTE: Potential Study pool denoted in shaded green

## Table 2

### Major forces affecting the future of Tribal College & University Libraries over the next 15 years

#### **Economic**

- Each tribe has its own, unique funding revenues and appropriations
- Trends in federal/state funding for higher education continue to face cuts
- Individuals and families are challenged financially to afford even basic necessities.

#### **Political**

- Federal politics
- Tribal politics
- Tribal governance – each tribe mandates who oversees library, to whom/department library employees report.

#### **Community/Cultural**

- Competing priorities between supporting the education of the community and supporting the general community members, most of the tribes have only one library that serves both the higher education institution and the general community.
- Operate in isolation in terms of great geographic differences and human interaction/support.
- Lack of qualified applicants (possessing an MLS degree)

#### **Technological**

- Tribes are challenged to keep up with technology, which costs money and requires infrastructure, technology that mainstream society has easy access to.
- Challenged by lack of reliable technology for communication/computer systems
- Technology to support multiple modes of access and delivery

**Key Force:** Economics. How will economic forces (negative and/or positive) affect the tribal college & university libraries, specifically in terms of funding the libraries?

**Most Uncertain Force:** Community/Cultural



**Table 3**  
**Phase Two Input from Library Directors**

	Most Relevant Future to Institution	Favored Future Scenario	Assigned Title for Favored Future Scenario	How much input, as library director, do you have in shaping the future of your library?
1	#3	#4	All In Library	Usually some input
2	#4	#4	Snap, Crackle, Pop . . . YOUR LIBRARY – YOUR LIFETIME	Almost always some input
3	#4	#4	A Culturally Built Library	Almost always some input
4	#4	#4	Role Model for Other Tribal Libraries to Aspire To	Usually some input
5	We are a TCU, but technically we are a BIE funded school library.	#4	Most Preferred Tribal Library Support	Almost always some input
6	#4	#3	The Tribal College Library of the 21 <sup>st</sup> Century	Almost always some input
7	#3	#4	Library Vision	Occasionally some input
8	#3	#4	Library as Heart of the Institution and Center of the Community	Almost always some input
9	The TCU functions directly under the Bureau of Indian Education, with no tribal affiliation, and therefore constraints due to federal sequestration has a big impact (economically and administratively) on the TCU.	#4	Reimagining Culture and Knowledge in a Connected World	Almost always some input
10	#4	#4	The Ideal TCU Library	Almost always some input



**Table 4A**  
**Phase Two Comments from Library Directors**

	<b>How do you envision the future of your TCU Library?</b>
1	Very close to reflecting the scenario #4. There will be a higher number of tribal individuals pursuing ALA accredited graduate degrees, increased academic and public instruction towards technology access and expanded usage of online resources. Increased participation in formal recruitment, as library staff participates in teaching of information literacy skills the influence of the library as central to academic success will be more profound and as a result have a stronger influence on the community.
2	My library will continue to use both print and electronic resources for the foreseeable future. They will continue to be of equal importance. We will be serving more distance education students, but the dorms will be full and the library will continue to be an important place on campus. Information Literacy will grow. The economic situation will have ups and downs, but progress will be made.
3	I hope that it will continue to grow and have a steady budget to buy needed resources but right now that possibility isn't looking very likely. The university is in bad shape financially.
4	I envision broader information outreach for both the physical and electronic spaces of this library. I see room for collaboration with other academic and non-academic departments based on need gathered through interaction, direct instruction and/or assessment. I do see the changing landscape in libraries, in general, but also in users and their practices. In order to keep the library relevant it is important to maintain a consistent venue of communication with stakeholders. I see the library as a flourishing space for independent enrichment based on individual needs.
5	In many ways as it is right now. I hope for a larger material budget. The college administration is very supportive of the librarians I hope that continues even if the leadership changes.
6	I see very little change in the library. There is no plan on our campus for a new building. Faculty and students like access to electronic databases. Perhaps more purchases of more databases. Students come to the library for individual help.
7	Our gate count this academic year was more than double that of two years ago; circulation remained the same. Our new building is under construction. I expect collections to grow especially with new programs of study, and increasing use of the library as space. Need to seek funding for electronic resources. As always, some faculty and administrators strongly support the library, others, less so.
8	Our TCU library adopts more technology and changes the way library services are provided. The library director, higher education administrators, and faculty are forward-thinkers, and come from diverse tribal affiliations. Curriculum and the higher education experience is infused with culturally relevant teaching and learning strategies and opportunities that support the student as a human being. The TCU, including its library, is a unique and powerful place for its community of learners.
9	Our TCU library adopts more technology and changes the way library services are provided. The library director, higher education administrators, and faculty are forward-thinkers, and come from diverse tribal affiliations. Curriculum and the higher education experience is infused with culturally relevant teaching and learning strategies and opportunities that support the student as a human being. The TCU, including its library, is a unique and powerful place for its community of learners.
10	Very similar to its current state. Since we are an art library having books is something we will buy into the near future and will maintain for our students (ebooks are just not strong in this area). I worry about future funding.



**Table 4B**  
**Phase Two Comments from Library Directors**

	<b>As the Library Director, do you foresee the future requiring new skill sets for TCU Library staff? If yes, please share an example.</b>
1	Yes, I believe skill sets of the future include beefed up technology, as well as excellent communication and collaboration skills
2	Absolutely, increasing staff participation with information literacy skills at the core of library instruction will provide library staff critical skills for instruction working with faculty and administrators. With an increase in confidence from faculty and administrators the library staff will have increasing opportunities to influence program curriculum and course work by crucial partnerships through faculty with students.
3	With both print and electronic resources being of equal importance, it is vital that library school graduates be able to thrive in a print environment. Graduates who are only comfortable in an electronic environment will be of no use to TCUs. Library schools are graduating people to serve in cutting-edge technologically rich libraries, but they overlook the fact that libraries serving the underprivileged are not so rich in technology.
4	Yes, I think we need to be more technologically proficient.
5	I think some the basic skill sets remain for all areas of public services with strong emphasis on positive and strong "customer service". I do not believe in turning patron away or giving them a "we don't have that" response to questions. I think that with regard to technology it does help to have a person with strong back-end knowledge on your team, such as a Systems Librarian. If not a Systems Librarian, then a person not afraid to move forward with strong programming skills.
6	We are diving into ebooks, this is a new skill we are developing. I don't think there are new skills librarians need to develop specifically for tribal libraries, just continue with the change in librarianship in general.
7	Electronic access is so important. Education and training so that the librarian can help students and everyone else how to use these tools. Training to help integrate social media.
8	Yes, RDA, and the new OCLC interlibrary loan. Also, there are aspects of our ILS that we don't use and could use training on.
9	Yes, the future for TCU library staff will require new skill sets as I see technology and having access to technology having made a major impact on information seeking behaviors, beginning with Gen X and especially with Gen Y and Z. Upon entering the TCU library workforce it blatantly apparent the library staff was stuck in a time-warp as far as working within the scope of an outmoded and traditional library landscape, compounded with a federal worker mentality. New skill sets include learning more about information seeking behaviors of your patrons, selection of electronic resources, downsizing the physical collection, using technology for marketing and other topics, acquiring and sharing knowledge on using mobile devices, etc.
10	TCU library staff members will have to be well rounded with the ability to take on any library responsibility. Positions cannot be compartmentalized (reference, teaching, cataloging, technology), every professional librarian will have to have responsibilities and skills in all of these areas



**Table 4C**  
**Phase Two Comments from Library Directors**

	<b>Please share briefly, what it would take for your institution to adopt your preferred scenario.</b>
1	For us, while parts of each scenario are evident for us -- to be a truly integrated library and working along side the educational institution will require some mindset shifts for multiple people and departments. Kind of a long road.
2	An increase in confidence by library staff as well as library degreed staff and demonstrating to faculty and administration that we are the most dynamic information center across our area. We can prove that as we increase our statistics for usage each semester. The usage includes all aspects of library visitation, circulation, in-house programs, online searches, etc.
3	In libraries there is very little that can't be solved by increased funding. I could do everything in Scenario 4 with enough staff.
4	Better understanding of the libraries role in the college. More funding. Investment in technology.
5	I prefer to be scenario 4. Being a BIE and higher education school, budget needs must be tied to assessment. There are obvious needs for more staff and an archive but these positions need justification with a Program Review.
6	More funding for the library's materials budget.
7	Administration of the college would need to have this vision of the library.
8	It's pretty much where we are, but better marketing to both the college and the community would be good. Additional staff for outreach.
9	Acknowledging resilience in times of adversity - our current institutional climate is in the midst of difficult times, and administrators see my input as to my preferred scenario in a positive way. We are preparing for accreditation and leadership has that commitment to make our higher education institution be a place of excellence that develops our students to be resilient, to advocate, and to lead.
10	Library instruction will need to be adopted and accepted in a meaningful way into the curriculum. The library/archives will need more space to house the growing number of collections that allow students to do original research. These collections will also support the museum. Meaningful collection development needs to continue to occur between the museum/archives/library. We need to acquire more resources to support language learning.