

American Indian Library Association



NEWSLETTER

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Reflections on the Current Presidency

George Gottschalk

Let me begin with the premise that our current President has been fortuitous. He has brought us to a time of great hope, inspiration and possibilities. Much as we hear that if the student is willing, the teacher will appear, perhaps if the moment is ripe, the leader will appear.

Omar Poler, current AILA President, is well-known for speaking softly and carrying a big vision. All the more fortunate is that Omar is also adept at enabling action. In June, Omar will move into his role as Past President, as Paulita Aguilar completes her illustrious service these past three years.

As Paulita presided at last year’s AILA meeting in Orlando, she asked if I would like to be the *AILA Newsletter* Editor. I am grateful that I was introduced to AILA’s Executive Board through Paulita’s cheerful pragmatism as Past President, while seeing first-hand Omar’s ability to move storm clouds through the sky with a mere, near-whispered suggestion.

When Omar began his Presidency this past July, neither he nor the rest of us anticipated the storm clouds that would gather under the lack of leadership of a different president. The fight to preserve vital funding and visibility for tribal libraries began. Omar initiated conversations with ALA leadership, and AILA members continue to sustain a resounding response.

Sarah Kostelecky’s article about her research

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The *AILA Newsletter* is published biannually in May and November.

Articles and News of interest to AILA members should be sent for consideration to: George Gottschalk at ailanewsletter@gmail.com

Deadlines for submitting materials are:

March 15 for inclusion in the May issue

October 15 for inclusion in the November issue.

Advertising Policy: Advertisements will be accepted as space permits.

Advertising should be submitted to: ailanewsletter@gmail.com.

Rates: Full page: \$125; half page: \$75; quarter page: \$50. Payment is requested at the time the ad is submitted.

Job Listings: There is no fee for members to post job advertisements on our AILA-L listserv. The fee for unaffiliated organizations is \$50. Job listings should be submitted to: Heather Devine-Hardy at ailawebsite@gmail.com.

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guide is a prime example of such a response, this time to the Dakota Access Pipeline. American Indians and the library professionals who serve their communities continue to meet this and all issues with characteristic commitment to stability and resilience.

Stability and resilience are two ideas borrowed from my discussion with Cheryl Metoyer. I encourage you to read Dr. Metoyer's words, one of our AILA Elders, and take them to heart. With a lifetime of impressive achievements, like all Elders, Dr. Metoyer knows that times for struggle and sorrow will always return, but so will return times for hope and joy, times to nurture new dreams to fruition. We are fortunate that Dr. Metoyer shares one such possible dream of her own in her interview.

Returning to my original premise, that this is a time of great hope and inspiration, I also urge you to read our Member Spotlight on Cindy Hohl. We also take time in this issue to congratulate Sandy Tharp-Thee as she joins the illustrious ranks of Movers and Shakers. Omar has been featured previously as a Mover and Shaker, as has my own friend and longtime personal inspiration, Teresa Runnels, who manages the American Indian Resource Center for Tulsa City-County Library. All of these individuals continue to give me hope and inspiration. They continue to do so because all of them accomplish value their communities above all else in their professional practice.

Finally, I am inspired and sustained by the immediacy and strength with which all of you have responded to the call to preserve key funding and visibility. It is not the first time, nor will it be the last time that American Indians mobilize overnight. For me, knowing that whatever may come, all of you will always be there, is my greatest hope and inspiration. I hope it is for all of you, as well, and that you embrace my premise that, whatever else may come, we live ever in times of resiliency, hope and inspiration!

Interview with Cheryl Metoyer, AILA Elder and First Newsletter Editor

George Gottschalk

Tell me a bit about yourself.

George, it is good to meet you. And thank you for requesting this interview. I am Cheryl Metoyer and my tribal affiliation is Cherokee. I am Associate Professor Emerita and former Associate Dean for Research at the University of Washington Information School, as well as an Adjunct Associate Professor in American Indian Studies. My research interests include indigenous knowledge systems, with an emphasis on American Indian and Alaska Native tribal nations, and information seeking behaviors in cultural communities. Before joining the iSchool faculty, I was Director of Information Services and then Chief Academic Affairs Officer for the Mashantucket Pequot Tribal Nation. I have also served on the faculty of the UCLA Graduate School of Library and Information Science, and from 1993 to 1997, held the Rupert Costo Chair in American Indian History at the University of California, Riverside. I was awarded a Rockefeller Fellowship in the Humanities and have served on numerous advisory boards, including the Newberry Library D'Arcy McNickle Center for American Indian History, the National Commission on Libraries and Information Science, the National Endowment for the Humanities, and the U.S. Department of the Interior.

How did you end up in libraries and then going on to earn your Ph.D.?

I grew up in Los Angeles. At that time, textbooks were provided by the school and there was not a lot of money to buy additional books. So, the Los Angeles Public Library branches were a very important place for me. The summer reading program at the Junipero Serra branch planted an important seed in the growth of my love for libraries.

One day, as I was completing my bachelor's in English from Immaculate Heart College, I found myself at the bottom of a hill as it was



Cheryl Metoyer, used with permission

beginning to rain. Sister Lucille Whalen was also at the bottom of the hill, without an umbrella. Since I had an umbrella, I offered to share. By the time we reached the top of the hill, she had pretty much convinced me to go to the Library School. It turns out she was the Dean of the school. I applied and received a scholarship.

After completing my master's in library science, I was working in a branch library, in fact, managing a branch library. I became aware of the negative stereotypes of Native Americans that appeared in most of the books, especially the children's books. Further study revealed that there was a paucity of accurate information about Native Americans in almost every subject area. Were there no tribal libraries to set the record straight? I talked to my Director about how I could change this, and he said if I really wanted to make meaningful change, and be listened to, I would need to get a Ph.D. He suggested that I apply for a doctoral scholarship. I applied for the Committee on Institutional Cooperation (CIC) scholarship and received one of the eighteen offered that year.

How did you become the first editor?

Virginia Mathews told me I had to be! She just called and said, "Guess what?" and who says no to Virginia? I was terrified! Later, Jean Coleman, from OLOS [then Office for Literacy and Outreach Services, now Office for Diver-

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Centering Native American perspectives on the Dakota Access Pipeline movement

Sarah Kostelecky (Zuni Pueblo)

While the Dakota Access Pipeline (DAPL) issue has primarily disappeared (again) from most mainstream media outlets, Indigenous people around the world continue to act to stop the constant threats to the natural environment which sustains and nurtures our cultures and lifeways. As I write this, stories are emerging about the first leak from the Dakota Access Pipeline even before it is fully operational. As a Zuni Pueblo woman and librarian, I wanted to amplify the Native voices of the #NODAPL movement, because these issues directly affect our sovereignty and well-being. As Indigenous librarians, we are in a unique position to share these stories because our jobs focus on sharing authentic information, especially about ourselves and our communities. We have the opportunity and responsibility to provide sources created by Indigenous people which are often ignored or hard to find, both in libraries and American culture at large. Here I share my effort to support the #NODAPL movement through the creation of a LibGuide with resources centering Native American perspectives: <http://libguides.unm.edu/dapl>.

When many of us first started hearing about the Dakota Access Pipeline and how catastrophic it would be to the Standing Rock people, it was likely from our Native community sources and not mainstream media. For me, I started seeing friends' posts on Facebook in support of people traveling to the camps in summer 2016. Then Native and alternative media outlets published the first news articles amidst a mainstream media blackout until the height of the movement when national news organizations finally carried the story. I closely followed these events because I was concerned about the threats to the water for the Standing Rock people and conversely, I wanted to be able to direct students to quality resources about a topic which would be of interest

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The screenshot shows the UNM University Libraries website. The main heading is "The Dakota Access Pipeline: Native American Perspectives". On the left is a navigation menu with options: Home, News and Articles, Historical Background, Tribes and Organizations, Cartoons by Ricardo Cate, and Media. The main content area has a "Background" section with text: "This guide aims to provide Native American perspectives on the Dakota Access Pipeline, a 1,200 mile of pipeline to be built through the land of the Standing Rock Sioux people and across the Missouri River which provides drinking water and water for agriculture for millions of Americans. The tribe was not consulted during the planning or approval of this project though their ancestral lands and sacred sites would be devastated. Protests against the pipeline began with tribal members and more people and organizations are joining the effort. The phrase Mni wiconi is Lakota and means "Water is Life" which is a guiding principle of the protest." Below this text is a photo of three people holding signs that say "WATER IS SACRED" and "MNI WICONI DAPL". On the right is a "Your Librarian" section featuring a photo of Sarah Kostelecky, her name, an "Email Me" button, a "Schedule Appointment" button, and contact information: "Contact: Zimmerman Library, B32" and "Subjects: Education, Native American Studies".

Dakota Access Pipeline Research Guide - Sarah Kostelecky

AILA Congratulates Sandy Tharp-Thee on being named as a Mover and Shaker!



Sandy Tharp-Thee by Madison Horrocks.jpg, used with permission

An enrolled Cherokee, many AILA members who either know Sandy directly, or know of her work must be wondering, "Why did it take so long?" Sandy's zeal and ability to secure grants and accomplish great things with them has been legendary since she began as the director of the Iowa Tribal Library in Perkins, Oklahoma.

In 2012, the Iowa Tribal Library earned the ATALM Library of Excellence Award. Over 80 people have received their GED certificate through programs established by Sandy's hard work and capacity for marshalling resources, both financial and personal. Currently serving as a Digital Inclusion Corps Member, AILA looks forward to Sandy's numerous future achievements.

[Sandy's official Mover and Shaker announcement - http://lj.libraryjournal.com/2017/03/people/movers-shakers-2017/sandy-tharp-thee-movers-shakers-2017-advocates/#](http://lj.libraryjournal.com/2017/03/people/movers-shakers-2017/sandy-tharp-thee-movers-shakers-2017-advocates/#)

[Sandy's author website, featuring her bilingual Cherokee-English book, The Apple Tree - http://www.sandytharpthee.com/](http://www.sandytharpthee.com/)

Member Spotlight - Cindy Hohl, Dakota, Santee Sioux

Hello! My name is Cindy Hohl, and I am Dakota and a member of the Santee Sioux Nation. We grew up in the Siouxland area of Iowa-Nebraska-South Dakota along with the



Cindy Hohl, used with permission

Winnebago Tribe, Ponca, and Omaha Nation are also residing in the area. I am the Customer Experience Manager at the Topeka & Shawnee County Public Library. I have been a member of AILA since I started working at the library, in hopes of making connections with other Native professionals in the LIS field. I am also an ALA Spectrum Scholar.

My collegiate career began in 2005 when I moved to Topeka, Kansas to pursue my educational endeavors. I first selected this area to attend Haskell Indian Nations University in Lawrence, then transferred to Washburn University where I was the President of the Indigenous Nations Student Association (INSA.) I also won the Sophomore Student of the Year award in 2007 at the Big XII American Indian Student Leadership meeting in Oklahoma. When I started at Washburn, I did not know many people in the area and I went into the multicultural office to see how I could get involved in campus groups. That is when I found out that the INSA chapter was inactive. I knew that it was time to step up and I applied for a student group, advertised the meetings, reserved the rooms, ordered the food, and hoped that students would show. They most definitely did and most of us stay in touch to this day!

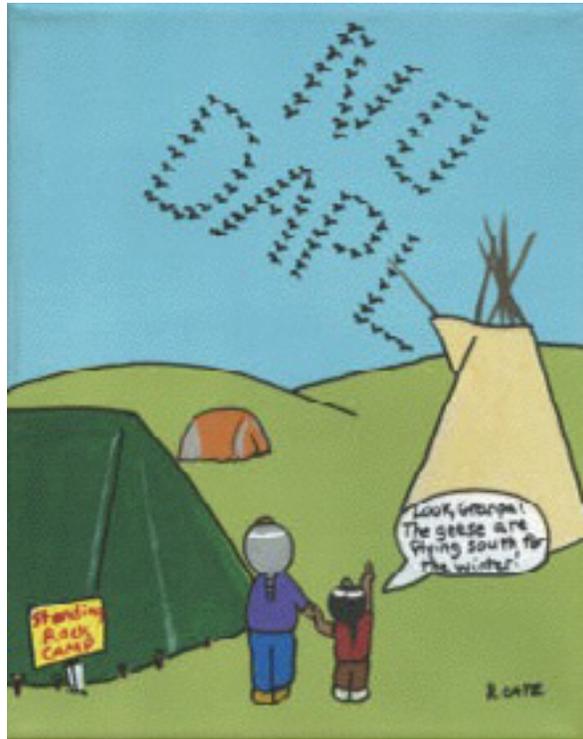
Changing majors, I transferred from Washburn to Friends University where I earned my

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**American Indian
Library Association**

Presents the 2017 AILA President's
Program



Activism Through Art - My Time at Standing Rock

Ricardo Cate (Pueblo of Santo Domingo, NM)



Hyatt Regency McCormick, Clark / CC
22AB
Saturday, June 24, 2017 3-4 pm

Ricardo Cate — Father of three, ex-military, school teacher. Started drawing *Without Reservations*, the only Native cartoon appearing as a daily in a mainstream newspaper, back in October 2007. Ricardo left for Standing Rock, ND on August 25, 2016 and has returned there four times altogether between August 25 and December 3. He started drawing cartoons of the events taking place at Standing Rock to draw more attention to the people's plight there and posted them on social media. He is here to talk about his experiences as a cartoonist and activist.

Reaching Those Who Served: Let's Recruit and Prepare Military Veterans for Careers in Librarianship

Loriene Roy, Sandra Hirsh, and Andrew B. Wertheimer

Many public libraries offer or connect newly discharged members of the military with job-seeking skills. With their strong service orientation, motivation to serve others, interest in change and life-long learning, flexibility and adaptability, military veterans have the qualities to be excellent prospective students for graduate library and information science (LIS) programs. In fact, careers in LIS share characteristics with those jobs that are currently described as "hot jobs" for veterans: IT specialist; police officer; math or science teacher; entrepreneur; and civilian public service.

We received a 2014 IMLS Planning Grant for Libraries and Veterans: Identifying Services and Possibilities where we explored the variety of services that libraries offered to veterans. On April 18, 2017, we learned that we were awarded a subsequent three-year IMLS grant through the Laura Bush 21st Century Librarian Program for "Reaching Those Who Served." The goals of this research grant are to address two research questions:

How do military veterans choose careers in librarianship and information studies (LIS)? and,

What are effective strategies to recruit military veterans into LIS graduate programs today?

To answer these questions we will recruit twelve military veterans into our programs. We will also interview librarians who are veterans, as well as admissions staff/faculty at library and information science programs.

You may help us by sharing news of this funding with prospective students who are military veterans and/or by letting us know about librarian veterans we might contact. Our plan is to admit four military veterans in our programs at each of three participating schools.

Financial support from the grant will assist the students in making substantial progress toward earning their master's degrees.

The Library and Information Science Program at the University of Hawai'i at Mānoa (UH-Mānoa) provides a hybrid program with students taking most courses face-to-face with online options within the state of Hawai'i. The program is especially known for its courses and efforts in support of Native Hawaiian library services, including dual degree options with programs in Hawaiian language, Hawaiian Studies, and Pacific Islands Studies. Note that November 1, 2017 is the deadline to applying to begin studies in spring 2018. Information on how to apply to the program are available online at: <http://www.hawaii.edu/lis/admissions/how-to-apply/>. If you have questions specific to UH-Mānoa's program please contact Dr. Andrew Wertheimer at wertheim@hawaii.edu.

The School of Information at San José State University offers an entirely online Master of Library and Information Science program with numerous focus areas for customization to interests and career objectives. Students gain comprehensive skills and real-world experience, and are prepared to work in diverse areas, such as user experience design, digital asset management, information architecture, digital preservation, and librarianship. The supportive online learning environment is award winning and introduces students to the same types of technologies they will use in their careers as information professionals. Applications for admission can be completed conveniently online and are accepted twice a year. More information about the unique benefits of the iSchool's ALA-accredited MLIS degree program can be found at <http://ischool.sjsu.edu/programs/master-library-and-information-science-mlis>. If you have specific questions, please contact Dr. Sandy Hirsh (sandy.hirsh@sjsu.edu) or Dr. Linda Main (linda.main@sjsu.edu).

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sity, Literacy and Outreach Services (ODLOS)] called and said, "Virginia said you are the newsletter editor," and I said, "I don't know how to be an editor!"

Can you speak to a bit of the history of American Indian Librarianship?

American Indian librarianship started and, I hope, will continue as a love story. Those of us, who were involved in the early years, truly loved our communities, loved our work, loved libraries and loved learning. We saw libraries as a means of empowering our communities, building our nations, because libraries had the power to provide accurate information. Information is and was power and we needed it then and now to change our communities for the better. If empowerment was the goal, advocacy was the means.

We began with an emphasis on making people aware of the lack of information resources in tribal communities. In the 1970's, information needs assessments were critical as the base for developing services, facilities and collections. I focused heavily on the need for tribal librarians with Masters Degrees in Library and Information Science. Others emphasized literacy and access to materials. We urged state and federal funding for tribal libraries. We argued that libraries and access to information, as critical dimensions of education, are treaty rights. The Library Project of the NIEA (National Indian Education Association) demonstrated this through rigorous research. The reality that tribal libraries are linked (via the treaties) to sovereignty was a startling revelation to many non-Natives.

How did AILA fit into this?

We wanted American Indian voices to be heard at ALA and integrated into the larger organization. The White House Pre-Conference on Indian Library and Information Services On or Near Reservations, held in Denver, Colorado, Oct 19-22, 1978, was perhaps the most dramatic and successful means for raising awareness and changing the landscape

for tribal libraries. It was the work of Virginia Mathews with cooperation from the Department of the Interior, the Office of Library and Information Services (Mary Huffer) and Bessie Moore, vice-chair of the National Commission on Libraries and Information Science who were largely responsible for our getting our own pre-conference. We also had Native folks who became delegates from their respective states. The reverberations of the pre-conference are still with us. A key outcome of the pre-conference was the National Indian Omnibus Bill.

Part of that bill was a resolution to form an "Indian Library Association." That was the origin and mandate for what became the American Indian Library Association. American Indian librarians, though small in number, needed to be part of the national conversation about libraries. We wanted a place where our voices could be heard and shared with the broader library community. We needed an organization to advocate for education and recruitment of American Indian librarians and the need for accurate information about American Indians. We needed to increase the awareness of the need for tribal libraries. Finally, we were discussing the development library services that were based on the needs of our communities, as defined by the communities themselves.

Even now, I am sometimes asked how do we define the information related needs of tribal communities. Addressing this question requires skill in conducting research. I have come to believe in the critical necessity of community-based research practices as the mainstay for designing all dimensions of tribal library information services. I think that the findings from community based research projects are fundamental to the continued existence and prosperity of not only our tribal libraries but also many of our other endeavors. Evidence can be a powerful means of assuring accountability and developing policy.

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You would like to see more tribal librarians engaging in research?

Yes. I have this idea –maybe it is a contemporary iteration of our 1978 pre-conference. I think we should have a national research agenda for tribal libraries. We could bring together practitioners and academics,--Ph.D. level researchers to formulate an agenda based on information issues that are critical to their respective communities. I would like to see us develop a body of evidence that allows us to tell granting agencies these are the information issues we are trying to address. For example, broadband access; the need for scholarships for Masters and Doctoral degrees in library and information science; how to make information resources available in appropriate formats and during critical hours; how to effectively work with tribal councils and other governing bodies, including state agencies; how can library and information schools work with tribal communities to incorporate Native American knowledge into curriculum.

Different skills are required to develop and articulate a meaningful research agenda. If we have librarians and researchers working together, practice can inform research and research can inform and shape tribal information policies.

You mentioned earlier that the University of Washington Information School has been very successful with the Native North American Indigenous Knowledge program?

I am very proud of our efforts. I would like to see other Information Schools and Library Schools consider the University of Washington's Information School model for increasing the number of Native American faculty and students, and supporting the inclusion of Native American indigenous knowledge into the curriculum. Dean Harry Bruce introduced this initiative as part of the school's strategic plan. The Native North American Indigenous Knowledge (NNAIK) Initiative represents a critical milestone in advancing Native Ameri-

can research, teaching, and curriculum as they relate to Information Science. Specifically, we have hired two tenure track Native American assistant professors and included courses in Native American Indigenous knowledge systems. In addition, our students and faculty are engaged in campus wide leadership positions including serving on the university Native American Advisory Board, and one of our graduates is the university Tribal Liaison. Information School students and faculty worked with other Native faculty and students in planning and building of our longhouse that opened in 2015.

The NNAIK initiative is based on the work of the Indigenous Information Research Group (IIRG) a group of iSchool, Masters and Doctoral students and graduates who conduct research using community based research practices. IIRG was founded to raise the level of discourse concerning the intersection of American Indians, information and technology. Our mission is as follows: 'working as co-creators, we study the institutions community practices and philosophies around knowledge, information and technology in support of tribal sovereignty and indigenous empowerment.'

What advice might you give to new Indigenous librarians?

For the new ones and for the not so new, I suggest that we stay in right relationship with the people in our communities. Work for them, and see our work not only as a job or series of tasks, but as a gift. Try to understand what it really means TO KNOW our community. I feel strongly that we have been given the gift of education in order continue building our communities on the strength of sovereignty. I would like us to remain mindful that we have a commitment to our communities to stay the course—stability, as we listen to and address their information needs. So, three suggestions here: right relationship, stability and listening.

Thank you, George for listening. It was an honor to share my thoughts.

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to students on my campus. Native American students comprise over 5% of our student body at the University of New Mexico and we are also home to the Kiva Club, a long-standing Native student organization that actively advocates on behalf of Native students, most recently having been successful in their campaign to get rid of our racist campus seal.

As I saw how the #NODAPL movement was bringing Indigenous people together in support of Indigenous rights, I wanted to provide support too. I thought back to the height of the Idle No More movement and remembered working with Native students writing research papers who wanted scholarly sources about the movement; hardly any existed

at the time. We found some in-depth news articles and I suggested they include scholarly resources about the history of Native activism using Idle No More as an example. But that didn't feel like a satisfying option.

With the DAPL issue gaining momentum and thinking about actions I could take in support, I thought it would be helpful to have one place to gather DAPL information, making it easier to find for students, faculty and anyone interested. In considering how to share the video, blog post and article links I found on social media, Springshare's LibGuide platform

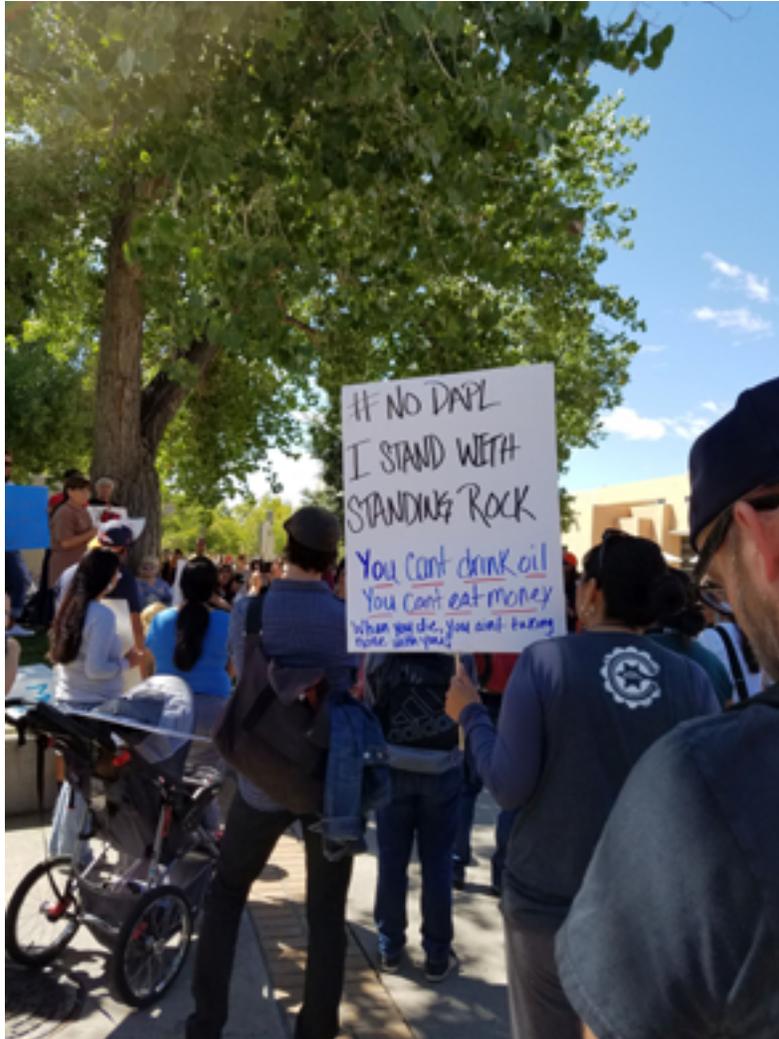
seemed like a good solution. UNM Libraries were already using the software, I knew how to use it and I could create a custom URL so I decided to create a DAPL LibGuide. With

the help of my two Native colleagues, we organized and added resources to the new guide, being selective and not attempting to be comprehensive. While guides are more commonly used to direct people to library materials, for this guide I wanted to highlight sources created by or primarily featuring Indigenous voices, items which would not likely be held by the library.

Once the guide was published at the end of August 2016 the response was overwhelmingly positive. I

received emails from librarians around the country, both Native and non-Native, requesting to adapt the guide for use on their own campuses. From Indigenous librarians I heard that sharing Native perspectives about the #NODAPL movement was beneficial to counter the widespread misinformation about Native people. Also, people gave positive Facebook comments when the guide was shared on the AILA page. A few people gave suggestions for items to add and I was glad to have the community input.

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University of New Mexico DAPL protest - Sarah Kostecky, used with permission

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UNM librarians who directed students to the LibGuide also heard positive reactions. Students were surprised there were so many resources featuring an Indigenous perspective on DAPL and were glad to have one place to go for the information. While the DAPL guide was not directly incorporated into specific class assignments, it still had an impact on conversations about the topic, having been viewed over 9,400 times as of May 2017. Based on all the feedback from colleagues and students, similar efforts on other issues could be an effective strategy for Indigenous librarians/archivists/museum professionals to share authentic information about ourselves in our own voices.

Reflecting on the DAPL LibGuide, I consider the question posed to AILA members in the Fall 2016 issue: do you think the Dakota Access Pipeline shapes any of the discussions that are relevant to the American Indian Library Association? My thought is "Yes," the #NODAPL and other Indigenous rights movements should be considered in our organizational goals because as Native librarians we work to support our people and communities through information access. If we do not engage in discussions about these Indigenous led movements, we are doing a disservice to our communities because we ignore the context of the issues affecting their daily lives. AILA as an organization has engaged in the mascot issue, among others, and we should continue to be active in the NODAPL, Keystone XL pipeline and other future movements. We do not operate as librarians separate from our Native selves; we carry all aspects of our identities always and everywhere. There are many approaches, including creating LibGuides, Indigenous librarians can use to leverage our positions and skills to improve the lives of our people and communities. I thank all the brave Water Protectors who brought us all together and hope we use the momentum to build positivity in our communities. Elahkwa (Thank You in the Zuni language).

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Bachelors of Science degree in Organizational Management and Leadership. From there, I immediately continued on to pursue my MBA degree from Baker University, where I graduated in 2016. That same semester, I started the MLIS program at Wayne State University and I have completed seven courses thus far. When my educational endeavors evolved to support me on my new journey, I knew that the library world was where I always belonged.

My husband is a second generation librarian and he has been working here at the Topeka & Shawnee County Public Library for almost 11 years now. He saw the Customer Experience Manager position posted and thought that the job description sounded like a good fit for me, so I applied, was offered the position, and started in September of 2014. At the time, I was working in casino marketing, where I wore two hats, director for the casino, and also for the Kickapoo Tribe. In my time here in Kansas, I have worked for the Prairie Band Potawatomi Nation, Sac and Fox Nation, and the Kickapoo Tribe. I have met many great people and have made some good friends here. Kansas is home to our family and I really enjoy working here. We won Library of the Year in June 2016. In my role, I manage programs (3911 in 2016), provide training for both members of the public and staff, manage meeting spaces (we are the busiest convention center in downtown Topeka) and, of course, the overall customer experience for our 189,000 residents in Shawnee County.

When not working or studying, my greatest honor and privilege is raising our two beautiful daughters. Charlotte is six years old and completing her year of kindergarten. Nina is ten months old and a delightful addition to our family. The girls have very different personalities and it is going to be fun to see how they grow. We also have three little dogs and our family life is full. It is my goal to support tribes whenever possible and with an award-winning

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Cindy Hohl - Continued from page 11

18 year career, I have successfully proven my ability to be a mentor and advisor. Library service is the start of my second career and where I feel like I am at home. While I have not had the opportunity to work in an academic or special library setting, yet, I would love to pursue that pathway as well. With decades of service ahead of me, I know that the right opportunity will come along.

I always seek out opportunities to share with others how our people view the world through a different lens. It is through sharing those perspectives that helps others' expand their thinking to realize that we all have a place in society, and that yes, we are still here!

Veterans - Continued from page 7

The School of Information at the University of Texas at Austin (UT-Austin) offers a face-to-face program that is the 5th ranked program in the United States. Known for its program in archives, the iSchool also offers highly ranked programs in areas including digital librarianship and information systems and prepares graduates for careers in areas such as librarianship; or user experience (UX). The admissions process is all online and detailed on the iSchool website at: <https://www.ischool.utexas.edu/admissions>. Note that September 1, 2017 is the deadline for submitting an application to begin courses in spring 2018. Contact Dr. Loriene Roy (loriene@ischool.utexas.edu) with your questions.

We invite you to be part of "Reaching Those Who Served" by sharing this news with others, encouraging veterans to consider applying to enroll at one of the three participating schools, and/or sharing contact information for librarian veterans!

"We all have a place in society, and yes, we are still here!" - Cindy Hohl

"We have the opportunity and responsibility to provide sources created by Indigenous people which are often ignored or hard to find, both in libraries and American culture at large. " - Sarah Kostelecky

"I feel strongly that we have been given the gift of education in order continue building our communities on the strength of sovereignty." - Cheryl Metoyer

As we continue our fight to preserve our critical funding

The American Indian Library Association Executive Board
thanks you for your work on behalf of all of our communities!



FRIDAY, June 23

8 – 4 pm
 Hyatt Regency Chicago
 Skyway 265
AILA Executive Board Retreat

SATURDAY, June 24

8:30 – 10 am
 McCormick Place, W181a
ODLOS Toolkit Showcase: New Tools You Can Use

1 – 2:30 pm
 McCormick Place, S102
Bill McKibben: Imagining a World that Works – In Time to Prevent a World That Doesn't

1 – 2:30 pm
 McCormick Place, W185bc
Filming Our Future: Growing a Video Production Niche in the Ak-Chin Indian Community

3 – 4 pm
 Hyatt Regency McCormick
 Clark/CC 22AB
**AILA President's Program
 Ricardo Cate (Pueblo of Santo Domingo, NM): Activism Through Art – My Time at Standing Rock**

6 – 7:30 pm
 Hyatt Regency Chicago
 Columbus AB
ALA Will Eisner Graphic Novel Grants Reception

7 – 8 pm
 ALA President Julie Todaro's Suite
 Hyatt Regency Chicago, Monarch Suite #3474
JCLC Social & Fundraiser

SUNDAY, June 25

3 – 4 pm
 Hyatt Regency McCormick
 Grant Park/CC 12AB
AILA Business/Membership Meeting

Monday, JUNE 26

8:30 – 10 am
 McCormick Place, W176a
**Spotlight on Rural, Native, and Tribal Libraries:
 From Fresno to Alaska**

AILA Elections Opening Soon!

Be sure and watch the AILA email list for a ballot announcement. Online voting will be open to dues-paying AILA individuals or student members only. We are electing a new vice-president/president-elect and one member-at-large. Below are the candidate-submitted statements that will also be included with the electronic ballot.

Candidate for Vice President/President Elect

Lillian Chavez

Lillian Chavez is the Library Director at Mescalero Community Library. She is Chiricahua and Mescalero Apache, a direct descendant of Victorio and Shanta Boy, and has lived her entire life on the Mescalero Apache Reservation. She is the current chair of ALA's ASCLA Tribal Librarians Interest Group and is responsible for informative and productive sessions about Tribal Librarians nationwide. She is a 3-year member of the New Mexico Library Association and is currently Member at Large. Lillian earned her MA in Education from New Mexico State University and is a New Mexico State Library Certified Librarian. She developed the first public library in the Southwest New Mexico for her tribe in Mescalero, New Mexico. Prior to her work at Mescalero Community Library, Lillian was a school librarian with Mescalero Apache School for 10 years. She is outspoken, open minded, loves to laugh, and listen to music. She is proud to serve her fellow tribal members, neighboring communities, and other NM tribal libraries through her work. She loves her job and strives each day to build more resources for her community. Lillian wants to build on the work she's accomplished in New Mexico by representing AILA as Vice President/President elect.

Are you interested in serving AILA, as well?

Register to serve on a Committee!

<http://ailanet.org/about/committees/committee-volunteer-form/>

Candidates for Member-at-Large

Carlos Duarte

My name is Carlos Duarte, I am an enrolled member of the Pascua Yaqui tribe, and an academic librarian at the University of Colorado Colorado Springs. I received my MLS from the University of Texas at Austin School of Information, where I was an Association of Research Libraries Initiative to Recruit a Diverse Workforce (IRDW) Scholar. While at the University of Texas, I received a specialization in academic librarianship, and completed a master's portfolio in Native American and Indigenous Studies. I am passionate promoting literacy and critical thinking and providing outreach services efforts to underrepresented and non-traditional students.

The American Indian Library Association has provided me unique viewpoint on librarianship and a sense of community within the profession. As a Member at Large, it would be an honor to help continue the American Indian Libraries Association's efforts to promote literacy and librarianship in Indian county, and to help advocate for Native voices within the profession at large.

Thank you for your consideration,
Carlos Duarte

Lara Aase

Lara Aase works as the solo librarian at the Center of Southwest Studies' research and special collections library at Fort Lewis College in Durango, CO. She is from New Mexico and has an MA from UNM in Comparative Literature and an MLIS from the University of Washington. At UW she took Sandy Littletree's course in Indigenous Systems of Knowledge, which deeply influenced her approach to organizational systems and library user groups. At Delaney Library, Lara conducted user experience research to improve services for the large Native American student population at FLC and will be publishing the results of that research in the upcoming special issue of Collection Management. Lara also received a Talk Story grant for summer 2017, which will bring several storytellers, artists, and dancers to the library for a 9-week oral history/literacy program for families. She is grateful for AILA's professional support and would like to give back to the association through service as a Member at Large.

Help shape the work of our incoming Executive Board Members

Watch the e-mail list for a member survey, coming soon!

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American Indian Library Association

NEWSLETTER

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Applications for membership can be obtained on the website: <http://ailanet.org/membership/>