

INDIGENOUS STUDENT INPUT & FEEDBACK TEAM

2019 Report

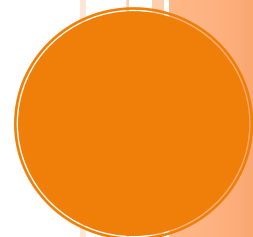
Summary of Results and Follow-up Recommendations

Morning Star Padilla, Indigenous Services Librarian
Linda Bedwell, Coordinator of Assessment, SIFT Co-chair
Katie Blythe, Killam Library Intern
Marlo MacKay, Communications Coordinator, SIFT Co-chair

With input from:

Michele Graveline, Indigenous Student Advisor, Halifax Campus
Art Stevens, Manager of Indigenous Students, Agricultural Campus

February 2020



INDIGENOUS STUDENT INPUT & FEEDBACK TEAM

2019 REPORT

BACKGROUND

In the first two years of conducting the Student Impact and Feedback Team (SIFT), general sessions were held at each of the Libraries' branches plus a pilot online SIFT for Social Work students (i.e., distance students). For the 2018-19 academic year, it was decided that instead of running general sessions again, sessions for specific student groups would be held, including an Indigenous SIFT to support the Libraries' Interim Strategic Plan item 3.4, "Develop a model for Indigenous Services". The Indigenous SIFT was to be an initial step in the assessment process and in developing these services. In terms of assessment, this consultative process would begin to gather input on how the Libraries can be more welcoming to Indigenous students, tailor services to their specific needs and study behaviours, and be a place where they feel culturally represented on campus.

Previous SIFT experience taught us that the sessions need to be very loosely structured. Discussions are very organic and facilitators need only be prepared with the types of questions/issues we would like to get feedback on, and weave them into the discussion in a natural way. Some questions don't lend themselves particularly well to this format and were not included in the loose structure created by the organizers (see Appendix A), which consisted of questions regarding awareness/needs/satisfaction/ideas about the physical and online library spaces, services, and collections as well as our new Indigenous Services Librarian (ISL) role.

Two Indigenous SIFT sessions were held – one at the Halifax Campus at the Indigenous Student Centre, and one at the MacRae Library in the Indigenous Community Room. Recruitment of participants was largely through the two Indigenous Student Advisors, Michele Graveline (Halifax) and Art Stevens (Truro).

FEEDBACK SUMMARY

Four students participated in SIFTs overall at the Halifax and Truro campuses. Three of these students attended the Halifax SIFT, one attended the Truro SIFT. A detailed summary of the feedback received during both sessions is attached to this report as Appendix B. It should be noted that due to the small numbers of participating students and their availability during the sessions, these SIFTs became individual student interviews, rather than the "pop-up focus groups" of the traditional SIFTs. Many of the individual comments and suggestions did not have the benefit of peer input or reinforcement.

Students reported using the Killam Library to work independently or communally, to use the printing services, and to access Mi'kmaq resources in the reference collection and the Archives. The Truro participant particularly noted the Indigenous Community Room and the Student Learning Commons. The MacRae Library received a positive review, however the Halifax students commented that the Killam was gloomy and intimidating (which, based on anecdotal and assessment data, appears to be the opinion of many of the general student population). Finding books in the stacks was mentioned as particularly intimidating.

Experiences with library staff were described positively; however, one negative experience was reported when a student borrowed a book but wasn't aware of late fees which were eventually charged (\$10 which the student "did not have"). This was in connection with *Blind Date with a Book* which indicates student awareness of and participation in library events. This same student also mentioned *Dal Reads*.

Students reported receiving different amounts of library orientation and instruction and they wanted to clearly know the location and availability of the ISL. They provided suggestions for increasing library presence beyond the physical branches, and suggested various Indigenous programs, events and displays (both physical and online), wayfinding to additional resources, and inviting approaches to promoting this Indigenous content. All these student recommendations form the basis for the recommendations of this report (see page 3).

DISCUSSION

During the Indigenous SIFT sessions, students reported that they would like to see themselves and their cultures represented in the Libraries. They hope to engage in learning about their cultures and also make contributions to learning in their home communities through their experience at Dalhousie University. That students see the Libraries as a centre for these activities tells us we have an opportunity to enhance their experiences with culturally relevant services. Students reported both positive library interactions as well as areas in which we can improve. By continuing to learn from consultation and assessment processes, we can become more responsive to the students' needs and continue to develop strong relationships between Indigenous students and the Libraries, which, in turn, strengthens relationships between the Libraries and Indigenous communities. Students have provided clear points to build from. We are now tasked with interpreting the points respectfully and giving back to the students so that all can benefit.

As Lee (2017) found, Indigenous people in rural or reserve communities often have little access to libraries. This indicates that the need for information literacy instruction may be higher than for other student groups. Designing and delivering basic library instruction classes specifically for Indigenous students is one way to bridge that gap. Another way is increasing Indigenous visibility in both the physical and digital space in the libraries. Examples of this include developing permanent displays on Indigenous cultures and heightening awareness of Indigenous services and resources via the web.

Developing Indigenous collections and making them more accessible, expanding the ways in which we engage with students and invite student engagement with us, providing robust support for Indigenous services are ways to clearly indicate that Indigenous students are welcomed and respected. These sample efforts are based on some of the areas for improvements that students emphasized during the SIFT sessions. These efforts are contextualized within the distinct, yet similar experiences that Indigenous students are having on campus, whether brick-and-mortar or online, and within the historical relationships between the university and Indigenous peoples.

Strong cultural identity has been found to act as a protective factor for many Indigenous students when entering, continuing, and completing postsecondary education (Gallup, 2016). Therefore reflecting Indigenous perspectives and experiences is valuable in supporting Indigenous students. It is important that the Libraries take this into consideration when making connections with Indigenous students.

Wilson (2008) notes that the responsibility to ensure respectful and reciprocal relationships becomes the axiology of the person who is making these connections. As researchers conducting assessment

with Indigenous students, we are responsible for demonstrating that we value the information they share with us as well as value the relationship we are building together. (Thus) “the strength of your bonds or relationships with the community is an equally valued component of your work” (Wilson, 2008, p. 81). Of equal importance to the assessment portion of this work is the commitment to follow through on the students’ feedback. To show respect and reciprocity, we must proceed to further engage Indigenous students in a meaningful way. That is, researching, designing, and celebrating the things we are doing well and implementing the improvements that students would like to see from the Libraries.

Gallup found that postsecondary institutions should create supportive institutional and instructional space to better support Indigenous students. Through enhancing the Libraries as welcoming, supportive spaces and positioning library instruction as central to engagement and making a positive, support learning environment, we can develop better relationships with Indigenous students and become a larger structural support to their success. Success for Indigenous students is best defined not only by access to Indigenous resources but by the relationships cultivated within the university (Gallup, 2016).

Many Indigenous communities have nation-to-nation relationships with Canada and, as such, the Truth and Reconciliation Commission Calls to Action have identified numerous ways in which Canadian institutions should ameliorate relationships with First Nations, Inuit, and Metis peoples. Higher education institutions have tenuous relations with Indigenous communities due to their particular role in historic and contemporary harm caused to Indigenous communities. During the SIFT sessions, students identified some of these related issues in Dalhousie University Libraries, such as lack of Indigenous representation, misrepresentation, and the need for tailored services. Though Indigenous students may comprise a small percentage of the student body, their right to tailored services requires significant investment. In order to tailor services to appropriately include Indigenous concerns and perspectives, we must first consider how to unsettle our own practice and question “some of the assumptions on which accepted practice rests” (Nakata & Langton, 2005, p. 3). The implications for student experiences and for developing relationships with Indigenous communities are well documented by scholars in Indigenous librarianship and by the Canadian Federation of Library Associations (CFLA).

As a contributor to CFLA’s Indigenous Matters Committee, Dalhousie University Libraries is aware of the CFLA report and recommendations that were developed based on the Truth and Reconciliation Commission Calls to Action. This document offers numerous and specific actions that the Libraries can take in response to those findings that are aligned with the findings from the Dalhousie Libraries 2019 Indigenous SIFT assessment.

RECOMMENDATIONS

We recommend there be no hesitation with initiating the requests and suggestions regarding cultural representation and Indigenous content made by the students who attended these sessions. These recommendations are included below and should be done in consistent consultation with Indigenous students, faculty, staff and the broader Indigenous community. Many of the Indigenous students’ reported perceptions of and experiences with library services and spaces that are similar to assessment findings from non-Indigenous-specific studies. These recommendations are also included below and will improve services for all users.

Physical Visibility of Indigenous Resources

Students appreciated the Indigenous resources displays curated by the Libraries in the past and suggested the addition of a permanent display or highlighted section for Indigenous resources as a means to raise awareness of these resources and of Indigenous cultures. This permanent display should include wayfinders for accessing additional material. One student suggested there are various holdings within the Archives and the reference collection that most students would be unaware of, particularly the Prosper fonds. An Indigenous Archivist could be an asset in an ongoing process to select and respectfully curate this content. As clarified in the Ithaka S+R report, “When Research is Relational: Supporting the Research Practices of Indigenous Studies Scholars”, “literacies in Indigenous languages, cultural protocols and other cultural understandings are important to navigating primary content.” (Cooper et al., 2019, p. 16)

Web Presence of Indigenous Resources

Students expressed an interest in digitizing Indigenous collections held in the Archives and featuring these prominently on the Libraries website. Indigenous cultural and language resources were also requested with easy, drop-down menu findability on the homepage, rather than a LibGuide. Follow-up on both these suggestions is recommended; however, digitizing content must be carefully considered, with consultation with the communities represented in the content (and repatriation where possible).

Promotion of Indigenous Holdings and Spaces

Promote Indigenous holdings to the public via a partnership with the Mi’kmaq Native Friendship Centre. Within Dal, an invitational approach to highlighting Indigenous resources and spaces could be adopted, welcoming all students to use these spaces and access these resources. Promotions of resources thus far have included collaborations between the Indigenous Services Librarian and the Communications Coordinator on displays. As more resources and spaces are identified, promotions will increase.

Potential for Library-supported Indigenous Programs

A desire for Mi’kmaq language classes at Dal was expressed, as well as more Indigenous related events, including more Blanket Exercises. The Libraries could host or provide space for these through our programming and events. According to the Ithaka S+R report, “scholars see opportunities for the library to support these (language) revitalization efforts by having Indigenous language spoken in libraries and more visually present in the library spaces..” (Cooper et al., 2019, p. 15) Besides including Mi’kmaq language in murals and signage, introductory language instruction could be held within the library spaces. For-credit, Indigenous language courses at post-secondary institutions are called for by the TRC Call to Action 16 (Truth and Reconciliation Commission of Canada, 2015). Whether the Libraries could provide space for these classes, or host non-credit instruction should be investigated. Indigenous language classes could be piloted at the MacRae Library in Truro, given its proximity to four Indigenous communities, and led by these communities (see the TRC Call to Action 14.iv).

Location and Availability of Indigenous Services Librarian

Students were not clear on when and where they could access the help of the Indigenous Services Librarian - a confusion nurtured, no doubt, by the ISL’s requirement to be in both Halifax and Truro, and a rather “hidden” office location within the Killam. Statistical significance testing on data from the 2019 Dal Libraries Survey showed that Indigenous students placed a high importance on being comfortable asking for help, thus further supporting the need for clarity and ease of locating and

contacting the ISL. The addition of a student position for Indigenous Services could also aid in expanding outreach.

Library Instruction

Library instruction sessions specifically designed for Indigenous Students should be offered as events held either in library spaces or in the Indigenous Student Centre on the Halifax campus.

“How to Find a Book” drop-in or scheduled hands-on instruction sessions should be on offer in the Killam Library and promoted particularly among all first-year students. These sessions could be conducted by librarians or library staff and within 15-20 minutes could walk participating students through searching for an item in Novanet/Primo and physically locating it in the stacks.

A review of Information Literacy instruction across the disciplines should be carried out to ensure adequate and consistent levels of instruction outreach. IL programs within certain disciplines, such as Kinesiology, could be used as a benchmark that IL programs in other disciplines could emulate.

Late Fees

Until the abolishment of late fees, signage at service points and reminders from service point staff during the loan transaction will ensure that borrowers have been made aware of late fees. (Update: late fees are currently being waived.)

Library Presence Beyond Library Spaces

Consider collection displays or promotional displays in other high trafficked areas of campus such as the Student Union Building (SUB).

Further Assessment of Indigenous Students’ Needs and Perceptions of the Libraries

Following the initiation of some of the recommendations of this report, more formal assessment of Indigenous student perspectives on the Libraries and how best to serve their needs and work behaviours should be carried out. Care towards relationship building must be kept in mind when planning the assessment methods.

Inclusion of Indigenous Perspectives in all that we do

The Libraries’ Equity, Diversity and Inclusion Committee should arrange events and educational opportunities and post links to free MOOCs such as [“Indigenous Canada”](#) by the University of Alberta and [“Reconciliation Through Indigenous Education”](#) by the University of British Columbia. Supervisors and Associate Deans should provide accommodations so staff and librarians can participate in these programs.

In order to provide inclusive library spaces and services that are respectful of Indigenous concerns and perspectives, and/or worldviews, we must undergo a process of questioning all our practices and the assumptions that underlie them. This is a soft assessment of our culturally-absorbed ways of thinking, seeing, and being that may reinforce colonial practices rather than fostering Indigenous approaches to research and study practices. This is a personal journey for many of us; however, guidance from the ISL, Indigenous Elders and community members, Dal’s Senior Educational Developer for Diversity and Inclusivity, and the Libraries’ Equity, Diversity and Inclusion Committee can encourage us to go forward. All of us who work in the Libraries can participate in educational programs such as online MOOCs, and build relationships with Indigenous communities by attending open ceremonies and events or visiting the Mi’kmaw Native Friendship Centre, the Glooscap Heritage Centre in Millbrook, or the Mi’kmawey Debert Cultural Centre.

References

- Cooper, D., Ball, T., Boyer-Kelly, M. N., Carr-Wiggin, A., Cornelius, C., Cox, J. W., Dupont, S., . . . Wong, D. (2019, April 11). *When Research is Relational: Supporting the Research Practices of Indigenous Studies Scholars*. <https://doi.org/10.18665/sr.311240>
- Gallup, Cynthia J. (2016). Supporting success: aboriginal students in higher education. *Canadian Journal of Higher Education*, 46(2), 206-224. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1113438.pdf>
- Lee, Deborah. (2017). Indigenous librarians: knowledge keepers in the 21st century. *Canadian Journal of Native Studies*, 37(1), 175-199. Retrieved from <https://search.proquest.com/docview/1956424156/fulltextPDF/DEFFD04A24BC4PQ/1?accountid=10406>
- Nakata, Martin and Langton, Marcia. (2005). Introduction. In *Australian Indigenous Knowledge and Libraries*. Sydney: University of Technology Press. Retrieved from <https://opus.lib.uts.edu.au/bitstream/10453/19531/1/Libraries%20and%20Indigenous%20Knowledge.pdf>
- Truth and Reconciliation Commission of Canada. (2015). *Final report of the Truth and Reconciliation Commission of Canada: Summary : honouring the truth, reconciling for the future*. Winnipeg: Truth and Reconciliation Commission of Canada. Retrieved from http://nctr.ca/assets/reports/Final%20Reports/Executive_Summary_English_Web.pdf
- Wilson, S. (2008). *Research is ceremony: Indigenous research methods*. Black Point, N.S.: Fernwood Pub.

APPENDIX A

Indigenous SIFT 2019 – Loose Structure

Morning Star to lead/facilitate the session. Linda and Marlo can jump in with additional questions, or if we need clarification.

Marlo to provide notes about SIFT to Morning Star for the intro.

Plan for some set time periods where we run mini sessions of three questions each. Have a student who can catch people as they come in, tell them a session will start in 5 mins, do you have time to wait or do you want to talk one-on-one?

██████████ – student in Truro, Marlo will ask Art if he or another student can help.

Marlo will ask Michele Graveline to find a Halifax student

\$50 gift cards the bookstore for student helpers.

Art is going to help get word out to students, Morning Star will book the Indigenous Community room

Art has advised we may not have a large group in Truro (only 32 identifying students on campus)

We will have a whiteboard in the room with questions on it.

This is just the start of us trying to find out what their needs are and if they're being met by the libraries. More formal assessment will come in the future.

Smudging in Truro: Have the medicine out and visible. If a student wants to lead it, that's great. Let students know we'll provide them with a report with our recommendations. Be clear about the communications channels, the report may not be done until end of term, but we have your email and we can share it with Art and Michele for distribution. Be clear that the report won't be ready instantly.

Get student helper to get email address, students will fill in their address but we'll do a check with the students and tell them why we want it.

Marlo can ask if Carol could assist with transcription to quicken at least part of the report process.

Primary:

1. How would you see the Indigenous Services Librarian supporting you? What ideas do you have?
2. Can you tell us about your experiences using the libraries, or what have your experiences been like so far?
3. How can the libraries be spatially and visually welcoming to Indigenous students, both in the physical libraries and in our digital spaces? For example: book displays about Indigenous topics, or a library webpage about Indigenous topics?

Secondary:

1. What type of resources would you like to see in the libraries? Both academic and culturally?
2. How can we increase visibility of Indigenous content and services in the libraries?
3. Are you interested in having a student position in the libraries that's focused on Indigenous services? Someone who could offer peer reference assistance and organize cultural knowledge sharing events and displays, etc.

We'll ask the primary questions in the mini-sessions. If we don't have another group of students, we can continue the discussion with the same group using the secondary questions.

APPENDIX B

Indigenous SIFT Session Summary

4 students participated in SIFTs overall at the Halifax and Truro campuses. 3 of these students were from the Halifax campus.

1A, 1B, 1C were from the Halifax campus and are labelled in order of appearance. Student 2A is from the Truro campus.

Library space and services

Student use of library space

Killam Library

When asked about preferred study areas, student 1B described that he likes to be at the Indigenous student centre at the Halifax campus, claiming that he thinks of himself as unusual in this regard, as he knows not everyone wants to spend a lot of time there. If he needs to get a lot of work done, he typically goes to the computer lab on the first floor of the Killam. He points out that he is very comfortable spending time in the library but suggests that not all of his peers may be. He also pointed out, in regard to the first-floor learning commons, that it is, for the most part, at a noise level that is conducive to his work, however, every now and then there is someone who is noisy. He describes the space as “adequately quiet”. Student 1B also described various Mi’kmaq resources within the reference collection and archives at the Killam library, suggesting that he has used the reference collection and archival services, either for schoolwork or for personal interest.

Student 1C describes that she has not used the library very much but does describe using the printing services at the Killam Library. She also indicates that she has been drawn to use the library as a study space through social means: “I’ve used it a few times for study sessions with friends. A friend might find a table and invite others to come get work done in the library.” She describes going and doing this because she can’t really get work done in her room at home.

MacRae Library

Student 2A described themselves as spending time regularly at the library, particularly in the Indigenous Community Room and in the SLC: “I’m here consistently, especially in the Indigenous Community Room. I also like the SLC compared to the other floors, I can see people coming and going, can still focus...not too quiet.”

Perceptions of library space

Killam Library as “intimidating”

Two out of the three students from the Halifax campus described the Killam library as being an “intimidating” or “daunting” space. Participant 1A described that all of the floors of books in the Killam library are very daunting and they did not know where to start when looking for materials in the library: “All the floors of books are really daunting, and I have tried once to look for a book and never got the book because I just don’t get it.”

This student claimed to order books online instead of coming in to look for the book themselves. The student described not being able to find books in the stacks and not knowing how to start this process. They suggested providing one-on-one orientation services for students in the library in order to help with this.

Participant 1C found the library intimidating both because of its layout and not knowing how it works. They also specifically found the library intimidating in their first year of university: “The library is kind of intimidating... there’s no windows, but that’s just kind of the layout.”

Student 1C also felt that there could be more library information sessions held in classrooms and that this would help with the feeling of intimidation when coming to a place like the Killam library: “I think there are people who tell you how to find things, but I also feel that there should be more people coming to classes and explaining how it works. If you’ve never been and you just kind of see it, it just becomes really intimidating, especially in your first year. Explaining this is how it works, this is how you find things.”

Killam Library as “gloomy”

Student 1C described the atmosphere of the Killam library as “gloomy” and indicated that this both caused her additional stress and deterred her from using the space. She also suggested that finding more ways to add more natural light would be beneficial to the space: “Maybe finding more ways to have natural light. When you go into the book area it stresses me out because it’s so gloomy and it throws me off from going in there.”

Student experience with library staff and services

Positive experiences with the Killam Library staff

Student 1A described positive experiences speaking with library staff and described them as helpful.

Student 1B also had positive encounters with library workers: “I think my experience with the libraries has always been very positive to whoever I have been speaking to and they’ve all been pretty humble.”

Negative experience with Killam library: book fees

Student 1C described a negative experience with the Killam library, due to a lack of awareness of book fees: “I forgot to hand in a book and apparently you can accumulate fees, I didn’t know this [...] It was like \$10

and I did not have that much money [...] This would be good information for people who have never used the library before.”

The student suggests that this could be an area of improvement and that staff should not assume that everyone knows that overdue books accumulate fees.

Awareness of Killam Library events

Student 1C mentioned the Blind Date with a Book event from last year, therefore indicating that they were aware of this event. They were, however, unsure of whether or not the event happened this year, suggesting that maybe there was not enough advertisement for it. Student 1C also mentioned that, although she doesn't have much time to read for fun, she was excited when she saw that *Brown Girl in the Ring* was chosen for Dal Reads. Although she did not read the book, she was aware of Dal Reads.

Student experience with library orientation

Varying levels of library orientation

One Halifax student reported that various librarians came into his classes, presenting on how to search for articles, journals, how to use document delivery and citation software. He also had assignments in which students had to use the library to complete the tasks. This student found it particularly helpful that there was a lot of repetition in his library orientation sessions and that library resources and instruction were presented to them when they were needed for assignments, making the material particularly relevant. It is helpful to note that this student is in the Kinesiology program and received library orientation at both the Tupper and the Killam.

Student 1C, an Arts & Social Sciences student, did not have many research-based assignments. She explained that, because of this, she did not have to go to the library very much. Although she describes having some library orientation in an English class, she did not have the amount of instruction that the other student reported. For the other 2 participants, it is not clear what their library orientation consisted of.

This points to inconsistency in library orientation and instruction offered to students, largely based on what program they are enrolled in and what library caters to their discipline.

Library presence outside of the building

Student 1C suggested that the library expand its presence beyond the walls of the library and into other locations on campus, particularly places that have high student traffic such as the Student Union Building: “I also feel like partnering up with the SUB would be good too. Maybe having some things on display from the library in the SUB, in that main area since so many people go through there. Finding other spots around campus to promote the library's holdings and services.”

Student 1B suggested that there be more outreach to the general public and to alumni specifically relating to Indigenous holdings. He suggested that the public and alumni could be made more aware of the Indigenous resources that Dalhousie has and that the libraries could develop a partnership with the Friendship Centre in Halifax.

Suggested library programming and resources

Student 1C stated that she would like to see a Mi'kmaq language class offered through Dalhousie or specifically through the libraries: "I just really hope that one day there would be a Mi'kmaq class here. I don't know if that could run through the library or not, but I really want to learn how to speak it."

She also states that having Indigenous language and cultural resources at the university could help fill in resource and knowledge gaps within her community, as she finds it difficult to find Mi'kmaq resources where she lives. She also states that no one really speaks Mi'kmaq where she lives and that she would need access to a vehicle in order to drive to a location where she could learn more about Mi'kmaq culture. She states that she would hope that she could access these types of resources on campus. Student 1C also mentioned the addition of more Indigenous related events at the library.

At the Truro campus, a conversation between the focus group facilitators and student 2A revealed that they have an online Mi'kmaq dictionary that has an auditory version. Student 2A indicated that they could post a Mi'kmaq word for "Word Wednesdays and FACT Fridays", for example. It was also mentioned that there was a Blanket Exercise on campus, which was a success and could be done again. This exercise could be integrated into related courses offered at the university. Student 2A also mentioned that interactive activities are usually good.

Lack of Library Website awareness

Student 1C did not know that there was a library website and suggested that there should be more advertisement for this.

Indigenous services and resources

Indigenous services librarian

Greater awareness of location and availability

Student 1B did not know where to find Morning Star in the Killam Library, stating that, "in order to find Morning Star you already have to be in the library doing library things." In response to this, Morning Star suggested that her placement in the library could be more accessible or visible to students rather than in the Research and Reference office on the third floor of the Killam.

Student 2A from the Truro campus wanted to know what days Morning Star is present on campus and suggested that her hours could be displayed out near the front desk of the library, on a whiteboard, or on the library website.

Assisting students

Student 2A from the Truro campus suggested that the Indigenous Services librarian can support students by: “Definitely being there for the students, helping students find things, especially things that aren’t common.”

Presence, visibility, and awareness of Indigenous resources

Online visibility

Multiple students mentioned that Indigenous resources should have greater presence online, particularly on the Dalhousie Libraries website.

Student 1B suggested that there should, in general, be greater presence of Indigenous resources on the Dal libraries website, but also specifically suggested adding the reference collection or an Indigenous digital collection to the website. He recommended that the Indigenous digital collection or exhibit consist of digitized materials that are already present in the archives at the Killam library.

Student 1C also suggested the addition of Indigenous cultural and language resources online, as well as adding links for students to find more resources.

Student 2A pointed out that Indigenous resources are “not always present on the Dal webpages,” and suggested that the addition of more online resources on the main Library website would be beneficial. They specifically recommended adding a drop-down menu on the Dal Libraries page for Indigenous related resources, instead of having a Libguide that requires multiple clicks to get to.

All of these comments allude to increasing both awareness and findability of online Indigenous resources at Dalhousie.

Physical visibility

All students talked about physical displays as a way that could increase the presence and awareness of both Indigenous culture and resources at Dalhousie Libraries.

Student 1A agreed that a book display or section of the library for Indigenous resources would be a good thing, especially for the Indigenous studies program.

Student 1B recognized that there is a significant amount of Indigenous resources in the archives and reference collection at the Killam library that are not highlighted to students. Morning Star suggested the

addition of an Indigenous Archivist to help identify materials and student 1B agreed with this. He stated that he would love to see copies of original documents on display in some form or another. He also suggested that the addition of a permanent display case for local Indigenous culture could be beneficial, not just for Mi'kmaq History month. The student also pointed out that, a physical display may be more effective at increasing discoverability of Indigenous resources than an online collection. He states that, with an online collection, one may not come across these resources unless they are looking for them.

Student 1C particularly enjoyed when they saw displays on Indigenous culture at Dal libraries, stating that, "When I see things like those tables with Indigenous stuff, I get really excited. I really enjoy seeing those." The student suggested that the displays also refer students to additional resources in order to learn more about Indigenous culture: "...not just having the displays but indicating that if someone wants to find more information that they can go to this section of the library." She also mentioned that there is a lack of awareness of Indigenous culture among those who are not Indigenous themselves.

Student 2A also recognized displays and showcases as beneficial and indicated that, "It's nice to see those different things that you wouldn't see normally."

Advocating for existing Indigenous spaces and services

Student 2A also suggested that in order to facilitate greater awareness of resources and services, that there be more advertisement: "Even if it's having a poster, regular sheet of paper that says, 'by the way, this is a thing'. Then students may realize that we have these spaces and services rather than just coming in here to go to class. Being present at different points, when people aren't bombarded with midterms."

Student 2A also determined that it would be beneficial for the Indigenous Community Room, specifically, to be advertised to students, stating that "In the Indigenous Community Room, it's nice but not a lot of people drift in the room unless we direct them. But definitely put it out there that this room is an option."

Student 2A went on to indicate that Facebook could be a good way to reach students: "Most of us are on Facebook, the [residence] houses all have a Facebook page, and things are shared through that...talking to other people. Not a lot of people read the Dal news things. [When we get an email from the school and] there's an additional link to read it, most people won't do it."

Student position for Indigenous services at the libraries

Students 1B, 1C, and 2A all stated that a student position focused on Indigenous services would be of interest. Student 1A was not present during this question. Student 2A mentioned that someone in this role could be stationed in location visible to others so that students could come and ask them questions.

***Other**

Mural

Art mentioned that “the students would like to see a mural on the new table and think that is very important. They are looking for funding for Indigenous services and programming. It is great to have a space, but they need to be able to do things in the space and resources.”

A student logo will be shared.