



Decolonizing the Library Working Group
Work Plan
January 2024

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PURPOSE STATEMENT

The Decolonizing the Library Task Group was formed in July 2018, with the purpose of developing a plan for decolonizing the library and responding to the SFU Aboriginal Reconciliation Council (ARC) report, “Walk This Path With Us.” In 2019 the Task Group became the Decolonizing the Library Working Group (DLWG) since with the understanding that decolonizing libraries will be an ongoing process.

Due to our limited capacity as a group, the focus of this working group has been on decolonization and relationship-building work within the context of local Indigenous Nations, especially those whose territories SFU occupies. Nonetheless, the DLWG recognizes that addressing concerns tied to ongoing global colonization and displacement of Indigenous Peoples is decolonial work. Furthermore, we see that this decolonial work does fit within the priority approach of “Reconciliation and Decolonization” in the refreshed Library strategic plan, 2022-2024. We acknowledge an identified gap in where and how global decolonization work should be happening within the library and university.

The DLWG has a mandate to ensure local Indigenous peoples and perspectives are reflected and represented and to appropriately acknowledge the location of SFU Libraries on unceded Coast Salish territories in library programs, services, collections, metadata, instruction, facilities, policies, and staff education and awareness. The Working Group aims to align the decolonization and reconciliation efforts of the Library with those of the university and broader society. In advancing this work, the Working Group will connect with and support other decolonial and EDI initiatives within the library and larger SFU communities. Through this work we affirm the principles outlined in the UN Declaration on the Rights of Indigenous People, and we recognize and support Indigenous sovereignty.

The Working Group is guided by the philosophy “Nothing about us without us,” centering Indigenous voices in all we do. We recognize this work can only succeed through building reciprocal relationships and dialogue with Indigenous students, faculty, researchers, staff, and broader communities. We further recognize that this work can only succeed with proactive and engaged support from leadership in the Library and wider SFU communities.

The initiatives advanced by the Decolonizing the Working Group result from the collective labour of Working Group members – labour that is undertaken in addition to other work responsibilities. The specific focus of this Working Group on the ongoing impacts of colonization means that this work involves a high degree of emotional labour, which tends to be unseen and undervalued. Members of the Working Group take this opportunity to recognize one another’s commitments and investments in this work, and we understand that part of our role in the Working Group is to see, support, and uplift one another.

Participation in the Decolonizing the Library Working Group is open to all employees of the SFU Library and calls for membership will be circulated throughout the Library whenever there is an opening in the group.

ABOUT THE INDIGENOUS SERVICES AT SFU LIBRARY LOGO

Artist: Marissa Nahanee, Squamish & Nisga'a

About: This art piece is representational of an eagle wing relief. The eagle flies the highest in the sky, in one of the legends, the Coast Salish people would seek guidance from the eagle to gain knowledge of far away places. This has been created to bring the knowledge to the Students as they seek guidance in their studies.



BACKGROUND

The SFU Aboriginal Reconciliation Council (ARC) report “Walk This Path With Us” was presented to the SFU community in 2017. Since that time, the SFU Library has acted on some of the most directly relevant recommendations while also developing a plan for a more robust response to the report as a whole.

This updated work plan reflects completed initiatives from the Working Group’s previous plan (dated 2020) and dreams for further library initiatives. In addition to the ARC report, the Working Group looked to TRC Calls to Action, MMIWG Calls to Justice, UNDRIP, and the Canadian Federation of Library Associations’ (CFLA) report and recommendations in response to the TRC when discussing initiatives for SFU Library.

Select completed initiatives from the 2020 are:

- The Indigenous Initiatives librarians and Research Commons team developed the [Indigenous Research Methods in Action](#) speaker series, an idea that originated in conversation with the working group.
- Developed awareness campaigns for Orange Shirt Day (September), National Day of Mourning for MMIWG2S (May), National Indigenous Peoples’ Month and Day (June).
- Created a Decolonizing the Library Interest Group that hosts events for Library employees, including a regular reading circle and a land acknowledgement workshop.
- Wrote a land acknowledgement and call to action specific for the library. This has been added to the footer of all library webpages and is framed in each library location.
- Permanently booked group study room 2114 in the Bennett Library for Indigenous student use; this was a request from students in the Indigenous Student Centre originally due renovations to ISC space and has continued. In the Fall 2023 semester, the room was used by tutors in the Indigenous University Preparation Pathway (IUPP).
- Developed a self-paced Canvas course titled “Grappling with our Colonial Roots in Libraries” that is part of new employee onboarding.

DECOLONIZING THE LIBRARY WORK PLAN

Many of the targeted calls to action in the ARC report mention specific departments, levels, and/or aspects of the university. While many of these calls to action are not addressed specifically to the library, we have both the opportunity and the responsibility to listen to these recommendations, and to consider how they might be taken up within library contexts. The Library's 2022-2024 Strategic Plan refresh added Decolonization and Reconciliation as a priority approach for all divisions within the library to incorporate into their work.

We formulated this work plan under the headings identified within the ARC report recommendations. We hope that organizing our work in this way will support us in our efforts to provide a clear and effective response to the ARC recommendations, and to take up this work across the SFU Library. We have sub-divided our work plan into initiatives that are underway and ongoing, initiatives that are envisioned, and initiatives that are completed.

The Working Group acts in collaboration with Training Plan Advisory Group (TPAG) in identifying and suggesting professional development options for all library employees. Doing this supports library employees with their annual goal setting. Due to the number of library employees, individual professional development participation will not be listed in this document, though we are aware that many library employees are actively engaging in decolonial learnings as part of their own professional development.

Group 1: Safe and Welcoming Indigenous Spaces

In this group area, we focus on physical Library spaces, the feeling within those spaces, and the library's presence in Indigenous student space elsewhere on campus. The emphasis on staff education and awareness reflects our understanding that Library staff make a significant impact on the experience that community members have within the Library.

1.1 Initiatives Underway and Ongoing

1. Being intentional about Indigenous community needs for space in ongoing planning.
2. Going to the Indigenous Student Centre (ISC) to offer drop-in writing, learning, and research consultations and workshops.
3. After a pilot in 2019, Bennett Study Room 2114 has been permanently booked for Indigenous student use since summer 2021, when in-person activities resumed.
4. Ensuring book displays regularly feature content by Indigenous authors.
5. Ongoing professional development opportunities related to decolonization and reconciliation are being offered and supported for all employee groups. This is sometimes done in collaboration with the Training Plan Advisory Group (TPAG).
6. To share Indigenous media and resources and advance staff education and awareness, regular features sharing Indigenous media and resources are published on Library Staff blog and Indigenous Initiatives News & Events page.
7. Indigenous art and language are incorporated throughout SFU Library.
8. Ongoing collaborations between the ISC and the Media and Maker Commons, as a site to host Cultural Connections, a series organized by the ISC for Indigenous students.

9. The SFU Indigenous Naming Committee, which includes Dean of Libraries Gwen Bird and Indigenous Initiatives Librarian Ashley Edwards, is working with the local Nations to consider a name for the Indigenous Curriculum Resource Centre (ICRC).

1.2 Initiatives Envisioned

1. Explore opportunities for space dedicated to Indigenous students in the Fraser and Belzberg libraries, similar to room 2114 in W.A.C. Bennett.
2. Develop an Elder/knowledge keeper/language expert/storyteller in residence program.
3. Focus on increased relationship building with local Indigenous communities and with Indigenous service centres at SFU and beyond.
4. Offer opportunities for Library staff to learn about local communities; examples include:
 - a. Stó:lō Tourism: <http://www.stolotourism.com/tours>
 - b. Stó:lō Research and Resource Management Centre: <http://www.srrmcentre.com/cie>,
 - c. Aboriginal and eco tours <https://www.aboriginalecotours.com>,
 - d. Talaysay Tours <https://talaysay.com/>
 - e. Museum of Vancouver's exhibit "[The City Before the City](#)"
5. Collaborate with the Digital Humanities Innovation Lab and/or Media and Maker Commons to invite Indigenous students to display photos from their home communities in the libraries. Connects with Group 3 – Student Pathways and Supports.
6. Develop relationships and collaborations with the Office for Aboriginal Peoples, Indigenous Student Centre, Indigenous Studies program, and Indigenous faculty members.
7. Develop connections with the First Peoples Gathering House employees and collaborate on programs and services.

1.3 Initiatives Completed

1. The SFU Library Indigenous initiatives logo was commissioned from Squamish designer Marissa Nahanee. This logo is used on all Indigenous Initiatives webpages and any Indigenous Initiatives related work.
2. Group study space was booked for Indigenous students in W.A.C. Bennett Library while the Indigenous Student Centre was closed for renovations. This was piloted in summer 2019. Room 2114 is now a permanently booked space for these students (see: 1.1.3).
3. Framed land acknowledgments with Library's Indigenous logo are on display at all three library branches.
4. Materials to support Library staff in creating meaningful land acknowledgments at events and teaching opportunities were created.
5. Indigenous art has been incorporated throughout SFU Library.
6. Successful crowdfunding campaign to support a student enrolled in the Squamish language immersion program, spring 2017.
7. One Book, One SFU 2019 featured Eden Robinson's Son of a Trickster.

Group 2: Innovation and Indigenization in Curriculum and Research

The Library supports curriculum and research across the rest of the University. The DLWG focuses on instruction done by the Library and on collections development, which has a direct impact on research occurring across SFU.

2.1 Initiatives Underway and Ongoing

1. Indigenous Curriculum Resource Centre (ICRC) will continue to create and collect local Coast Salish curricular material.
2. Continued support for Indigenous Research Methodologies (IRM). This occurs in multiple ways, including course-integrated IRM workshops requested by faculty and the [Indigenous Research Methodologies in Action](#) series.
3. Ongoing collection development by all liaison librarians and within Special Collections to increase Indigenous voices and scholarship within library holdings.
4. Decolonizing library instruction:
 - a. Working with the Instruction Interest Group to bring in speakers, host discussions and workshops, and suggesting items for journal club sessions.
 - b. Incorporating more Indigenous content into library research and SLC workshops.
5. Academic partner with the [First Nations Language Centre](#).
6. Work on decolonizing description in the Library catalogue is ongoing, with a focus on authority control for Indigenous authors. Increasing culturally relevant metadata will require consultation with communities and is pending national initiatives.
 - a. Need to create public information about this work: explanation of what is happening and why it is happening (including why colonial language isn't yet being removed).
 - b. Special Collections and Rare Books developed a [Statement on Harmful Language in Archival Description](#).
7. Support wider University Decolonization and Indigenization efforts in the classroom through relationships with CEE and TILT, and individual faculty members.
8. Supporting Indigenous student journals through Library Digital Publishing
 - a. For example, the SAGE Journal: <https://journals.lib.sfu.ca/index.php/igss>
9. On-going professional development support for library employees.
10. On-going support for decolonization and Indigenization initiatives underway by members of the SFU Community.
11. Proactively support Indigenous Data Sovereignty (IDS)
 - a. Developing culturally appropriate policies/procedures for access to materials in our physical and digital collections
 - i. Local Contexts, culturally appropriate metadata, culturally appropriate access control
 - ii. Advocate for IDS in SFU's RDM Strategy

2.2 Initiatives Envisioned

1. Providing supports for Indigenous undergraduate, graduate and faculty members for their research and writing needs.
 - a. Workshops within the SLC, RC, and with Indigenous Initiatives librarians.

- b. Supports for Indigenous scholarly output, such as Indigenous writing styles, orality, and Indigenous scholarly communication
2. Increase support for Indigenous scholarly output, including providing examples for how to work with/change the thesis template and alternative ways for presenting scholarly work.
3. Proactively support Indigenous Data Sovereignty (IDS)
 - a. Develop a plain language MoU template that can be used for Indigenous communities and data management.
4. Increase library support for Indigenous distance students
5. Seek opportunities for library to support language revitalization efforts
6. Work with the Instruction Interest Group on applying the recommendations from the Equity and Inclusion in Library Instruction Task Group report to continue work on Decolonizing library instruction.
7. Developing initial protocols for access to Indigenous materials in archives; Considering when it is most appropriate for materials to be repatriated to community
8. Increase awareness on trauma informed library practices and research methods, to acknowledge the emotional impact that can accompany learning and researching for Indigenous (and other colonized) peoples; provide resources for those who are engaging with these materials.

2.3 Initiatives Completed

1. In response to recommendation 21 in the ARC report the Library proposed to develop an [Indigenous Curriculum Resource Centre \(ICRC\)](#). With support from the Aboriginal Strategic Initiatives fund (for the librarian salary) and the Capital Planning Steering Committee (for the renovations in the W.A.C. Bennett library) this position was filled April 2020-April 2021.
 - a. The ICRC includes an online space (June 2020) and a physical space (February 2023). This ICRC includes provides collection materials to support the decolonization and Indigenization of curriculum and pedagogy.
 - b. Would prefer to name the Centre in a local First Nations language (See 1.1.9).
 - c. A locally modified version of the Brian Deer Classification is used, based on Xwi7xwa Library (UBC) and the Union of BC Indian Chiefs (UBCIC).
2. Hosted “Sorting Libraries Out” Symposium in March 2019 in collaboration with COPPUL, UBC, and University of Alberta. This symposium was funded by a SSHRC Connections Grant and focused on decolonizing description and Indigenizing classification in libraries.
3. Worked with and advised two Community Partners – Upper Státimc Language, Culture, and Education Society and Xaad Kihlgaa Suu.u Society on their successful grant applications for Indigitization grants.
4. The Indigenous Initiatives Librarian and the Librarian for Data Services and Government Information developed a Memorandum of Understanding (MoU) template for digital Indigenous research data in Radar. The template is designed to adapt to different cultural protocols and follows the principles of OCAP®.
5. Creation of suite of [Inclusive and Antiracist writing guides](#), including a guide for writing for/about [Black, Indigenous, and People\(s\) of Colour](#).

6. Special Collections and Rare Books acquired the Hartmut Lutz collection and the IMAGENation archives. The Lutz collection was catalogued using the ICRC Classification: A modified Brian Deer Classification system.
7. The Decolonizing the Library Interest Group was created as a direct result of a series of journal club sessions hosted by the Instruction Interest Group on decolonization in the Summer and Fall semesters of 2019.
8. Initial work on decolonizing description in Library catalogue was completed, with notes added to records with the “Indians of North America” subject heading.
9. Creation of the Grappling with our Colonial Roots Canvas course, which is part of new employee onboarding. This came out of a conference workshop developed by Ashley Edwards and Julia Lane. <https://canvas.sfu.ca/enroll/TLDP9E>
10. Early in the formation of the Decolonizing the Library Interest Group a colleague expressed an interest in learning more about land acknowledgements and how to authentically write one. The Planning Committee responded to this by developing a workshop titled Positionality and Land Acknowledgements, which is offered once a year for library employees. The framework for this workshop was added to the Indigenous Curriculum Resource Centre webpages, after hearing interest from other campus units. A book chapter was written based on this work and has been published in *Land in Libraries: Toward a Materialist Conception of Education* (edited by Lydia Zvyagintseva and Mary Greenshields, available through Litwin Books and Library Juice Press).
11. SFU Library was an Academic Partner on Marianne Ignace’s project “First Nations Languages in the Twenty-first Century: Looking Back, Looking Forward” on [preserving Indigenous languages in BC](#) (SSHRC Partnership Grant funded research, 2013-2020).
12. SFU Library worked with Skwxwú7mesh Úxwumixw Ns7éyxnitm ta Snéwéyalh (Squamish Nation Education Department) to preserve, inventory, and describe digitized historical language materials.
13. Created a research guide exploring Indigenous data sovereignty, why it is important, and the library’s role in it.

Group 3: Student Pathways and Supports

Under Group 3, we consider the student supports offered by the Library directly, as well as those supported by Library staff members. We also turn our attention to the ways that we can create and nurture pathways into Library employment and careers for Indigenous students.

3.1 Initiatives Underway and Ongoing

1. Collaboration with the Indigenous Student Centre:
 - a. Student Learning Commons offers workshops and drop-in writing consultations in the Indigenous Student Centre.
 - b. Library research workshops are offered in the ISC and are available upon request.
 - c. ISC makes referrals to Indigenous Initiatives Librarian for research support for students
2. Library employees volunteer at the ISC Honouring feast for graduating Indigenous students.

3.2 Initiatives Envisioned

1. Possibility for a collaboration between ISC and Library Makerspace.
2. Investigate possibility of working with Indigenous recruitment staff at SFU to offer university prep workshops for (local) Indigenous students.
3. Hold future Talk Library sessions in the Indigenous Student Centre to gain additional feedback and connect with incoming students.
4. Host more Library tours for students in connection with the ISC. This can be done semesterly in conjunction with the ISC Welcoming Feast.
5. Yearly sponsor Indigenous Monthly Lunches, organized through the ISC.
6. Be intentional about including SLC and Library instruction in the Indigenous University Preparation Program (IUPP).

3.3. Initiatives Completed

1. Hosted a Talk Library session at the Indigenous Student's Centre (ISC) in 2018 to connect with students and hear directly from them about their needs from the Library
2. The Decolonizing the Library Working Group hosted sessions with faculty from Indigenous Studies, the Indigenous Student's Centre, the Indigenous University Preparation Program (IUPP), the Bill Reid Centre, and the Office for Aboriginal Peoples in the Media and Maker Commons
3. The Library hosted a tour for students in January 2020 after the ISC's Welcoming Feast
4. The Library sponsored one of the Monthly Lunches organized by the ISC, open to all Indigenous students, staff, and faculty.

Group 4: Administration, Hiring, and Project Implementation

The Decolonizing the Library Working Group acknowledges the overwhelming whiteness of the Library profession and academic libraries in particular. We therefore also recognize the importance of decolonizing hiring practices and processes. While the scope of hiring and library administration falls outside the direct purview of this working group, we encourage everyone in the library to actively pursue opportunities to engage decolonial approaches in hiring,

administrative practices, and project implementation. We want to especially highlight the importance of hiring for expertise in decolonial and Indigenous librarianship at all position levels, including within the senior administrative team.

4.1 Initiatives Underway and Ongoing

1. Continue to examine and make suggestions as necessary on librarian recruitment, following the recommendations of the Librarian Recruitment Renewal Task Force.

4.2 Initiatives Envisioned

1. Deliberately recruit Indigenous students into employment opportunities in the Library to support mentorship into Library professions. This work will include examining current barriers to recruitment into existing student positions in the Library.
2. Explore the possibility of creating a Student Ambassador position with the Indigenous Student Centre to connect the ISC with the Library.
3. In keeping with the language in the 2022-2024 Strategic Plan below, take a people-centred approach in the recruitment processes of all Library employees including: TSSU, CUPE, APSA, SFUFA employees.

We will:

- a. Centre the wellness, safety, and mental health of employees
- b. Respect and value the diversity of lived experiences of library employees and actively work to expand it across all areas of the library
- c. Support the arc of career development through mentorship, professional learning and development, and deliberate leadership development
- d. Value and depend on employees' expertise, experience, and knowledge
- e. Empower employees to engage in decision-making
- f. Provide clear, timely internal communication
- g. Offer student employment and training opportunities to enhance student engagement.

4.3 Initiatives Completed

1. Term position (SFUFA) created for the Indigenous Curriculum Resource Centre Librarian hired in 2019 to start in Spring 2020.
2. Term position created and filled for Indigenous Digital Content Specialist, Digital Strategy (2020-2021).
3. Term position created and filled for the Indigenous Digital Collections Project in Special Collections & Rare Books (2022-2023)
4. Continuing position (SFUFA) for Indigenous Initiatives and Instruction librarian was created and filled, April 2021.

APPENDIX A: ALL UNDERWAY OR ONGOING INITIATIVES

Group 1: Safe and Welcoming Indigenous Spaces
Being intentional about Indigenous community needs for space in ongoing planning.
Going to the Indigenous Student Centre (ISC) to offer drop-in writing, learning, and research consultations and workshops.
After a pilot in 2019, Bennett Study Room 2114 has been permanently booked for Indigenous student use since summer 2021, when in-person activities resumed.
Book displays regularly feature content by Indigenous authors.
Ongoing professional development opportunities related to decolonization and reconciliation are being offered and supported for all employee groups. This is sometimes done in collaboration with the Training Plan Advisory Group (TPAG).
To share Indigenous media and resources and advance staff education and awareness, regular features sharing Indigenous media and resources are published on Library Staff blog and Indigenous Initiatives News & Events page.
Indigenous art and language are incorporated throughout SFU Library.
Ongoing collaborations between the ISC and the Media and Maker Commons, as a site to host Cultural Connections, a series organized by the ISC for Indigenous students.
The SFU Indigenous Naming Committee, which includes Dean of Libraries Gwen Bird and Indigenous Initiatives Librarian Ashley Edwards, is working with the local Nations to consider a name for the Indigenous Curriculum Resource Centre (ICRC).

Group 2: Innovation and Indigenization in Curriculum and Research
Indigenous Curriculum Resource Centre (ICRC) will continue to create and collect local Coast Salish curricular material.
Continued support for Indigenous Research Methodologies (IRM). This occurs in multiple ways, including course-integrated IRM workshops requested by faculty and the Indigenous Research Methodologies in Action series.
Ongoing collection development by all liaison librarians and within Special Collections to increase Indigenous voices and scholarship within library holdings.
Decolonizing library instruction: <ul style="list-style-type: none"> a. Working with the Instruction Interest Group to bring in speakers, host discussions and workshops, and suggesting items for journal club sessions. b. Incorporating more Indigenous content into library research and SLC workshops.
Academic partner with the First Nations Language Centre .
Work on decolonizing description in the Library catalogue is ongoing, with a focus on authority control for Indigenous authors. Increasing culturally relevant metadata will require consultation with communities and is pending national initiatives. <ul style="list-style-type: none"> c. Need to create public information about this work: explanation of what is happening and why it is happening (including why colonial language isn't yet being removed). d. Special Collections and Rare Books developed a Statement on Harmful Language in Archival Description.
Support wider University Decolonization and Indigenization efforts in the classroom through relationships with CEE and TILT, and individual faculty members.
Supporting Indigenous student journals through Library Digital Publishing <ul style="list-style-type: none"> e. For example, the SAGE Journal: https://journals.lib.sfu.ca/index.php/igss
On-going professional development support for library employees.
On-going support for decolonization and Indigenization initiatives underway by members of the SFU Community.
Proactively support Indigenous Data Sovereignty (IDS) <ul style="list-style-type: none"> a. Developing culturally appropriate policies/procedures for access to materials in our physical and digital collections <ul style="list-style-type: none"> i. Local Contexts, culturally appropriate metadata, culturally appropriate access control ii. Advocate for IDS in SFU's RDM Strategy

Group 3: Student pathways and supports

Collaboration with the Indigenous Student Centre:

- a. Student Learning Commons offers workshops and drop-in writing consultations in the Indigenous Student Centre.
- b. Library research workshops are offered in the ISC and are available upon request.
- c. ISC makes referrals to Indigenous Initiatives Librarian for research support for students

Library employees volunteer at the ISC Honouring feast for graduating Indigenous students.

Group 4: Administration, Hiring, and Project Implementation

Continue to examine and make suggestions as necessary on librarian recruitment, following the recommendations of the Librarian Recruitment Renewal Task Force.

APPENDIX B: ALL INITIATIVES ENVISIONED

Group 0: Safe and Welcoming Indigenous Spaces
Explore opportunities for space dedicated to Indigenous students in the Fraser and Belzberg libraries, similar to room 2114 in W.A.C. Bennett.
Develop an Elder/knowledge keeper/language expert/storyteller in residence program.
Focus on increased relationship building with local Indigenous communities and with Indigenous service centres at SFU and beyond.
Offer opportunities for Library staff to learn about local communities; examples include: <ol style="list-style-type: none"> a. Stó:lō Tourism: http://www.stolotourism.com/tours b. Stó:lō Research and Resource Management Centre: http://www.srrmcentre.com/cie, c. Aboriginal and eco tours https://www.aboriginalecotours.com, d. Talaysay Tours https://talaysay.com/ e. Museum of Vancouver’s exhibit “The City Before the City”
Collaborate with the Digital Humanities Innovation Lab and/or Media and Maker Commons to invite Indigenous students to display photos from their home communities in the libraries. Connects with Group 3 – Student Pathways and Supports.
Develop relationships and collaborations with the Office for Aboriginal Peoples, Indigenous Student Centre, Indigenous Studies program, and Indigenous faculty members.
Develop connections with the First Peoples Gathering House employees and collaborate on programs and services.

Group 1: Innovation and Indigenization in Curriculum and Research

Providing supports for Indigenous undergraduate, graduate and faculty members for their research and writing needs.

- a. Workshops within the SLC, RC, and with Indigenous Initiatives librarians.
- b. Supports for Indigenous scholarly output, such as Indigenous writing styles, orality, and Indigenous scholarly communication

Increase support for Indigenous scholarly output, including providing examples for how to work with/change the thesis template and alternative ways for presenting scholarly work.

Proactively support Indigenous Data Sovereignty (IDS)

- b. Develop a plain language MoU template that can be used for Indigenous communities and data management.

Increase library support for Indigenous distance students.

Seek opportunities for library to support language revitalization efforts

Work with the Instruction Interest Group on applying the recommendations from the Equity and Inclusion in Library Instruction Task Group report to continue work on Decolonizing library instruction.

Developing initial protocols for access to Indigenous materials in archives; Considering when it is most appropriate for materials to be repatriated to community

Increase awareness on trauma informed library practices and research methods, to acknowledge the emotional impact that can accompany learning and researching for Indigenous (and other colonized) peoples; provide resources for those who are engaging with these materials.

Group 2: Student Pathways and Supports
Possibility for a collaboration between ISC and Library Makerspace.
Investigate possibility of working with Indigenous recruitment staff at SFU to offer university prep workshops for (local) Indigenous students.
Hold future Talk Library sessions in the Indigenous Student Centre to gain additional feedback and connect with incoming students.
Host more Library tours for students in connection with the ISC. This can be done semesterly in conjunction with the ISC Welcoming Feast.
Yearly sponsor Indigenous Monthly Lunches, organized through the ISC.
Be intentional about including SLC and Library instruction in the Indigenous University Preparation Program (IUPP).

Group 3: Administration, Hiring, and Project Implementation
Deliberately recruit Indigenous students into employment opportunities in the Library to support mentorship into Library professions. This work will include examining current barriers to recruitment into existing student positions in the Library.
Explore the possibility of creating a Student Ambassador position with the Indigenous Student Centre to connect the ISC with the Library.
In keeping with the language in the 2022-2024 Strategic Plan below, take a people-centred approach in the recruitment processes of all Library employees including: TSSU, CUPE, APSA, SFUFA employees. We will: <ul style="list-style-type: none"> h. Centre the wellness, safety, and mental health of employees i. Respect and value the diversity of lived experiences of library employees and actively work to expand it across all areas of the library j. Support the arc of career development through mentorship, professional learning and development, and deliberate leadership development k. Value and depend on employees' expertise, experience, and knowledge l. Empower employees to engage in decision-making m. Provide clear, timely internal communication n. Offer student employment and training opportunities to enhance student engagement.

APPENDIX C: ALL COMPLETED INITIATIVES

Group 1: Safe and Welcoming Indigenous Spaces
The SFU Library Indigenous initiatives logo was commissioned from Squamish designer Marissa Nahanee. This logo is used on all Indigenous Initiatives webpages and any Indigenous Initiatives related work.
Group study space was booked for Indigenous students in W.A.C. Bennett Library while the Indigenous Student Centre was closed for renovations. This was piloted in summer 2019. Room 2114 is now a permanently booked space for these students (see: 1.1.3).
Framed land acknowledgments with Library’s Indigenous logo are on display at all three library branches.
Materials to support Library staff in creating meaningful land acknowledgments at events and teaching opportunities were created.
Indigenous art has been incorporated throughout SFU Library.
Successful crowdfunding campaign to support a student enrolled in the Squamish language immersion program, spring 2017.
One Book, One SFU 2019 featured Eden Robinson’s Son of a Trickster.

Group 2: Innovation and Indigenization in Curriculum and Research
In response to recommendation 21 in the ARC report the Library proposed to develop an Indigenous Curriculum Resource Centre (ICRC) . With support from the Aboriginal Strategic Initiatives fund (for the librarian salary) and the Capital Planning Steering Committee (for the renovations in the W.A.C. Bennett library) this position was filled April 2020-April 2021. <ol style="list-style-type: none"> a. The ICRC includes an online space (June 2020) and a physical space (February 2023). This ICRC includes provides collection materials to support the decolonization and Indigenization of curriculum and pedagogy. b. Would prefer to name the Centre in a local First Nations language (See 1.1.9). c. A locally modified version of the Brian Deer Classification is used, based on Xwi7xwa Library (UBC) and the Union of BC Indian Chiefs (UBCIC).
Hosted “Sorting Libraries Out” Symposium in March 2019 in collaboration with COPPUL, UBC, and University of Alberta. This symposium was funded by a SSHRC Connections Grant and focused on decolonizing description and Indigenizing classification in libraries.
Worked with and advised two Community Partners – Upper Státimc Language, Culture, and Education Society and Xaad Kihlgaa Suu.u Society on their successful grant applications for Indigitization grants.
The Indigenous Initiatives Librarian and the Librarian for Data Services and Government Information developed a Memorandum of Understanding (MoU) template for digital Indigenous research data in Radar. The template is designed to adapt to different cultural protocols and follows the principles of OCAP®

Creation of suite of Inclusive and Antiracist writing guides , including a guide for writing for/about Black, Indigenous, and People(s) of Colour .
Special Collections and Rare Books acquired the Hartmut Lutz collection and the IMAGeNation archives. The Lutz collection was catalogued using the ICRC Classification: A modified Brian Deer Classification system.
The Decolonizing the Library Interest Group was created as a direct result of a series of journal club sessions hosted by the Instruction Interest Group on decolonization in the Summer and Fall semesters of 2019.
Initial work on decolonizing description in Library catalogue was completed, with notes added to records with the “Indians of North America” subject heading.
Creation of the Grappling with our Colonial Roots Canvas course, which is part of new employee on boarding. This came out of a conference workshop developed by Ashley Edwards and Julia Lane. https://canvas.sfu.ca/enroll/TLDP9E
Early in the formation of the Decolonizing the Library Interest Group a colleague expressed an interest in learning more about land acknowledgements and how to authentically write one. The Planning Committee responded to this by developing a workshop titled Positionality and Land Acknowledgements, which is offered once a year for library employees. The framework for this workshop was added to the Indigenous Curriculum Resource Centre webpages, after hearing interest from other campus units. A book chapter was written based on this work and has been published in <i>Land in Libraries: Toward a Materialist Conception of Education</i> (edited by Lydia Zvyagintseva and Mary Greenshields, available through Litwin Books and Library Juice Press).
SFU Library was an Academic Partner on Marianne Ignace’s project “First Nations Languages in the Twenty-first Century: Looking Back, Looking Forward” on preserving Indigenous languages in BC (SSHRC Partnership Grant funded research, 2013-2020).
SFU Library worked with Skwxwú7mesh Úxwumixw Ns7éyxnitm ta Snewéyalh (Squamish Nation Education Department) to preserve, inventory, and describe digitized historical language materials.
Created a research guide exploring Indigenous data sovereignty, why it is important, and the library’s role in it.

Group 3: Student Pathways and Supports

Hosted a Talk Library session at the Indigenous Student’s Centre (ISC) in 2018 to connect with students and hear directly from them about their needs from the Library
The Decolonizing the Library Working Group hosted sessions with faculty from Indigenous Studies, the Indigenous Student’s Centre, the Indigenous University Preparation Program (IUPP), the Bill Reid Centre, and the Office for Aboriginal Peoples in the Media and Maker Commons

The Library hosted a tour for students in January 2020 after the ISC's Welcoming Feast

The Library sponsored one of the Monthly Lunches organized by the ISC, open to all Indigenous students, staff, and faculty.

Group 4: Administration, Hiring, and Project Implementation

Term position (SFUFA) created for the Indigenous Curriculum Resource Centre Librarian hired in 2019 to start in Spring 2020.

Term position created and filled for Indigenous Digital Content Specialist, Digital Strategy (2020-2021).

Term position created and filled for the Indigenous Digital Collections Project in Special Collections & Rare Books (2022-2023)

Continuing position (SFUFA) for Indigenous Initiatives and Instruction librarian was created and filled, April 2021.