

Indigenization and Reconciliation at University of Waterloo Libraries Jessica Blackwell (University of Waterloo); Chris Read (University of Waterloo)

Following the publication of the Final Report of the Truth and Reconciliation Committee in 2015, a number of Canadian post-secondary institutions implemented both campus-wide and library centered Indigenization strategies. The University of Waterloo is aiming to implement a campus-wide Indigenization strategy, following the recommendations made by a steering committee, and will commence campus initiatives in summer 2018. The steering committee is made up of a number of working groups. Jessica Blackwell sits on the Curriculum and Academic Programming working group, and Chris Read sits on the Research working group. The remaining three groups are Community Engagement, Policy and Procedures, and Student Experience.

Our paper will reflect our experiences from serving on these working groups, and communicate our thoughts on the Indigenization strategy steering group, including the recommendations made and the process of getting to them. We intend to highlight areas where we think academic libraries have opportunities, and can take leadership roles, in developing meaningful Truth and Reconciliation and Indigenization strategies. Specifically, we plan on discussing the recommendations we made to the University of Waterloo Library following our involvement with our respective working groups.

The CAPAL18 theme, 'Community, Diversity and Education: Academic Librarianship in Challenging Times', is a very good fit with the content of our presentation. We think that working to implement an Indigenization strategy at the University of Waterloo is a critically important step in engaging with our community. The University of Waterloo is geographically in a unique position, being situated on the traditional territory of the Neutral, Anishinaabe, and Haudenosaunee peoples, on the Haldimand Tract, the land promised to the Six Nations that includes six miles on each side of the Grand River. In our community, this fact has long been overlooked and until very recently, gone unacknowledged by the University. An important role libraries can take in communities is in education and meaningfully serving our diverse communities. We hope that our experience working with the steering committee can lead us to offering CAPAL members useful and specific content on best practices for Indigenization in a library setting and how libraries can support Indigenous students.