



Conference Paper

Library Support for Indigenous University Students: Moving from the Periphery to the Mainstream

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Abstract

Objective – This research project explored the models of Indigenous support programs in Australian academic libraries, and how they align with the needs of the students they support. The research objective was to gather feedback from Indigenous students and obtain evidence of good practice models from Australian academic libraries to inform the development and enhancement of Indigenous support programs. The research presents the viewpoints of both Indigenous students and librarians.

Methods – The research methods comprised an online survey using SurveyMonkey and a focus group. The survey was conducted nationally in Australia to gather evidence on the different models of Indigenous support provided by academic libraries. The survey explored the nature of support services such as specialized study spaces and resources, information literacy education, and liaison services for Indigenous students. The survey also asked respondents to comment on the challenges they encountered and improvements they would recommend in

providing Indigenous student support.

To provide a student perspective, a small cohort of Indigenous students at a small university in South East Queensland was interviewed in a focus group about their library experiences. The focus group explored Indigenous students' perceptions of the library, their frequency of use and where they go for help with their studies.

Results – The survey found that 84% of academic libraries provide some specific support for Indigenous students with 89% of those support services being conducted in a place other than the library. Across the sector, Australian academic libraries have a strong commitment to the success of Indigenous students and considerable engagement with Indigenous issues.

The focus group found that Indigenous students' needs and concerns about using the library were not differentiated by their cultural background. Rather their concerns were similar to issues being raised in the broader student population.

Conclusion – The survey results indicated that the main areas in which support for Indigenous students might be improved are greater inter-departmental communication and collaboration within the university, increased training of library staff in Indigenous cultural sensitivity, and the employment of Indigenous library staff members. The focus group was valuable in opening the communication channels between Indigenous students and library staff and highlighted the importance of engaging with students using both formal and informal channels.

Introduction

Access to education, especially the tertiary sector, is widely seen as a stepping stone to economic and social success in modern Australian society. Indigenous disadvantage is a major deficit in Australia which can be addressed in part through improving educational outcomes for Indigenous students. Universities are endeavouring to provide culturally sensitive, in-depth support to ensure more Indigenous students complete a university education, leading to greater workforce participation and personal success (Pechenkina & Anderson, 2011, p.5). In this article, the term 'Indigenous' has been used to describe people who identify as being of Aboriginal and/or Torres Strait Islander background.

In most Australian universities, special support programs for Indigenous students are provided by an Indigenous education centre which coordinates support from faculties and administration, and may also provide pastoral

or cultural care. Page and Asmar (2008) argue that these visible support structures are just the "tip of an iceberg" (p. 109), and that informal and invisible modes of support are difficult to measure. The 2012 Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People Final Report (hereafter the IHER Report) recommended a shift away from these isolated Indigenous education centres to a "whole-of-university effort" (Department of Education and Training, 2012, p. xii), thereby sharing the responsibility for supporting Indigenous students across a university.

Academic libraries are well placed to make a significant contribution to Indigenous student retention and success rates. As this research will show, academic libraries not only support students in Indigenous education centres, but also provide informal support through service desk encounters and participation in cultural events. This is important, because as Asmar, Page, and Radloff (2011) found:

...there is a direct link between how [Indigenous] students perceive institutional support, and whether or not they intend to depart prior to completion. The issue of support, therefore, is far from peripheral to the optimizing of Indigenous student engagement. Rather, it is crucial. (p. 9)

In providing support to Indigenous students, libraries can refer to university policies as well as professional practice guidelines such as the *Aboriginal and Torres Strait Islander Protocols for Libraries, Archives and Information Services* (hereafter the Protocols) to ensure their services are appropriately targeted and culturally sensitive. Introduced in 1995, the Protocols set new standards aimed at ensuring the rights and needs of Indigenous people in libraries. Much of the literature that references the Protocols has focused on collecting and archiving Indigenous material, leaving a gap in understanding how libraries provide face-to-face and online services to Indigenous people (Protocol 4: Accessibility and Use).

This research seeks to present two perspectives on support services for Indigenous students in academic libraries: that of the academic libraries providing the support, and the perspectives of a sample of Indigenous higher education students at a small regional university in South East Queensland. As stated by Foley (1996), the thoughts and opinions of Indigenous students regarding the support they receive in an academic setting has rarely been sought. Requesting the input of Indigenous students seeks to “ensure meaningful Aboriginal and Torres Strait Islander participation in effective development, adoption and implementation of relevant policies” (Aboriginal and Torres Strait Islander Library Information and Resource Network, 2012). The research also aims to ensure future efforts in Indigenous support by academic libraries address specific student needs.

Literature Review

The current literature about the relationship between libraries and Indigenous communities in Australia largely focuses on the collecting, archiving, and maintenance of Indigenous collections (as addressed by Protocols 2, 3, 5, 6 and 7), rather than how libraries provide customer service and support to Indigenous people (Protocol 4). The connection between access to accurately-described Indigenous collections and the interest of Indigenous communities in libraries in general cannot be underestimated, as described by Nakata, Byrne, Nakata and Gardiner (2006a): “...both the goal of preserving Indigenous documentary heritage and the goal of increasing the relevance of libraries for Indigenous peoples is assisted by local documentation of Indigenous knowledge and Indigenous perspectives of historical experience” (p. 15). If a library demonstrates a commitment to engaging Indigenous customers in collecting and archiving material, the interest, comfort and confidence of Indigenous people in using libraries may increase. That being said, this literature review will focus on the limited number of articles about how libraries provide customer service and support to Indigenous people (Protocol 4), as well as a small number of Australian articles about the interaction between Indigenous higher education students and academic libraries.

Novak and Robinson (1998) highlight the importance of consulting and collaborating with Indigenous students in designing library services. Focus groups were conducted with Indigenous university students to gather their perspectives on using the library. The students shared their perspective that the library space felt both physically and psychologically intimidating. The students also found Library staff intimidating:

...alienation from staff was [an] issue for these students, with the feeling that some staff have no time for them...
When seeking help in the library, some

were ashamed to ask for help and very reluctant to ask a second time if the first exchange did not solve their problem. (Novak & Robinson, 1998, p. 20)

First-time users in particular may find libraries to be intimidating, a matter Garwood-Houng (2006) addresses, stating that “all staff who work on reception desks... need to be able to deal with Indigenous people, information and issues” (pp. 129–130). Nakata, Byrne, Nakata, and Gardiner (2006b) also discuss the importance of welcoming and sensitive customer service, arguing that “...five minutes of helpful and friendly attention to an Indigenous client could be the difference between that person using a library or archive for a lifetime or not ever entering one again” (p. 169).

In identifying models of library service for Indigenous higher education students, Nakata, Byrne, Nakata, and Gardiner (2006b) indicate that some academic libraries have liaison librarians for Indigenous students, designated study spaces, and targeted orientation programs. A 2009 survey of the six members of the Libraries of Australian Technology Network (LATN) and two partner libraries found that all the surveyed libraries have a relationship with the university Indigenous education centre, and all but one provide special outreach programs for Indigenous students (Vautier, McDonald, & Byrne, 2009). The survey also found that Indigenous cultural awareness training is limited and often only offered as part of staff orientation programs.

Nakata et al. (2006a) comment that while Indigenous people should have the same equitable access to library services and collections as non-Indigenous people, the library and information sector also needs to acknowledge that “both in the collective sense and in terms of many Indigenous individuals and communities, there are Indigenous needs and interests that are distinct from those of other groups of users” (p. 14). Nakata and Langton (2006) advocate for collaboration with

Indigenous communities in the design of library services. This should move beyond simple consultation to:

...dialogue, conversation, education, and working through things together... providing the opportunity and means for Indigenous people to be part of what they determine should be done. It is not about being focused just long enough to fix a problem, but is about investment in the issues for the long term and for future generations. (Nakata & Langton, 2006, pp. 4–5)

This review of the literature shows that a detailed description of how Indigenous students are supported by academic libraries is lacking. This paper seeks to address this gap by reporting findings from a nation-wide survey of Australian academic libraries together with the outcomes of an Indigenous student focus group on their perspectives and experiences of using the library.

Aim

The aim of this research was threefold:

1. To survey the Australian academic library community for models of service and examples of good practice in supporting Indigenous students.
2. To develop an understanding of the library needs of Indigenous university students at a small regional university in South East Queensland by means of a focus group.
3. To distil and draw on Indigenous student feedback and good practice models to inform the development and enhancement of Indigenous support programs at a small regional university in South East Queensland.

Other academic libraries both locally and internationally may draw on the findings to

inform the design of support for indigenous students in their own institutions.

Methods

To compare the different models of Indigenous support provided by academic libraries, primary data was gathered through two instruments: a nationwide survey of Australian academic libraries regarding the types of services being offered and a focus group conducted with Indigenous students at a small regional university in South East Queensland.

The survey was circulated to all 39 Australian academic libraries via the Council of Australian University Librarians (CAUL) email distribution list and was conducted online using SurveyMonkey. The survey investigated the range of library support provided to Indigenous students including the availability of specialized study spaces and resources, information literacy education, and liaison services. The survey asked respondents to comment on the factors that informed or influenced the nature of the library support provided, the challenges they encountered, and the improvements they would recommend in providing Indigenous student services. Please refer to Appendix A for the survey questions.

To gather the perspectives of Indigenous students at the University, one-on-one interviews were proposed. All students at the university who self-identify as Aboriginal or Torres Strait Islander were invited via email to participate in the interviews with the Indigenous library liaison officer (also an author of this paper). Staff at the Indigenous education centre provided the students' email addresses, and encouraged students to participate by word of mouth. However, a low response rate meant the approach had to be changed. Instead, the same students were contacted a second time to invite them to participate in a focus group. The Indigenous library liaison officer makes scheduled weekly visits to the centre at a prearranged time, and so the focus group was

scheduled for the same time. Five students responded to the email request to take part in the focus group, and a sixth student who happened to be at the centre at the time volunteered to participate. The focus group sought qualitative evidence of how the students use and perceive the library. Rather than to generalize across the Indigenous student population, the intention of the focus group was to develop a nuanced understanding of how specific Indigenous students manage in an academic library environment.

As the research involved a minority group, a full ethics review was conducted by the University's Research Ethics Committee and the research methodology was approved. The Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) *Guidelines for Ethical Research in Australian Indigenous Studies* were followed to ensure the students were treated respectfully and that there was agreement about how their data would be used.

Results

In reporting the results of the survey, percentages have been used to represent findings of quantitative questions. Whole numbers have been used to show patterns in qualitative responses.

Survey responses

Thirty one responses to the survey were received; a response rate of 79%. The main finding is that 84% of the libraries that responded to the survey provide some specific support for Indigenous students, whether that is in services, resources, or facilities. The majority (89%) of these services are conducted in a place other than the library, such as in the university's Indigenous education centre.

The survey found the most commonly provided supports are a designated library staff member in a liaison role and targeted information literacy classes (Figure 1).

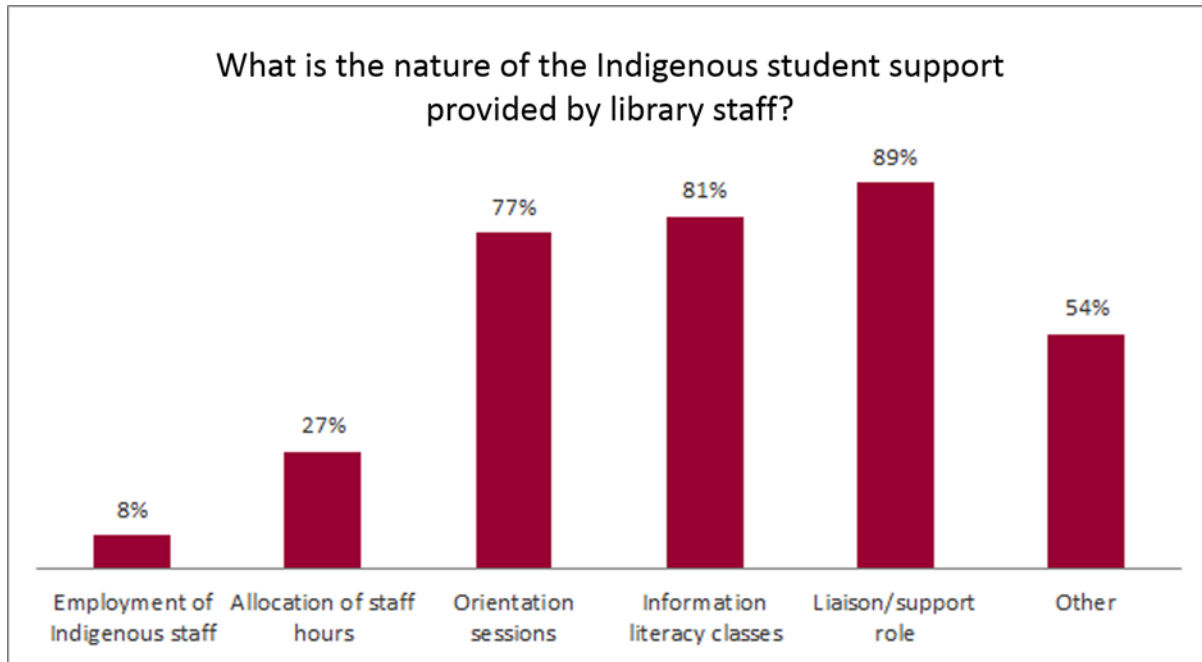


Figure 1

What is the nature of Indigenous student support provided by library staff?

Amongst the 'Other' category, four libraries referred to unique library services for remote Indigenous students, such as extended borrowing privileges, resources provided in print or on USB sticks for students who may not have access to a reliable internet connection, and intensive library training workshops for remote students visiting campus. Also mentioned were writing workshops, attendance at and support of Indigenous cultural events on campus, research workshops about using Indigenous materials, consultation with the Indigenous education centre regarding collection development, and the representation of the Indigenous education centre on the library advisory board. The variety of responses shared in the 'Other' category reflects the willingness of library staff to adapt their services based on the needs of diverse Indigenous user groups.

In terms of resources designed to support Indigenous students, 86% of surveyed libraries provide online resources, 32% offer print resources, and 18% offer videos. LibGuides were frequently mentioned as an online resource for Indigenous students, but these were most often

designed to support a course or subject in Indigenous Australian studies, rather than to support Indigenous students. This supports Nakata et al. (2006b) who found that collection in academic libraries tends to be in aid of supporting the curriculum, rather than for archival purposes.

The majority (92%) of libraries do not provide dedicated computing facilities for Indigenous students. Few libraries (17%) provide specific spaces for Indigenous students. This is almost certainly because access to spaces and computing facilities are typically made available by Indigenous education centres.

Respondents were asked to comment on the provision of cultural sensitivity training at their institution. Indigenous cultural awareness training is given to library staff at 65% of the libraries that responded to the survey. Of these libraries, 45% reported that all library staff are given training, while 5% reported that only staff providing Indigenous support were given training. This selective approach to cultural

sensitivity training was criticized by one respondent who commented:

The Library believes it is not good enough to have a few designated staff to support Indigenous students. We are open long hours and offer a range of services. Indigenous students should be confident of getting appropriate support whoever they encounter in the Library.

The survey responses make clear there is little consistency across academic libraries in terms of the nature of cultural sensitivity training, and this is similar to the findings from the 2009 LATN survey (Vautier et al., 2009) referenced in the literature review. Six respondents indicated training was offered or “encouraged” but was not compulsory. The type of training varies, from short sessions to half and whole-day workshops run by university departments such as human resources, “local Indigenous people”, or external providers. Two libraries are developing comprehensive training programs for library staff, one that includes a twelve month review.

When asked to comment on what factors informed and influenced the design of library support for Indigenous students, 12 respondents reported referring to University Reconciliation statements or other formal policies pertaining to Indigenous people. One respondent stated the University Reconciliation statement is “an important document underpinning... planning and review processes” while another said the Reconciliation statement is “the framework for the provision of information sources to support Indigenous studies and enable all students to develop understanding and respect for Indigenous traditional and contemporary cultures”. Finally, one respondent stated the university’s Reconciliation statement did not have a direct impact on service design but had strengthened their relationships with staff in the Indigenous education centre and Indigenous student representatives.

Beyond formal institutional policies and documents, a range of consultation strategies provided guidance in the design of library support for Indigenous students. For example, 14 libraries consulted Indigenous staff regarding student needs; 9 of these libraries specified that the staff consulted were academic staff. Four libraries reported incorporating feedback from Indigenous students, and three reported membership on various university committees that discuss Indigenous matters. One library said that they consulted with Indigenous Tutorial Assistance Scheme (ITAS) tutors. Three libraries reported that cultural training for staff informed support.

Surveyed libraries were asked to comment on how closely their library’s support for Indigenous students follows the Protocols, which elicited a range of responses. Some libraries are aware of the Protocols and follow them to a degree, for example, committing to aspects of the Protocols such as recruitment targets. Six libraries demonstrated a strong, ongoing commitment to the Protocols which are built into daily practice, with one library saying they refer to the Protocols “constantly” and another saying their work is regularly reviewed against the Protocols to “ensure consistency of library service”. When asked about their awareness of the Protocols, 6 respondents reported they were not aware of them. However, upon being made aware of the Protocols, 3 respondents commented they were satisfied their programs adequately addressed them.

Some of the most varied and impassioned responses in the survey were received when respondents were asked to comment on the challenges of supporting Indigenous students, and how services for Indigenous students might be improved. For example, one respondent commented that “building confidence of the students [is a challenge,] that they are not only welcome in the Library but will be actively and appropriately support [sic] to achieve the study

outcomes they want." Another respondent shared their perspective that:

Indigenous students should not just receive "special services" but should come to [the university] and know that they belong. They should be represented within the student and staff population; they should be represented in the curricula they are learning; and they should see their culture in the spaces they use; and they should have opportunities to participate in cultural events.

Three libraries reported that developing personal relationships with students could be challenging. Staff cultural sensitivity was identified as a challenge by four of the respondents, with one library adding it has been their "biggest challenge." Eleven respondents suggested that if the library had greater interaction, cooperation, and collaboration with other departments in the university the support services offered to Indigenous students would improve. Specific departments mentioned were learning support services and ITAS tutors, academic advisors and staff who support Indigenous students, and Indigenous student groups. Five respondents reported that employing an Indigenous person to provide direct support to Indigenous students would improve their services in alignment with the Protocols.

On a practical level, some libraries addressed the issue of remote Indigenous students. This ranged from how to effectively support remote students who may not have consistent Internet access to the return of items by their due dates. Two libraries reported the difficulties in reaching all enrolled Indigenous students, with one library stating "it would be helpful if the library could somehow 'capture' all the students. There are some continuing students that I have never met." One respondent reported that they visit the Indigenous education centre regularly, but not all the students use the centre.

Another said their roving librarian service to the Indigenous education centre was not well used. Despite this, they felt that a roving librarian in the centre was valuable for development of relationships with other staff that support students, not necessarily the students themselves.

Focus group responses

The focus group comprised five undergraduate students and one postgraduate student. Therefore, the following presentation of their perspectives must be understood as primarily that of undergraduate students. The students' course progression ranged from first semester, to half way through their program, to their final semester. The majority of students reported using the library spaces every day or once a week, with increased usage closer to exams. The students use the library for printing, scanning, borrowing books, lecture streaming, access to the library computers and for group and individual study. One student reported that working at the library was "more motivating than studying at home". All students said they preferred the communal study areas and only use the silent study areas occasionally. Students commented the library could improve on the availability of scanners and computers."

When asked how they learned about the library, several of the students reported that a subject-specific liaison librarian had visited their class to tell them about the library services in general and specific resources for that subject. One student mentioned that he had a librarian visit two of his classes in his first semester. When asked if reiteration of the content of classes was helpful, he said "when you're in your first semester, yeah, because after a while you kind of get into the habit of knowing where to go." Two students explained that in their first two or three semesters they didn't understand that different library databases included different content, and they could use a combination of these databases for their research. They felt that this could have

been emphasized more by library and academic staff.

When asked where they go for help with their studies, one student said his main point of contact was other students. Two students said they would ask their lecturers for assistance, but not always with success. One student said "Sometimes lecturers are reluctant to help you. And they'll just be like: it's easy; you'll know how to do it!" One student in her first semester said:

I find it difficult to go and talk to people about it. I usually just try and search for it on my own but the only problem with that is I don't know how to right now. I spent like three hours trying to do it on my own when I probably should have just asked for help.

The students universally agree that if a lecturer is unhelpful once they would not approach them for help a second time.

In general the students perceive the help they receive from the library as satisfactory, preferring to visit the help desk than use online tools like email or chat. One student commented that "some of [the library staff] aren't very helpful. They will try, but they are usually a dead end anyway. And I'm like, never mind, I'll just go find it." Another student says "You kind of know who to approach now. Because I've been here so long now that I'm like, I won't talk to you because last time I talked to you it didn't go down so well." Another student says that some staff have "barriers". These sentiments reflect the work of Novak and Robinson (1998) and Nakata et al. (2006b), as outlined in the literature review, that library staff and spaces can sometimes be unfriendly or intimidating for Indigenous students.

At the conclusion of the focus group the Indigenous library liaison officer pointed out to the students that even though the purpose of the discussion was to find out what they as

Indigenous students needed from the library, they had not made any comments about their indigeneity. The students were prompted to talk about how their needs or experiences might differ from the broader student population, but the only comment made was to enquire as to whether the library had an Indigenous collection.

Discussion

This research was primarily an information gathering exercise. The aims of the research were to survey the Australian academic library community regarding their support for Indigenous students, and to gather the perspectives of Indigenous students at the University. The information gathered by the survey and the focus group has identified areas of improvement at the authors' institution and has generated ideas about new ways of engaging and supporting Indigenous students. The survey results were shared with all CAUL libraries, and prior to publication the authors were contacted by two other libraries interested in the research findings as inspiration for improving their support for Indigenous students. This demonstrates the value of the research to the wider academic library community. The following section will discuss the results of the survey and the focus group, and how those findings have prompted change at the authors' institution.

With such a small group of students, and with the diversity of the Indigenous student cohort, the goal of the focus group was not to draw blanket conclusions or generalize across the cohort. The exercise was valuable for opening the channel of communication with the students. Therefore, the authors will seek to meet with Indigenous students in this way regularly to ensure services continue to meet the needs of a changing student population. A formal, yearly focus group to interact and share feedback will be supplemented by informal communications, such as serendipitous conversation or emails. This allows for casual feedback to be made and

provides opportunities for students who may be intimidated by formal consultation processes to share their thoughts.

The comments in the survey of Australian academic libraries regarding increased inter-departmental consultation and cooperation echo the 2012 IHER Report. The IHER report recommended a “fundamental shift from often marginalized Indigenous Education units bearing responsibility for supporting Aboriginal and Torres Strait Islander students, to a whole-of-university effort” (Department of Education and Training, 2012, p. xii). Making connections with the various departments that contribute to the success of Indigenous students will strengthen the library’s and the university’s approach to supporting Indigenous students and ensure there are no gaps or inconsistencies in assisting students through the various stages of their academic careers. At the institution where this research was conducted, the Library was already connected to the Indigenous education centre via the Indigenous library liaison officer. This positive relationship and findings of the survey and focus group have motivated the Library to engage Indigenous students more directly. This has involved working closely with the Indigenous students’ representative group to contribute to cultural events on campus, such as National Aboriginal and Islander Day Observance Committee (NAIDOC) Week. The Library has also formally adopted the Indigenous Literacy Foundation as their endorsed charity, and collaborates with the Indigenous students’ representative group to host fundraising events. These occasions raise the profile of Indigenous students and groups on campus, while the community aspect allows many different groups on campus to attend and participate.

The survey shows that respondents believe increasing the number of Indigenous employees in libraries would improve services for Indigenous students. The survey found that 8 percent of the surveyed libraries employ an Indigenous person. Employment of Indigenous

people in libraries is also addressed by Protocol 8, which states libraries should “aim to reflect the composition of the client/community population in each organization’s staffing profile” and “take affirmative action to recruit and promote Aboriginal and Torres Strait Islander peoples” (Aboriginal and Torres Strait Islander Library Information and Resource Network, 2012, Protocols 8.1 and 8.2). Increasing Indigenous employment figures in libraries requires a long term commitment from library management to actively recruit in this area. Libraries can also make a commitment where possible to engage Indigenous library and information students in work placements and internships. This is an area identified for improvement at the institution where this research was conducted.

Cultural awareness training for staff is crucial in ensuring Indigenous students feel welcome and supported in the library. As Garwood-Houng (2006) argues, all staff who work on service desks “need to be able to deal with Indigenous people, information and issues” (pp. 129–130). Responses to the survey suggest cultural sensitivity training is carried out inconsistently across the sector, and comments from the student focus group reiterate that one unpleasant experience with the library can define a student’s library experience long term. As a highly visible point of customer service within universities, libraries have an obligation to provide a high quality of customer service universally to all students. To do so, the number of library staff receiving cultural competency training in Indigenous perspectives and issues should be closer to 100%. Training library staff in Indigenous cultural competency has many benefits beyond direct customer service; for example, in developing culturally sensitive information literacy sessions and embedding Indigenous perspectives in library materials. At the institution where this research was conducted, an Indigenous cultural sensitivity training program has been implemented specifically for Library staff. This training has been developed with the Indigenous Cultural

Support Officer who also presents the training. The training is a one hour session that is mandatory for all full time staff. It is planned to extend the training to casual staff, and to provide an updated training session each year to maintain awareness and ensure all new staff receive training.

The main limitation experienced in the course of this research was in the recruitment of students to participate in interviews, and subsequently, the focus group. This was also addressed as a limitation in research undertaken by Novak and Robinson (1998). Furthermore, the diversity of the group could have been greater as five of the six participants were undergraduate students and there were no mature age students. A larger student group that also included some mature age students would have been preferable for this research project.

The findings from this research point to many different areas for future research. For example, interviews or focus groups with Indigenous students from multiple universities, with a mixture of ages and degree levels (undergraduate and postgraduate), would provide a more detailed picture of how students experience academic libraries across the country. Future research might also look to how libraries support Indigenous higher degree researchers and Indigenous academic staff. In-depth research into whether Indigenous students' and non-Indigenous students' information seeking and searching behaviour differ would be beneficial to the field. The nature of and potential for cultural sensitivity training in libraries would also benefit from further research. Finally a collaborative approach to modelling library support and surveying indigenous students from different countries, such as Canada or New Zealand, would enhance knowledge in this field.

Conclusion

This paper reports the findings of a national survey of Australian academic libraries

regarding their support for Indigenous higher education students. The survey found that libraries are providing a range of support programs and services, responding to the diversity of the Indigenous student population. Ultimately the survey showed Australian academic libraries have a strong commitment to the success of Indigenous students and considerable engagement with Indigenous issues. The main areas for improvement identified by the survey are greater inter-departmental communication and collaboration within the university, increased training of library staff in Indigenous cultural sensitivity, and the employment of Indigenous library staff members.

The focus group with Indigenous students was a valuable exercise. Firstly, it provided a platform for Indigenous students to share their ideas and feedback with library staff. Secondly, the collection of ideas and feedback provides an opportunity to incorporate Indigenous perspectives into the design of library services. Finally, the most beneficial part of conducting the focus group was making connections with students. It is recommended that making opportunities for the collection of authentic feedback from Indigenous students and staff should be a regular occurrence at Australian academic libraries.

Working toward the recommendations made in this paper is aided by building the Aboriginal and Torres Strait Islander Protocols for Libraries, Archives and Information Services into professional library practice. In doing so, library services will develop in ways that not only benefit Indigenous students but the wider student and university community. A library service that is culturally sensitive and celebrates Indigenous culture and knowledge can contribute to a "whole-of-university approach to Aboriginal and Torres Strait Islander student success" where "faculties and mainstream support services have primary responsibility for supporting Aboriginal and Torres Strait Islander students" (Department of Education and

Training, 2012, p. xix). A culturally competent library can take a leadership role in embedding Indigenous perspectives not only in library services, resources and collections but in the overall university culture.

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Appendix A

Survey questions sent to 39 members of the Council of Australian University Librarians

Please note: the survey was designed and circulated using SurveyMonkey, so the following questions do not reflect the full survey logic.

Introduction

1. Library name
2. Name of person completing survey
3. Name of person who can be contacted for additional information
4. Does your Library provide support specifically designed for indigenous students (services, resources, facilities)? *Yes/No*

Staff Services

5. If yes, what is the nature of the library support provided (please tick all applicable boxes)?
 - a. *Employment of one or more indigenous staff to provide support*
 - b. *Designation of one or more staff members in a liaison/support role*
 - c. *Allocation of staff hours to provide support*
 - d. *Targeted information literacy classes*
 - e. *Other (Please describe)*
6. Are some or all of these staff services conducted in a place other than the library (e.g.: in separate university indigenous support centres)? *Yes/No/Please comment*

Library Resources

7. Please indicate any specially designed resources for Indigenous students that your library provides:
 - a. Videos
 - b. Print guides/leaflets/booklets
 - c. LibGuide(s)
 - d. Other web-based resources
 - e. Any other resources (please describe)
8. Does your library provide dedicated information technology for Indigenous students (e.g. computers, wireless devices, etc.)? *Yes/No/Please describe*
9. Does your library provide dedicated library spaces for Indigenous students? *Yes/No/Please describe.*
10. Please describe any other support that your library provides for Indigenous students that has not been covered by previous responses.

Design of library support for Indigenous students

11. How closely does your library's support for Indigenous students follow the *Aboriginal and Torres Strait Islander Protocols for Libraries, Archives and Information Services*? Please comment.
12. Please describe any other factors that have **informed** your indigenous students support (e.g. input from Indigenous people, advice, consultation or research).
13. Please describe any factors external to the library that have **influenced** your indigenous support (e.g. University, state or national policies, funding, etc.).

Evaluation

14. Has your library undertaken any formal evaluation of your Indigenous student support?
Yes/No/Please Comment
15. If yes, based on the evaluation, how successful is your Library's indigenous student support? (circle one)
 - a. Not successful at all
 - b. Not very successful
 - c. Successful
 - d. Very successful
 - e. Please comment

If no, based on your own impressions, how successful is your Library's indigenous student support? (circle one)

- a. Not successful at all
- b. Not very successful
- c. Successful

- d. Very successful*
- e. Please comment*

16. How would you improve your library's indigenous student support?
17. What are the challenges in providing library support to Indigenous students?
18. To what extent does your library collaborate with the University's Indigenous education centre in providing support for Aboriginal and Torres Strait Islander students? Please describe:
19. Are Library staff given any training in indigenous cultural issues? *Yes/No*
20. If yes, which staff are given training?
 - a. All library staff*
 - b. Only staff providing indigenous support*
 - c. Other / Please comment*
21. Please describe the nature of the training provided.