

Putting the ‘I’ Back in BIPOC: Indigenous-Specific Inclusion Initiatives across Academic Libraries in the United States and Canada

This study examines academic libraries’ resources and services specifically centering Indigenous patrons and Indigenous Knowledge, as well as targeted support for Critical Indigenous Studies (CIS) academic programs.

INTRODUCTION

This research investigates correlations between overlapping factors, (including, the presence of liaison librarianship programs, specific CIS liaison librarians, curricular CIS programs, and land acknowledgements), at institutions affiliated with the following organizations: the Association of Research Libraries (ARL); the Canadian Association of Research Libraries (CARL/ABRC); Research I Institutions (RI); the Association of American Universities (AAU); the Association of Public and Land-grant Universities (APLU); Title III Minority Serving Institutions (MSI); the Colorado Alliance of Research Libraries (CARL); the Colorado Association of Libraries (CAL); and the National Collegiate Athletic Association Division I Football Bowl Subdivision I-A (NCAA).

OBJECTIVE

This landscape analysis provides a multifaceted comparison of academic libraries’ Indigenous-specific resources and services to better illustrate the environments in which college and university libraries operate. Moreover, this data serves to demonstrate both the academic libraries concentrating their efforts to support Indigenous members of their respective campus communities, as well as how these institutional efforts compare to peer institutions across Turtle Island (North America).

METHODOLOGY

Data collection was conducted by surveying individual institutional websites using key word searches. Key demographic institutional details were accessed through the National Center for Education Statistics, Integrated Postsecondary Education Data System. Post-January 20, 2025, however, this method of survey became more challenging, requiring some digital forensics to identify recently modified and deleted content. For additional details, please see the full methodology here:



RESULTS

The ACRL Framework highlights how “authority is constructed and contextual;” thereby any support of CIS and Indigenous Knowledge improves academic librarians’ ability to address some of the systemic biases librarians face in the dominant, colonially-informed approaches to librarianship.

ANALYSIS

Though the trends illustrated through this data were the original focus of this research, the long-term data management and methodological implications of this process have taken priority, particularly given the accelerated re/deconstruction initiatives of the current federal administration.

AUTHORS Kathryn Randall, PhD | Interdisciplinary Librarian; Katie Sparks, MA, MLIS | Success & Engagement Librarian; Adrienne VandenBosch, MLIS | Success & Engagement Librarian; Erik Mendoza | Graduate Research Assistant, AAL Apprentice; Loretta Nicodemus | Undergraduate Research Assistant, Libraries Fellow

INSTITUTIONAL AFFILIATION University of Colorado Boulder

Table 1. Percentage of institutions with a CIS LibGuide by organization. More pigmented portions indicate institutions with CIS programs, and less pigmented portions are institutions with no CIS program which still provide a pertinent LibGuide.

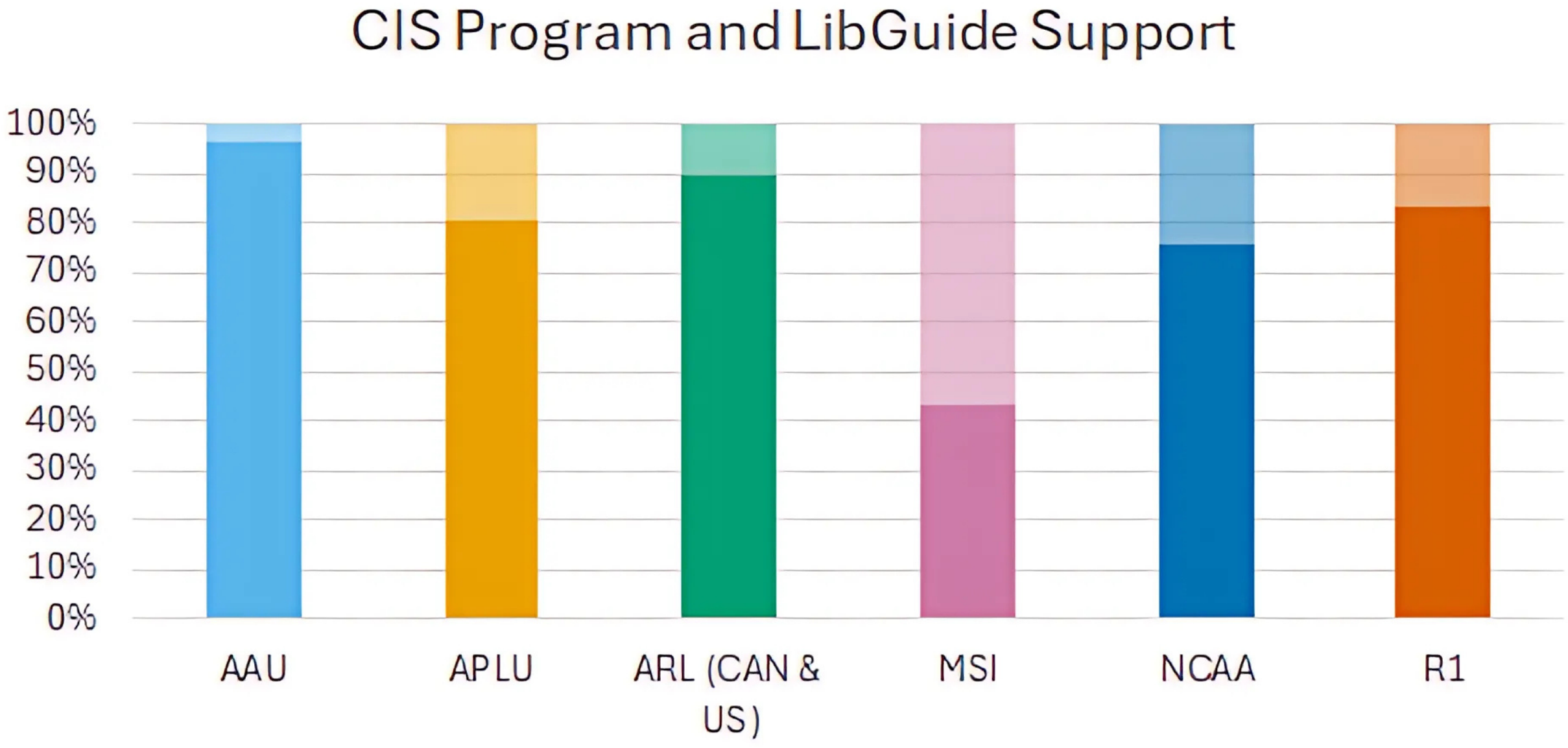


Table 2. Percentage of institutions with CIS support (a CIS-specific liaison librarian) by organization. More pigmented portions indicate institutions with a CIS liaison, and less pigmented portions indicate institutions without a CIS liaison.

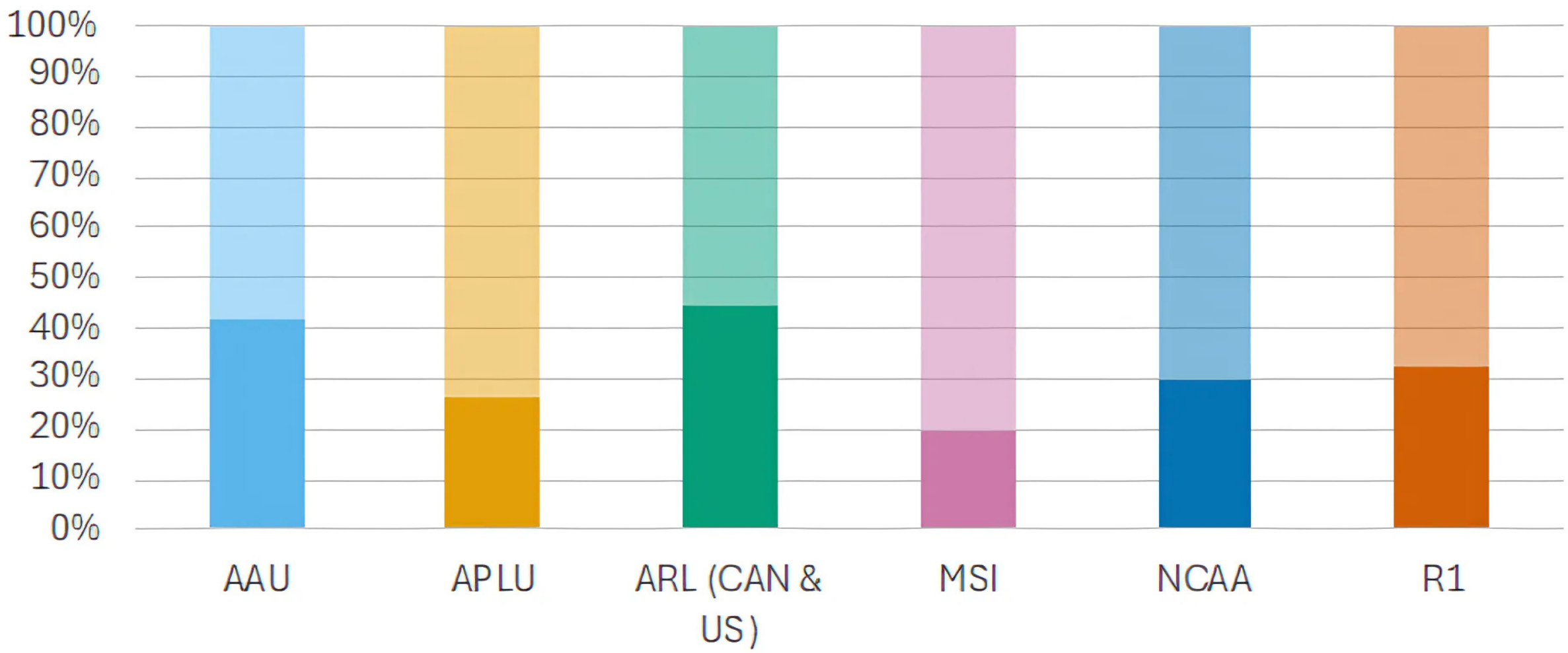
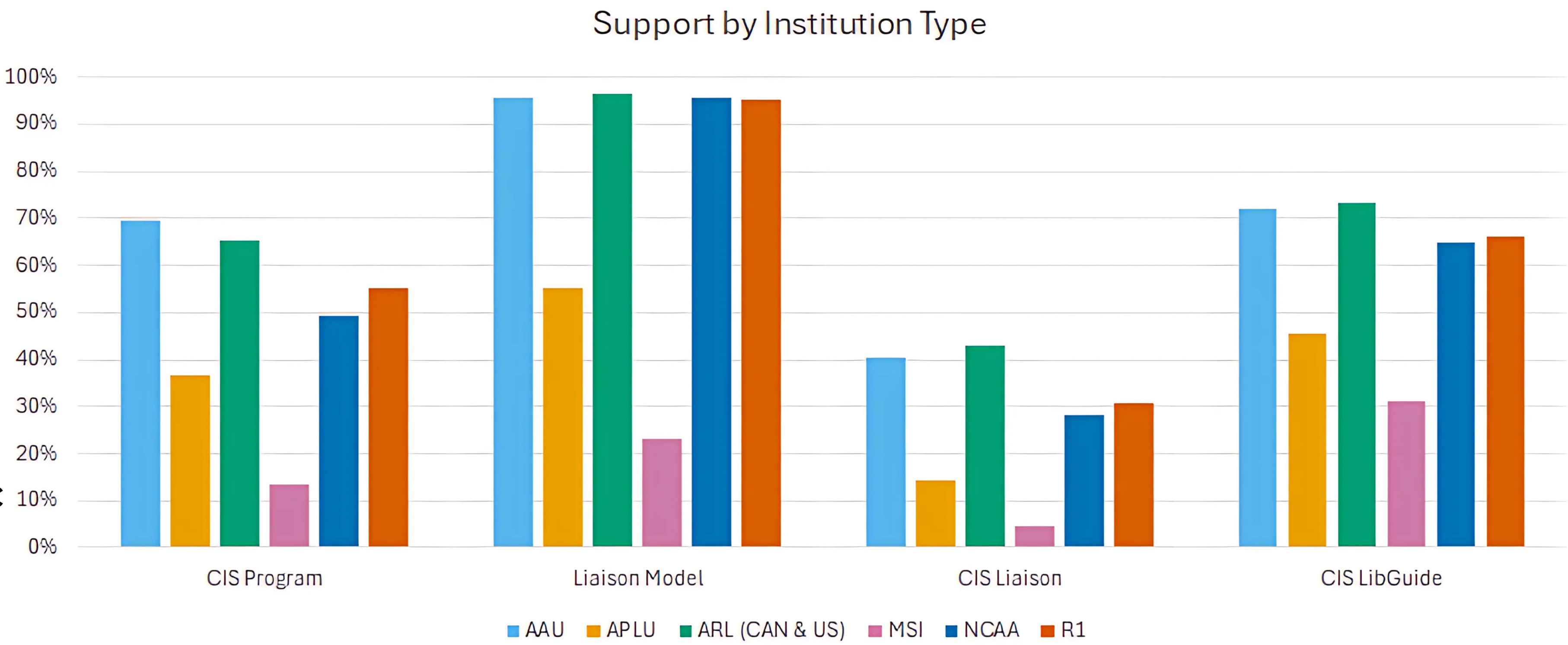


Table 3. Percentage of various types of CIS support offered by institutions, by academic group.



FINDING 1.

Canadian institutions’ CIS resources and services outpace those in the U.S.

FINDING 2.

Among U.S. institutions, geographic location is a determining factor for dedicated CIS services and resources.

FINDING 3.

Of CIS-specific resources and services, there are more libguides than liaisons. This finding suggests that even resource-limited/smaller institutions can provide CIS support. 31% of Minority serving institutions (MSI) have a CIS LibGuide, while only 13% have a CIS Liaison.

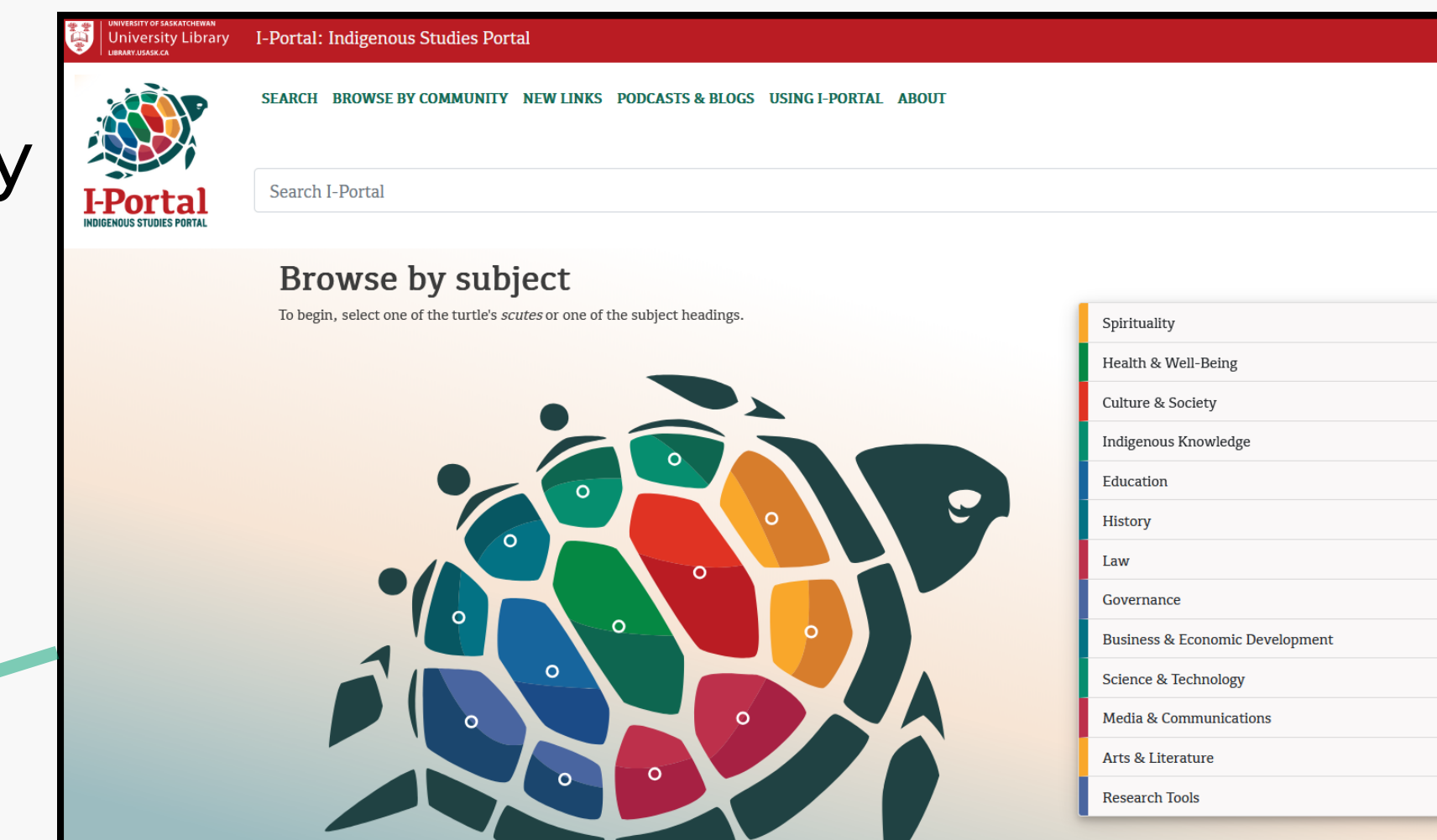
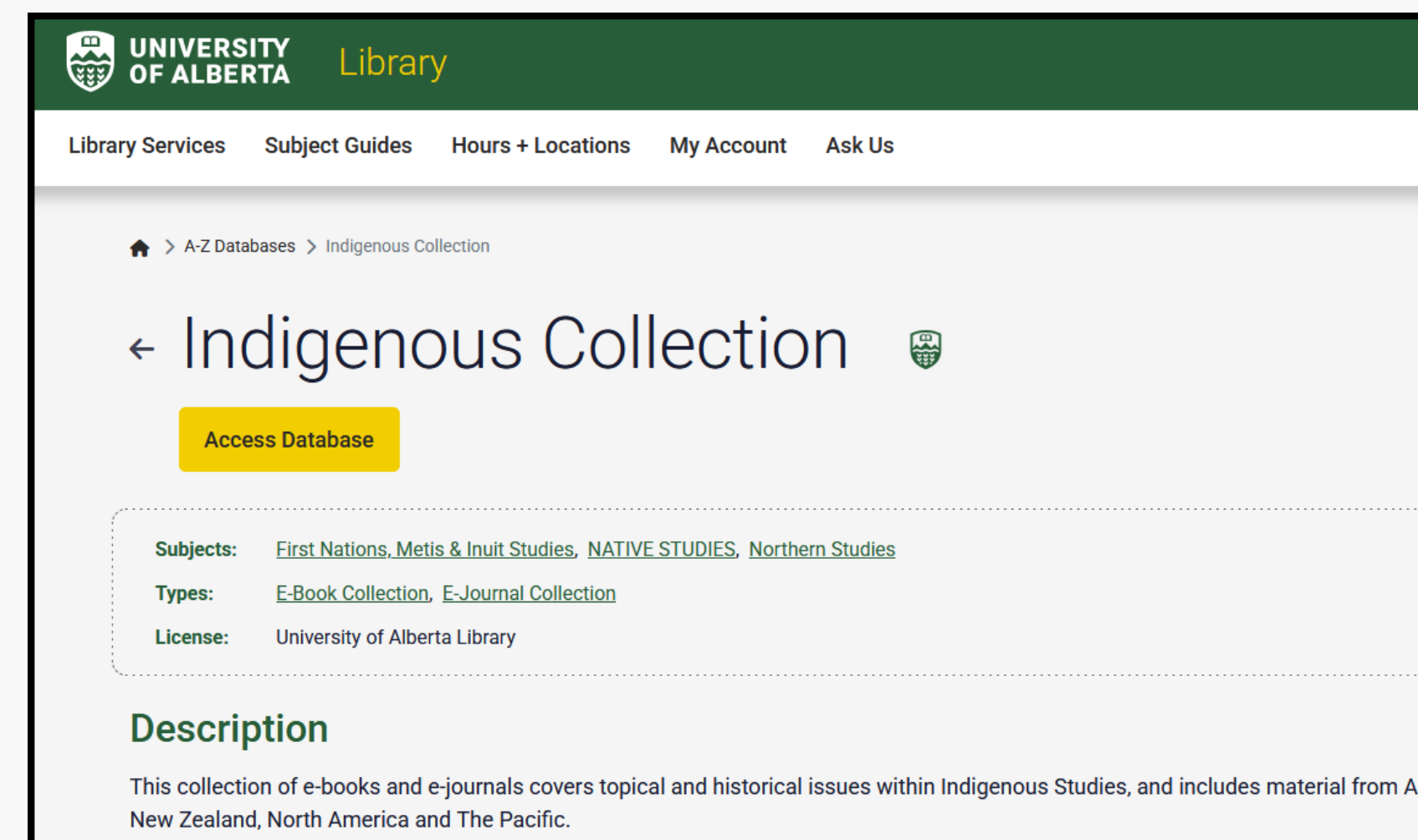
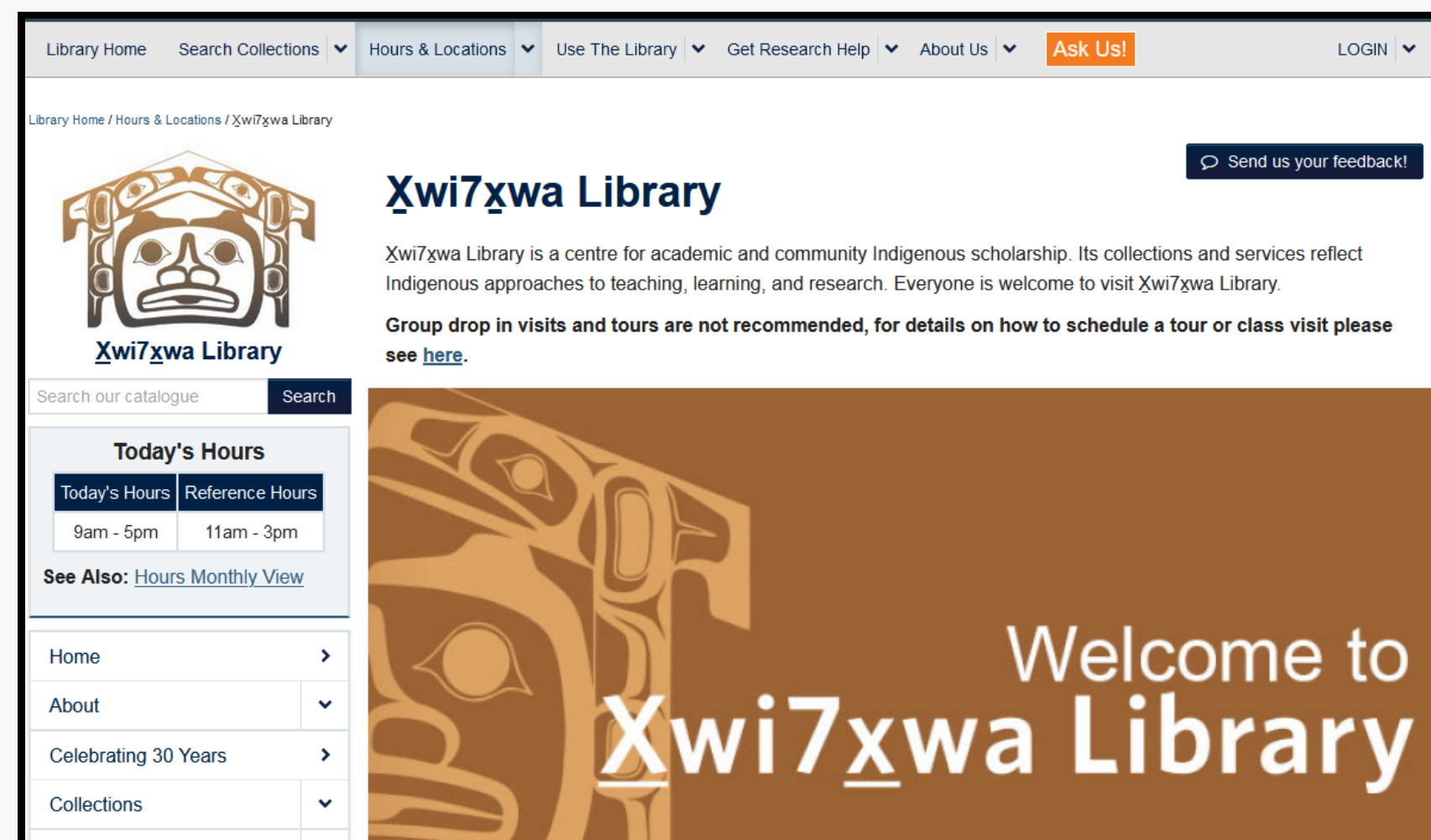
CONCLUSION

What would it take to see more CIS resources and services in academic libraries across Turtle Island? Canadian schools appear to heed the initiatives laid out by the Truth and Reconciliation Commission to educate their students about the history of colonization based on the number of CIS programs and CIS liaisons in their libraries. Given the new federal administration, in addition to the persistent limitations of resources, how can academic libraries in the U.S. rise to the challenge of supporting Indigenous scholars and patrons?

RELATED LITERATURE Scan the QR Code for the full bibliography:



Mapping Standout Institutions



University of Alberta

- Indigenous Strategic Plan
- Emphasizes Indigenous Research and community collaboration
- Indigenous Libraries Internship

University of Saskatchewan

- I-portal for Indigenous resources
- Comprehensive, accessible, archival collections
- USask is notably committed to decolonization

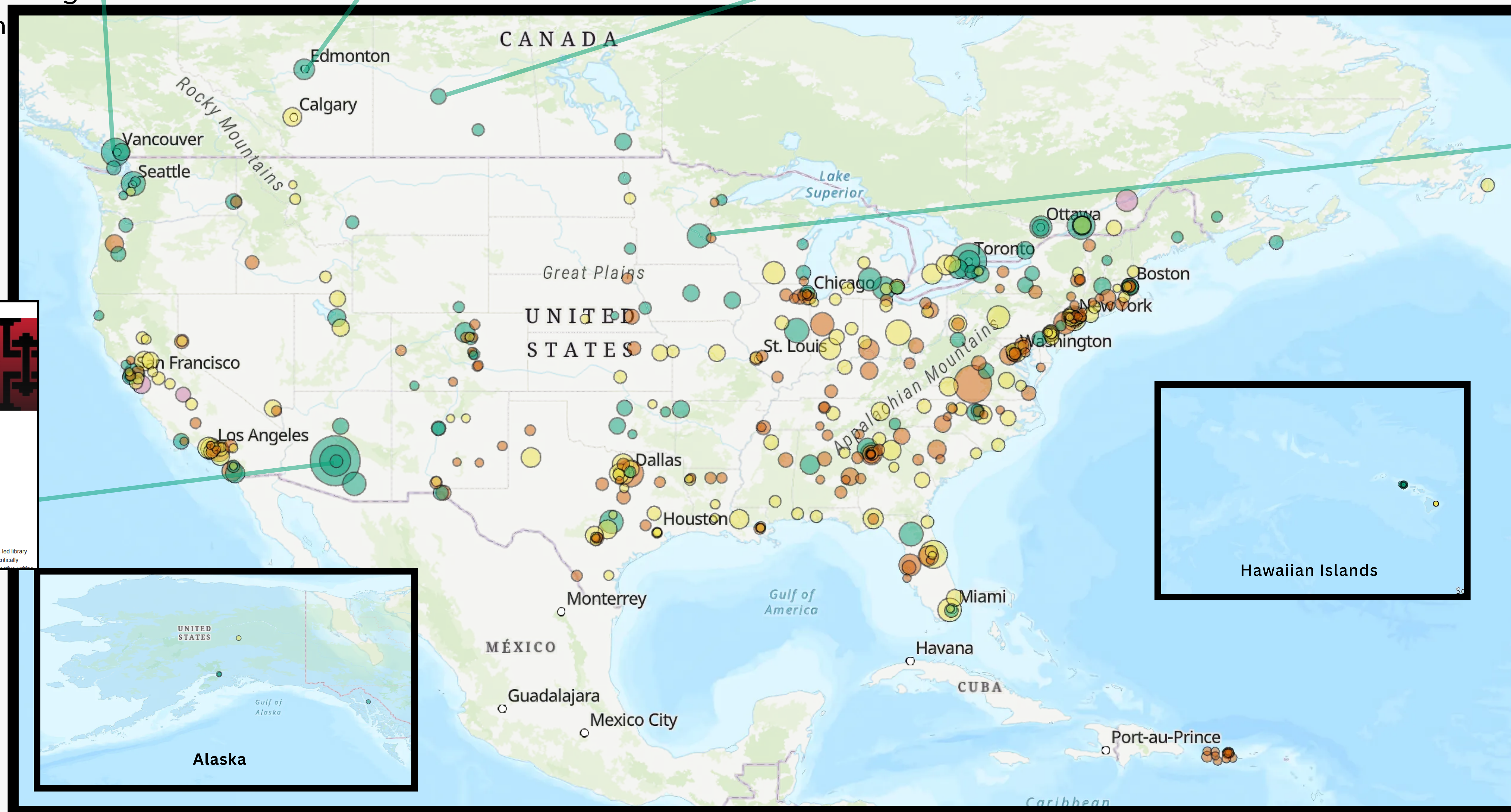
University of British Columbia

- Xwi7xwa Library
- First Nations House of Learning
- Opened Indian Education Resource Centre in 1970



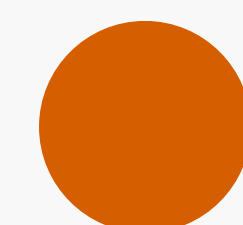
Arizona State University

- Labriola National American Indian Data Center
- Multiple CIS liaison librarians
- Integrates Indigenous Knowledge and ontologies into western, academic structures



Map 1. Schools with a liaison model. Dot size is proportional to enrollment number

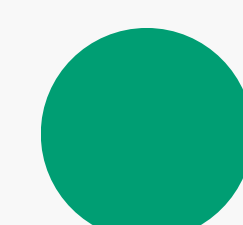
Key



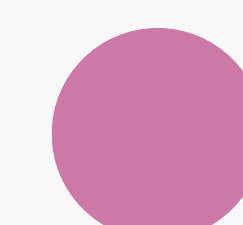
No CIS Liaison,
No CIS LibGuide



CIS LibGuide



CIS Liaison, and
CIS LibGuide



CIS Liaison

AUTHORS Kathryn Randall, PhD | Interdisciplinary Librarian; Katie Sparks, MA, MLIS | Success & Engagement Librarian; Adrienne VandenBosch, MLIS | Success & Engagement Librarian; Erik Mendoza | Graduate Research Assistant, AAL Apprentice; Loretta Nicodemus | Undergraduate Research Assistant, Libraries Fellow

INSTITUTIONAL AFFILIATION University of Colorado Boulder

RELATED LITERATURE Scan the QR Code for the full bibliography:

