Abstract
After Indigenous students at the University of Nevada, Reno brought concerns about the monographs collections to the attention of Library and Archives staff, we set out to determine how we might center Indigenous perspectives in circulating and special collections. We conducted a mixed methods study through a collections analysis and a focus group with Indigenous students and alumnæ. Originally conceived as a participatory action research project, we modified the study design as we became more aware of our own positionality and the extent to which historical traumas, deeply embedded colonialism, and whiteness impacted a participatory project. Results indicate that our Indigenous collections are old and problematic; and that the library and special collections were largely inaccessible to our participants due to a lack of awareness about library discovery, a lack of relevant materials, or due to deeply embedded colonial structures. Additionally, this study highlights the importance of cultural humility for library and archives professionals.

About the authors:
Rosalind Bucy earned her MLIS at Simmons College and is currently the Research & Instruction Librarian for Gender, Race, and Identity as well as the Humanities at the University of Nevada, Reno. Her research interests include Indigenous student experiences of academic libraries.

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