The recent findings of the Truth and Reconciliation Commission of Canada have created Calls to Action across disciplines. Those who work as information professionals in various capacities in academia need to increase collaboration in order to reduce barriers to access and increase integration of indigenous knowledge and resources. Using a collaborative case study framework that champions the concept of Indigenization of information sharing and access, a multidisciplinary research team from Cape Breton University developed an approach to professional development that is both unique to CBU but can also be replicated at other institutions.