

Diversity Residency Toolkit

Drafted by the Residency Interest Group (RIG)'s subgroup on diversity residencies
August 2021¹

Introduction to the toolkit

Although many factors contribute to a resident's experience with their host institution, the lack of established standards and best practices for diversity residencies has led to a wide disparity of resident experiences.² In order to reduce this disparity, the Diversity Residency Toolkit was developed to improve diversity residency programs through the tenets of responsible commitments, intentional planning, and responsive assessment that begin far in advance of a resident's arrival.³

The Diversity Residency Toolkit has broad applications and is suitable for institutions that already have a residency program and as well as those who are considering developing a residency program. It may be used by current and prospective residents, residency coordinators, supervisors, library administrators, and other stakeholders of diversity residency programs. Although the toolkit is intended for diversity residencies hosted at academic institutions, it may be adapted for non-diversity residencies as well as non-academic organizations such as museums, public libraries, business libraries and archives, etc.

The Diversity Residency Toolkit does not aim to be comprehensive of all aspects of diversity residencies, nor does it detail how to develop a residency program. It assumes a general

¹ The subgroup was charged in the Summer of 2019 by the Residency Interest Group (RIG) convener Twanna Hodge to examine institutional readiness of residency hosts, levels of support, and residency success. The subgroup is comprised of current and former residents: Kalani Adolpho (University Wisconsin-Madison, 2017-2019), Maya Bergamasco (Harvard University, 2019-2021), Ana Corral (Virginia Tech, 2019-2021), Mallery Rawls (Florida State University, 2018-2020), Michelle Peralta (Yale University, 2018-2023), Laura Tadena (University of Texas at Austin, 2018-2020), and Willa Tavernier (Indiana University Bloomington, 2018-2021). See Appendix for author bios.

² ACRL Diversity Alliance's Letter of Commitment specifies five commitments to be undertaken by member institutions and potential hosts of diversity residents. The implementation of these commitments are left to member/host institutions to determine which can lead to a wide variety of interpretation and execution. While this Toolkit may be seen as a complement to the Letter of Commitment, as it provides more defined guidance for mentorship and support systems for the resident(s) as prescribed in commitment nos. two and three, the Toolkit also offers practical tools for planning and assessment that are not specifically addressed in the Letter but are necessary for successful residencies. The 2021 Letter of Commitment may be accessed here:
<https://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/DiversityAlliance/ACRL%20Diversity%20Alliance%20Letter%20and%20Invoice%202021.pdf>.

³ The toolkit was informed by the work of former residents and also the experiences of the members of the subgroup, but is grounded in a thorough review of existing literature and resources on residencies.

understanding of how residencies are currently structured in academic libraries.⁴ Likewise, the implementation of the activities, programs, and support mechanisms described in these tools is beyond the scope of the toolkit. Rather, their inclusion is intended to bring awareness to aspects that are often overlooked in the development of residencies, but, nevertheless, are critical to the resident's success.

While we encourage the full adoption of the toolkit, we recognize that factors including the size and organizational structure of an organization may impact the usability or the implementation of the Diversity Resident Toolkit. We understand that modifications of the toolkit may be needed to meet organizational needs. As institutions make decisions that diverge from the best practices presented in the toolkit, it is strongly encouraged that participants document and log the justifications for making such changes. The toolkit is not designed to be a one-size-fits-all solution. Instead, the goal is to improve and develop best practices for implementing and supporting the experiences and well-being of diversity resident librarians.

At the time of initial publication, the Diversity Residency Toolkit is a working document that will undergo beta testing, the results of which will inform future revisions at the discretion of RIG and the subgroup.⁵

Methods and Approach

This toolkit was created with a resident centered framework (RCF), which centers the resident's experience by recognizing that hierarchies and systems of power within academic institutions often marginalize their perspective in the development of residencies, which can leave residents in a vulnerable and unsafe working environment. Principles of RCF include:

- Centering the resident perspective and honors their experience
- Upholding the resident as its primary audience and benefactor
- Committing to transparency

Positionality

All members of the subgroup identify as a Black, Indigenous, Person of Color (BIPOC) librarian or archivist that holds or has held a residency at an academic institution through the ACRL Diversity Alliance.

We acknowledge that the term ***diversity*** can encompass a broad spectrum of experiences and identities. That being said, this toolkit was created with racial and ethnic diversity in mind to

⁴ See, Lorelai Rutledge, et al., *Developing a Residency Program: A Practical Guide for Librarians* (Lanham: Rowman & Littlefield, 2019).

⁵ Questions or comments about beta testing or future revisions may be directed to: rig.diversitysubgroup@gmail.com.

align with the goal of the ACRL Diversity Alliance Program for diversity residencies.⁶ We acknowledge that there is more work to be done in order to ensure the success of diversity residents that hold identities from additional underrepresented groups.

Licensing

The Diversity Residency Toolkit is under [a Attribution-NonCommercial-ShareAlike 4.0 International \(CC BY-NC-SA 4.0\) license](#). This license allows reusers to distribute, remix, adapt, and build upon the material in any medium or format for noncommercial purposes only, and only so long as attribution is given to the creator. If you remix, adapt, or build upon the material, you must license the modified material under identical terms.

Overview of the tools

The toolkit contains four tools that, together, provide an overview of a residency program from its inception through to its completion and beyond.

- The [guidelines for establishing residency steering and planning committees](#) broadly define the purpose, goals, and membership of these committees in order to provide continuous support for the resident.
- The [pre-residency checklist for institutions](#) is designed to broadly assess an institution's current readiness to host a resident by outlining the activities, tasks, and support mechanisms that are recommended to be implemented prior to a resident's arrival.
- [Guidelines for establishing a mentorship program](#) broadly outlines the roles and expectations for mentors, residents, and residency coordinators/supervisors and is appropriate for developing a new mentorship program or revising an existing one.
- [A residency support survey](#) to assess the level of support an institution provides its residents based on four factors that contribute to a supportive environment: mentorship, professional development, career advancement, and inclusion.

Lastly, a list of resources is provided with this toolkit for further reading and edification.

⁶ "The ACRL Diversity Alliance program unites academic libraries committed to increasing the hiring pipeline of qualified and talented individuals from underrepresented racial and ethnic groups." Association of College & Research Libraries, "ACRL Diversity Alliance," accessed July 14, 2021, <https://www.ala.org/acrl/issues/diversityalliance>.

Guidelines to Establishing Residency Planning and Steering Committees

Overview and Scope

In order to provide structure and support for the resident from initial planning stages through to the end of the residency, it is recommended that two committees be convened: a residency planning committee and a residency steering committee.

According to Gerald Holmes, Reference Librarian, Diversity Coordinator, and Associate Professor at the University of North Carolina at Greensboro (UNC-G) a *residency planning committee* “will have a committee charge to explore, create, set the goals and objectives, the timeline for the program, decide how to evaluate the program, monitor the residency program including evaluations, assessments, and reports.”⁷ Additionally, the residency planning committee should follow the **pre-residency checklist for institutions** to assess current readiness to host a resident.

On the other hand, a *residency steering committee* is intended to be a continuous support system for the resident(s) and offers guidance for the overall management of the residency. The difference between a residency planning committee and a residency steering committee is that the residency steering committee is a continuous committee throughout the residency that focuses on the professional success and development of the resident(s), while the residency planning committee is a “short-term taskforce.”⁸

The residency planning committee is tasked with developing the residency program (including creating a planning document), but this committee will eventually be dissolved upon the hire of the resident(s). The residency planning committee is also different from the search committee that will form for the hiring of the resident(s), but membership overlap is desirable when forming the search committee. Distinctions between committees are more functional and intellectual, membership will likely overlap between committees with a notable exception of the Steering Committee, in which we suggest not including resident supervisors.

We recognize that not all institutions have the same capacity to convene two committees in addition to the search committee, but as each committee has specific goals and purposes, the subgroup deemed it was necessary to make them distinct committees. Additionally, doing so emphasizes and incorporates key aspects of the resident-centered framework.

⁷ Holmes, Gerald. 2020. “Planning a Library Diversity Residency Program Strategies for Diversity Coordinators to Build Support for their Programs.” *Library Diversity and Residency Studies* 1, no. 1 (May): 29-32. <https://librarydiversity.institute/2020/planning-a-library-diversity-residency-program/>.

⁸ Holmes, 29.

Purpose of the Residency Planning Committee

- Developing the residency program (including creating a planning document)
- Overview, understanding, and utilization of the Diversity Residency Toolkit
- Working with the search committee to draft a position description and serve as a resource for the search committee should they have questions throughout the hiring process
- At least one member from the planning committee should be appointed to the search committee
- If the residency is rotational, define the purpose and scope of residency rotations.
- If residency is not rotational, define purpose, scope, and areas for growth for resident(s)/cohort.
- Decide on the membership of the residency steering committee. Think critically about the purpose and role of each person that will become a member. A call for volunteers over email or through other forms of communication to staff and librarians that are interested and committed to this work is an example of how the committee can be formed.

Membership of the Residency Planning Committee

Members of the residency planning committee are decided at the institutional level. Members may include:

- The Residency Coordinator
- Library Stakeholders (Library Dean, University Provost as examples)
- Representatives from the library including staff and librarians (3-4 members)
- Potential supervisor(s)
- A representative from university or library related DEI initiatives and/or a representative from other relevant campus groups associated with DEI initiatives (1 member)

Purpose of the Residency Steering Committee

- Understanding and utilization of the Diversity Residency Toolkit
- Serve as a group of peers and library workers that the resident may go to for assistance that exists outside of their reporting structure in case of any issues in their placement(s).
- Provide assistance with post-residency job searches and help preparing for job interviews. Examples include help with answering questions about interviews, providing feedback on CVs/cover letters, mock interviews, and presentations.
- If the resident creates a learning plan, then reviewing the learning plan (or goals) to ensure activities are appropriate to the resident's goals
- Identify and propose opportunities for the resident based on the learning plan and/or resident goals

Membership of Residency Steering Committee

Members of the residency steering committee are decided at the institutional level. If your institution does not have the capacity for new members then involving the same members from the Residency Planning Committee is an option. The goal is to have people who are interested in this work who also have the time and space for this work. The residency steering committee may consist of the following members:

- The Residency Coordinator
- Representatives from the library including library staff and librarians (if possible retain at least 2 members from the residency planning committee; 3 to 4 members)
- Faculty member from the Library and Information Science program (if university has a LIS program; this is an optional membership; 1 member)
- A representative from university or library related DEI initiatives and/or a representative from other relevant campus groups associated with DEI initiatives (1 member)
- No resident supervisors should be appointed to this committee

Pre-residency Checklist for Institutions

Overview and Scope

This checklist is intended to be used by the institution to assess its current conditions and circumstances as it relates to being prepared to host a diversity resident. It provides an overview of activities, tasks, and other supporting mechanisms that should be considered and/or implemented prior to a resident’s arrival.

Recognizing that institutions vary in resources, the checklist is not prescriptive in nature, but is a flexible planning tool that offers a broad perspective on an institution’s readiness to host a diversity resident. It is recommended that this tool be used by the residency coordinator or residency planning committee.

How to use the checklist

The checklist outlines tasks, activities, and other actions in the following categories:

- [Administrative actions](#)
- [Residency operations](#)
- [Institutional training](#)
- [Mentorship](#)
- [Resident professional development and leadership training](#)
- [Emotional impact on resident and prospects of retention in the field](#)

Within each categories are the following columns:

- Activity, task, or action phrased as a yes/no question
- Institutional response measured by the institution’s **current state**
- The option to provide information that might clarify or inform the response in column two (e.g., “No, but currently developing & will be completed by September 2022”) or provide plans for remediation
- Name of person, office, group, etc. that is responsible for the activity/task/action

Administrative Actions

Has an organizational climate evaluation been conducted to assess and uncover staff/faculty attitudes towards diversity and inclusion?	Yes / No	Clarifying notes/ remediation plans:	Responsibility:
If any issues emerged from the organizational	Yes / No	Clarifying notes/ remediation plans:	Responsibility:

climate survey, has the library developed a plan to address them?			
Has the library developed a strategic plan that includes a clear vision for diversity and inclusion, listing specific, measurable, attainable, relevant and time-based (SMART) goals?	Yes / No	Clarifying notes/ remediation plans:	Responsibility:
Has this plan been made easily and publicly accessible on the library website for potential applicants to review?	Yes / No	Clarifying notes/ remediation plans:	Responsibility:
Have institutional goals and objectives for the residency been clearly established?	Yes / No	Clarifying notes/ remediation plans:	Responsibility:
Does the resident's title clearly reflect their position and communicate the work that they will do?	Yes / No	Clarifying notes/ remediation plans:	Responsibility:
Is the description of the resident's job appropriate for an early career/new professional?	Yes / No	Clarifying notes/ remediation plans:	Responsibility:

Residency Operations

Has a residency steering committee been created to assist with professional development, mentorship, and	Yes / No	Clarifying notes/ remediation plans:	Responsibility:
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leadership growth?			
If the steering committee has been formed, does it conform to recommendations made in the Steering Committee document?	Yes / No	Clarifying notes/ remediation plans	Responsibility:
Have supervisors been identified to ensure a clear line of reporting?	Yes / No	Clarifying notes/ remediation plans:	Responsibility:
Has a residency coordinator been selected and informed of the responsibilities of their role?	Yes / No	Clarifying notes/ remediation plans:	Responsibility:
If the residency is rotational, has the purpose and scope of residency been clearly communicated to the staff and departments where these rotations will take place?	Yes / No	Clarifying notes/ remediation plans:	Responsibility:
If rotational, have proposed rotations or placements been evaluated in terms of staff preparedness for working with people from diverse backgrounds? This may include how microaggressions and other incidents may have been addressed in the past, trainings that have been taken, and EDI related projects that have been undertaken.	Yes / No	Clarifying notes/ remediation plans:	Responsibility:
Has an assessment plan , including opportunities for	Yes / No	Clarifying notes/ remediation plans:	Responsibility:

improvement and change, been established for the residency?			
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Institutional Training

Have all members of the residency steering committee, supervisor(s), as well as the coordinator successfully completed cultural competency training? ⁹	Yes / No	Clarifying notes/ remediation plans:	Responsibility:
Have all members of the residency steering committee, supervisor(s), as well as the coordinator successfully completed training for managers of BIPOC staff? ¹⁰	Yes / No	Clarifying notes/ remediation plans:	Responsibility:
Have the residency steering committee, supervisor(s), and coordinator taken training on understanding and addressing microaggressions and managing conflict in the workplace? ¹¹	Yes / No	Clarifying notes/ remediation plans:	Responsibility:
Have the residency steering committee, supervisor(s), and coordinator taken diversity trainings beyond issues around race and ethnicity (eg. transgender and gender diverse inclusion, disability, etc)?	Yes / No	Clarifying notes/ remediation plans:	Responsibility:

⁹ Review campus resources for training provided by your institution.

¹⁰ Consider DeEtta Jones' "The Inclusive Manager's Toolkit" (https://www.deettajones.com/inclusive_managers_toolkit) and other trainings provided by your institution.

¹¹ Review campus resources for training provided by your institution.

Mentorship

Has a mentorship program been established that includes regular check-ins with both mentors and coordinator(s)?	Yes / No	Clarifying notes/ remediation plans:	Responsibility:
Has a mentor with demonstrated experience in mentoring been selected based on the resident's interests?	Yes / No	Clarifying notes/ remediation plans:	Responsibility:
Has the resident been given the opportunity to select their own mentor?	Yes / No	Clarifying notes/ remediation plans:	Responsibility:
Does the mentorship program include opportunities for assessment to change or improve the mentorship program?	Yes / No	Clarifying notes/ remediation plans:	Responsibility:
Does the mentorship program include assistance with career planning, for positions and opportunities inside and/or outside the host institution?	Yes / No	Clarifying notes/ remediation plans:	Responsibility:

Resident Professional Development and Leadership Training

Has additional professional development funding been set aside for the resident, in addition to regular professional development allocation?	Yes / No	Clarifying notes/ remediation plans:	Responsibility:
Has a learning plan been established in	Yes / No	Clarifying notes/ remediation plans:	Responsibility:

alignment with the resident's goals?			
Have leadership training and development opportunities been identified for the resident?	Yes / No	Clarifying notes/ remediation plans:	Responsibility:
Has the residency been structured to allow resident time to work on residency projects?	Yes / No	Clarifying notes/ remediation plans:	Responsibility:

Emotional Impact on Resident Contributing to Retention in the Field

Are there any culture, climate, or staff/faculty issues that need to be addressed and planned for prior to the arrival of the resident? (eg. a coworker is known to make racial or gender-based microaggressions and is managed around rather than dealt with directly; a proposed placement is in a department with high turnover, etc.)	Yes / No	Clarifying notes/ remediation plans:	Responsibility:
Is there a plan or procedure in place for how to address employees or patrons making racial or other microaggressions to the resident?	Yes / No	Clarifying notes/ remediation plans:	Responsibility:
Has there been reflection and communication about what intentions or expectations (both implicit and explicit) the institution will be putting	Yes / No	Clarifying notes/ remediation plans:	Responsibility:

on the resident? (eg. the resident will be a change agent for institution, or a guinea pig for diversity initiatives)			
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Guidelines for Establishing a Mentorship Program

Overview and Scope

The purpose of these guidelines is to inform the development or revision of a mentorship program¹². They are meant for the resident, residency coordinator, and the residency steering committee and serve to develop and build the resident’s professional and interpersonal skills. However, the creation of an *actual* residency mentorship program is beyond the scope of these guidelines.

How to use these guidelines

The following guidelines include an evaluation tool for each role within the mentorship program (i.e., mentor, resident, and residency coordinator/steering committee member) which should be taken at several points throughout the residency to ensure the aims and goals of the mentorship program are being met.

The evaluation tool is similar to the [pre-residency checklist for institutions](#) in that they describe an activity, task, or action in the first column, followed by the response by the taker in the second column, and an optional space for clarifying notes or plans in the last column. These activities are grouped along a timeline: pre-residency, 0-3 months, 4-12 months, and 1 year+.

The guidelines are comprised of the following sections that primarily correspond to the various roles (e.g., mentor, resident) within the mentorship program, as well as additional resources:

- [Suggested Timeline for mentorship program for Residency Coordinator\(s\)/Residency supervisor\(s\)](#)
- [Mentorship Program Guidelines - Residency Coordinator\(s\)/ Resident Supervisor\(s\)](#)
- [Mentorship Program Guidelines - Resident\(s\)](#)
- [Mentorship Program Guidelines - Mentor\(s\)](#)
- [Additional resources for mentorship and leadership development](#)

Suggested Timeline for mentorship program for Residency Coordinator(s)/Residency supervisor(s)

Suggested Timeline	Residency coordinator(s)/ Residency supervisor(s)
Year 1 of Residency Mentorship Program	

¹² See Crystal Chen and Nicolette Davis, "The We Here Mentorship Program: Year One," We Here, accessed June 2021, <https://www.wehere.space/news/the-we-here-mentorship-program-year-one>.

Months 0-3 of residency	<p>Setup resident mentorship program:</p> <ul style="list-style-type: none"> ● Meet with resident(s) to discuss their expectations of the mentorship program. ● Establish mentorship program expectations. ● Identify and survey potential mentors to match with resident(s). ● Setup times to meet with potential mentor(s) to discuss expectations of the mentorship program. <hr/> <p>Connect mentor(s) and resident(s):</p> <ul style="list-style-type: none"> ● Set up times for mentor(s) and resident(s) to meet. ● Follow up with both mentor(s) and resident(s) to ensure they agree to their match. ● Officially connect mentor(s) and resident(s). ● Identify and share resources about mentorship with mentor(s) and resident(s). ● Provide suggested mentorship topics to mentor(s) based on professional development plan or learning goals of resident(s). <ul style="list-style-type: none"> ○ Topics could include: <ul style="list-style-type: none"> ■ Leadership development ■ Library Associations ■ Committee work ■ Conferences/professional development trainings ■ Skills or strength tests ■ Self care ■ Year 2 planning
	<p>Develop peer-mentorship network for resident(s):</p> <ul style="list-style-type: none"> ● Identify former resident(s) and/or early career librarians that are interested in being part of a peer-mentorship program/cohort.¹³ ● Consider connecting resident(s) with individuals within the institution and on a national-level.¹⁴ ● Connect resident(s) with their network.¹⁵
Months 4-9 of residency	<p>Check in with the resident(s) and mentor(s).</p> <ul style="list-style-type: none"> ● Ensure expectations are being met. ● Both mentor(s) and resident(s) feel comfortable to continue in the program. ● Touch base with mentor(s) and resident's and reshare suggested mentorship topics to mentor(s).

¹³ See ACRL Resident Interest Group (<https://acrl.ala.org/residency>) for current and former residents.

¹⁴ Currently, Diversity Alliance residents can informally connect in the residents-only Slack Channel. See ACRL Diversity Alliance Resource page for being added to the channel (<https://acrl.libguides.com/da/resources>).

¹⁵ Unlike the ACRL Diversity Residency Slack channel, the Diversity Residents Slackspace is a closed channel by and for residents. For more information and to be added, visit the page: <https://bit.ly/2OTpAtQ>.

	<p>Create opportunities for resident(s) to grow their network.</p> <ul style="list-style-type: none"> ● Connect with librarians outside of their institution (consider local librarians outside of the institution of the resident(s) or individuals who are on similar career paths). ● Identify resources to help grow the network of resident(s) - outside mentorship programs, committee work, state library associations. ● Set up library tours for resident(s)
	<p>Connect resident(s) with leadership</p> <ul style="list-style-type: none"> ● Set up meetings for resident(s) to meet with library leadership (dean/director/etc.)
1 year into residency	<p>Check in with mentor(s) and resident(s)</p> <ul style="list-style-type: none"> ● Meet with resident(s) and mentor(s) to ensure they would like to continue with the mentorship program. ● Update professional development goals with resident(s) for the next year. ● If a resident(s) opts for a new mentor(s), begin the mentorship process over again. ● Connect residents with mentorship resources.
	<p>Identify secondary mentor or career coach for resident(s).</p> <ul style="list-style-type: none"> ● Identify individuals that can assist resident(s) through the job search process. ● Share cv/resume and cover letter resources, include examples. ● Assist resident(s) with updating their cv/resume.
	<p>Connect resident(s) with librarians outside their institution.</p> <ul style="list-style-type: none"> ● Identify leaders to connect with resident(s). ● Setup leadership discussions/informational interviews for resident(s). ● Identify resources for Year 2 support.

For Residency Coordinator(s)/ Resident Supervisor(s)

Mentorship Program Guidelines - Residency Coordinator(s)/ Resident Supervisor(s)		
Pre-mentorship program		
Have you put out a call for volunteer mentors?	Yes / No	Notes:
Have you conducted informational interviews with resident(s) to identify needs for mentorship programs?	Yes / No	Notes:

Have you conducted informational interviews with potential mentor(s) to identify potential matches for resident(s)?	Yes / No	Notes:
Have you discussed the expectations of the mentorship program with leadership and resident(s) stakeholders?	Yes / No	Notes:
Have you worked with leadership and resident(s) stakeholders to identify success of a mentorship program?	Yes / No	Notes:
Have you connected with other resident coordinators to learn more about their mentorship programs?	Yes / No	Notes:
Have you connected with the ACRL Diversity Alliance or the ACRL Diversity Alliance Liaison for resources for your mentorship program?	Yes / No	Notes:
Have you connected with your State's Library Association and/or your State Library for resources for your mentorship program?	Yes / No	Notes:
Have you done the work to establish a mentorship program?	Yes / No	Notes:
Do you feel confident in your ability to establish the resident mentorship program?	Yes / No	Notes:
0-3 months into mentorship program		
Have you identified matches for your mentorship program?	Yes / No	Notes:
Have you set up preliminary meetings for potential mentors and resident(s)?	Yes / No	Notes:

Have you checked in with both mentor and resident(s) to identify if they would like to move forward with their match?	Yes / No	Notes:
Have you worked with a resident(s) and mentor to develop and define expectations for the mentorship program?	Yes / No	Notes:
Have you provided resources for mentor(s) and resident(s) to support through the mentorship program?	Yes / No	Notes:
Have you checked in on the mentorship program and verified that resident(s) and mentor(s) are meeting regularly/meeting expectations?	Yes / No	Notes:
Have you identified individuals who the resident(s) might form a peer-mentorship with and have you connected them?	Yes / No	Notes:
Have you reached out to library leadership to begin the process of setting up a recurring meeting for the Director/Dean of the library with resident(s)?	Yes / No	Notes:
Months 4-12 of mentorship program		
Do you feel that the mentorship program is meeting expectations or the needs of the resident(s)?	Yes / No	Notes:
Have you asked the resident(s) if they have established a good relationship with your mentor?	Yes / No	Notes:
Have you asked the mentor(s) if they have established a good relationship with the	Yes / No	Notes:

resident(s)?		
Have you shared suggested topics for mentor and resident(s) to discuss during their recurring meetings?	Yes / No	Notes:
Have you helped resident(s) grow their network or shared resources for resident(s) to grow their network?	Yes / No	Notes:
Have you set up library tours or informational interviews for resident(s)?	Yes / No	Notes:
Have you connected resident(s) with leadership or assisted in setting up a time for resident(s) to meet with leadership of the library?	Yes / No	Notes:
Have you identified other leaders within your community/network to connect with resident(s)?	Yes / No	Notes:
Have you shared the progress of the mentorship program with leadership or resident(s) stakeholders?	Yes / No	Notes:
Have you checked in with both the resident(s) and mentor to check on the progress of the mentorship program?	Yes / No	Notes:
1 year into mentorship program		
Have you asked the resident(s) if they are satisfied with the mentorship program?	Yes / No	Notes:
Have you asked the mentor if they are satisfied with the mentorship program?	Yes / No	Notes:
Have you checked in on the program to ensure that expectations are being met?	Yes / No	Notes:

Have you provided a safe way for both mentor and resident(s) to provide positive and constructive feedback on the mentorship program?	Yes / No	Notes:
Have you verified that both mentor and resident(s) want to continue in the mentorship program?	Yes / No	Notes:

For Resident(s)

Mentorship Program Guidelines - Resident(s)		
0-3 months into mentorship program		
Has a formal mentor(s) been assigned to you?	Yes / No	Notes:
Were expectations of the mentorship program established/defined?	Yes / No	Notes:
Do you feel comfortable speaking with your mentor(s)?	Yes / No	Notes:
Have recurring meetings been set up for you and your mentor(s) to meet?	Yes / No	Notes:
Were you asked about topics you would like to learn more about or have you expressed topics you would like to discuss/learn more about?	Yes / No	Notes:
Has your resident coordinator(s) checked in with you about the mentorship program?	Yes / No	Notes:
Months 4-12 of mentorship program		
Do you feel that the mentorship program is meeting	Yes / No	Notes:

expectations or your needs for mentorship?		
Do you feel like you have established a good relationship with your mentor?	Yes / No	Notes:
Do you feel like you can trust your mentor and do you feel safe to confide in your mentor?	Yes / No	Notes:
Have you worked with your mentor to establish topics for recurring meetings?	Yes / No	Notes:
Have resources been provided to grow your professional network?	Yes / No	Notes:
Have you received customized career advice/counseling?	Yes / No	Notes:
Have you received customized training or support to develop your professional skills?	Yes / No	Notes:
1 year into mentorship program		
Has your mentor maintained communication as dictated by the mentorship program guidelines (outline?)	Yes / No	Notes:
Has feedback been provided in a positive and constructive manner?	Yes / No	Notes:
Have you been asked for your feedback on the mentorship program?	Yes / No	Notes:
Would you like to continue your mentorship with your mentor?	Yes / No	Notes:

For Mentor(s)

Mentorship Program Guidelines - Mentor(s)		
0-3 months into mentorship program		
Has a formal mentee been assigned to you?	Yes / No	Notes:
Were expectations of the mentorship program established/defined?	Yes / No	Notes:
Do you feel comfortable speaking with your mentee?	Yes / No	Notes:
Have you set up recurring meetings for you and your mentee to meet?	Yes / No	Notes:
Have you identified topics to discuss with your mentee or have you asked your mentee what topics they would like to discuss/learn more about?	Yes / No	Notes:
Do you feel you have clear communication with the resident(s) coordinator?	Yes / No	Notes:
Has the resident coordinator checked in with you about the mentorship program?	Yes / No	Notes:
Months 4-9 of mentorship program		
Are you meeting the expectations of the mentorship program?	Yes / No	Notes:
Do you feel like you have established a good relationship with the resident/mentee?	Yes / No	Notes:
Do you feel like the resident/mentee trusts you and feels safe to confide in you?	Yes / No	Notes:
Have you worked with your mentee to establish topics for recurring meetings?	Yes / No	Notes:

Have you provided resources to mentee to help them grow their professional network?	Yes / No	Notes:
Have you provided support or have you connected mentee with resources in the areas of career advice/counseling?	Yes / No	Notes:
Has the residency coordinator maintained contact with you?	Yes / No	Notes:
Has the resident(s) maintained consistent contact with their resident coordinator(s)?	Yes / No	Notes:
Has the resident(s) connected with library leadership including dean or director of the library?	Yes / No	Notes:
1 year into mentorship program		
Has the resident(s) expressed satisfaction with the residency program?	Yes / No	Notes:
Have you maintained communication as dictated by the mentorship program guidelines (outline?)	Yes / No	Notes:
Has feedback been provided in a positive and constructive manner?	Yes / No	Notes:
Have you been asked for your feedback on the mentorship program?	Yes / No	Notes:
Would you like to continue your mentorship with your mentee?	Yes / No	Notes:

Additional Mentorship and Leadership Development Resources

Many factors can affect a mentorship program and ultimately impact the successful pairing and development of the mentorship relationship. The resident(s) coordinator should assess the

program throughout the year and identify opportunities for improvement. However, mentorship requires participation from both the mentee and the mentor. Recognizing when the pairing or match of the mentorship program no longer benefits the mentee is essential to the program's continued development.

The following resources can be used when mentorship programs fail or if the resident(s) can benefit from additional support outside the institution.

Mentorship and Leadership Development Programs

- [American Library Association \(ALA\) Mentoring Opportunities](#). Full list of ALA divisions, round tables, and sections that offer mentorship programs.
- [ALA Emerging Leaders \(EL\) Program](#). The EL program provides leadership development designed for early career library workers from across the country to participate in problem-solving work groups, network with peers, gain an inside look into ALA structure, and have an opportunity to serve the profession in a leadership capacity.¹⁶
- [Minnesota Institute for Early Career Librarians](#). A week-long institute designed for the development of library leaders from diverse backgrounds.
- [Society of American Archivists \(SAA\) Mentoring Program](#). Connects participating archivists along shared interests, geographic location, or background.

Additional mentorship resources

- [ALA State Chapters Directory](#). Does your state library association offer a mentorship or leadership development program? If so, consider your state library association as a resource for professional and leadership development for resident(s) and mentor(s).
- [National Mentorship Resource Centers](#) offers mentoring handbooks, curricula, manuals, and other resources.

¹⁶ See The American Library Association's Emerging Leaders Program to learn more about program requirements and eligibility: <http://www.ala.org/educationcareers/leadership/emergingleaders>.

Residency Support Survey

Overview and Scope

The residency support survey is an evaluation tool to help institutions assess the level of support that the institution can or is providing for resident librarians. The dimensions of the tool is based on findings from an in-depth review of the literature. The literature indicates that the primary factors that create a supportive environment for resident librarians are mentorship, agency in selecting work experiences that support their career goals, professional development opportunities, and inclusion as a contributing member of the library's internal community.

This tool measures 4 factors - **Mentorship, Professional Development, Career Advancement** and **Inclusion**, across 4 dimensions - **Existence, Agency, Institutional Support/Funding**, and the resident librarian's **Engagement/Satisfaction**.

This tool is designed to be filled out by the resident librarian. However, institutions may choose to take the survey on behalf of the institution, modifying it to describe the perceived success across the factors and dimensions, for a useful comparison with the resident's responses. This can illustrate any gaps between perception and reality. If the institution takes this path the person completing the survey on behalf of the institution should **not** see the resident's responses prior to completing the survey.

[Link to the Survey](#)

Selected references

The tool is rooted in existing literature on residencies, from which we identified significant factors contributing to residents' success. These are:

- Opportunities for the resident to work in areas of interest, and agency in selecting these work experiences;
- Evaluation of key competencies desired by residents for career advancement, against what the institution can provide;
- Mentorship;
- Opportunities for the residents to participate in projects;
- Professional development opportunities;
- Institutional support; and
- Socialization to the profession.

Professional development, and in particular the evaluation of key competencies, was discussed in many articles as an important aspect of supporting residents. Though dated, the recommendation by Hankins et al that the hosting library should evaluate their stated promises against the resident's goals to make sure they were met by the end of the resident's term best

encapsulates this concept and remains valid.¹⁷ This concept is expanded in Hu & Patrick, who as past residents, identified that developing skills with new technologies was a professional development goal.¹⁸ In turn, their library ensured they got adequate experience and met their goals.

Similarly, Pickens & Coren advocate for sharing residents' goals widely amongst library staff to stimulate open communication and feedback.¹⁹

William Black and Joan Leyson, Tomara Taylor, and Boyd et al, all point to the challenges facing new librarians in general, and residents in particular in acculturation to the profession.²⁰ Previous research by Julie Brewer had found that residents feel included as contributing members of the library when provided opportunities for professional level work experiences, involvement in key projects and collaboration with other librarians.²¹ This finding is echoed by several scholars decades later (Daix & Epps, Dawson & Llamas, Squires).²²

In addition, mentorship emerged as a key factor in socialization to the profession, professional development and career advancement. Mentorship was a significant topic discussed by scholars, including past residents.²³ Donaldson encourages libraries to arrange meetings for

¹⁷ Sandra Rebecca Hankins, Michele Saunders, and Ping Situ, "NEW REALITIES, NEW RELATIONSHIPS: Diversity Initiatives vs. Residency Programs: Agents of Change?," *College & Research Libraries News* 64, no. 5 (May 1, 2003): 308–15, <https://doi.org/10.5860/crln.64.5.308>.

¹⁸ Sylvia S. Hu and Demetria E. Patrick, "Our Experience as Minority Residents: Benefits, Drawbacks, and Suggestions," *College & Research Libraries News* 67, no. 5 (May 1, 2006): 297–300, <https://doi.org/10.5860/crln.67.5.7620>.

¹⁹ Chanelle Pickens and Ashleigh Coren, "Diversity Residency Programs: Strategies for a Collaborative Approach to Development," *Collaborative Librarianship* 9, no. 2 (July 11, 2017), <https://digitalcommons.du.edu/collaborativelibrarianship/vol9/iss2/7>.

²⁰ William K. Black and Joan M. Leysen, "Fostering Success: The Socialization of Entry-Level Librarians in ARL Libraries," *Journal of Library Administration* 36, no. 4 (January 20, 2002): 3–27, https://doi.org/10.1300/J111v36n04_02; Tomara Taylor, "Changing the Faces of Librarianship: The Dr. Henrietta M. Smith Residency at USF," *Florida Libraries*, 48 no. 2, 2005, <http://archive.is/8hCzH>; Angela Boyd, Yolanda Blue, and Suzanne Im, "Evaluation of Academic Library Residency Programs in the United States for Librarians of Color," *College & Research Libraries* 78, no. 4 (May 4, 2017): 472, <https://doi.org/10.5860/crl.78.4.472>.

²¹ Julie Brewer, "Post-Master's Residency Programs: Enhancing the Development of New Professionals and Minority Recruitment in Academic and Research Libraries," *College & Research Libraries* 59, no. 6 (November 1, 1998): 528–37, <https://doi.org/10.5860/crl.59.6.528>.

²² Erin C. Daix and Sharon K. Epps, "The University of Delaware Library Residency Program: Two Former Residents' Perspectives", Patrick Dawson and Nerea A. Llamas "From Innovative to Controversial: The UCSB Library Fellowship", and Jan S. Squire "Way Out West: My Experience in an Academic Residency Program for Ethnic Minority Librarians in Colorado". In *Diversity in Libraries: Academic Residency Programs. Contributions in Librarianship and Information Science* edited by Raquel V. Cogell and Cindy A. Gruwell, Greenwood Publishing Group, 88 Post Rd, 2001.

²³ Laura Bayard, "Notre Dame's Librarian-in-Residence Program," *Indiana Libraries* 28, no. 2 (January 2, 2009): 16–19.9; See *The new graduate experience: Post-MLS residency programs and early career librarianship*, edited by Megan Zoe Perez and Cindy Ann Gruwell, Santa Barbara, California: Libraries Unlimited, 2011; Stinehelfer, Rachel Kuhn, and Michael A. Crumpton. "Internships, Residencies, and Fellowships: Putting Time-Limited Appointments in Succession Planning." In *Recruitment, Development, and Retention of Information Professionals: Trends in Human Resources and Knowledge Management*.

their residents with various library departments for maximum opportunity to develop formal and informal mentor-mentee relationships, as well as provide opportunities for the residents to participate in projects and work in areas of interest.²⁴

A full list of references is provided after the toolkit.

edited by Elisabeth Pankl, and Danielle Theiss-White, and Mary C. Bushing, 27-45. Hershey, PA: IGI Global, 2010.

²⁴ Katherine S Donaldson, "Recruiting Diverse Librarians: Residency Programs as an Entry Point to the Academic Librarian Profession in the United States," *IFLA World Library and Information Congress Papers*. Kuala Lumpur, Malaysia:IFLA, 2018, <http://library.ifla.org/2223/1/218-donaldson-en.pdf>.

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Further resources

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Appendix: About the authors

Mallary Rawls (she/her) is a Humanities Librarian at Florida State University. Her responsibilities include research support, library instruction, and collection development support. Mallary earned her Master of Science in Library and Information Studies from Florida State University in 2015 and is currently working on her second MA in History with a concentration on 19th Century American History. Prior to working at FSU Libraries, Mallary was a Children's Librarian at the LeRoy Collins Main Library in Tallahassee. Mallary's research interest include critical information studies, critical race theory, EDI research in librarianship, open education, critical librarianship, African American literature, American history, algorithm bias in information, Black feminist studies, and critical pedagogy.

Laura Tadena (she/her) is the Equity and Inclusion Consultant at the Texas State Library and Archives Commission in Austin, Texas. She is a former school librarian and former Diversity Resident Librarian at the University of Texas at Austin. Laura's background is in architecture and education. She specializes in addressing inequities in the built environment, creating inclusive and welcoming library spaces and services, and developing accessible and culturally competent educational opportunities. Her research interests include organizational development, equity and inclusion research in libraries and learning environments, and critical pedagogy. She holds a MLS with a School Librarian Certificate from the University of North Texas and a BS in Architecture from the University of Texas at San Antonio.

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Willa Tavernier (she/her) is Research Impact & Open Scholarship Librarian in the Scholarly Communication Department at Indiana University, Bloomington. She assists faculty and graduate students in managing their research profiles, and tracking and demonstrating the impact of their scholarly work. Willa's research is in equitable scholarly communication, specifically governance and sustainability, from the perspectives of both systems and labor. She serves on the Association of College and Research Libraries RIG (Residency Interest Group) residency and assessment teams, as well as on the NASIG Digital Preservation Committee and the Library Publishing Coalition Diversity, Equity and Inclusion Task Force. She also completed a residency at her current institution holding the position of Open Scholarship Visiting Assistant Diversity Resident Librarian from September 2018 - June 2021.

Maya Bergamasco (she/her) is a Reference Librarian and current ACRL Diversity Resident Librarian at Harvard Law School Library, where she works in the faculty services team to provide in-depth research assistance to Harvard Law School (HLS) faculty and the broader HLS community. She holds a MLIS with a focus in user services from Simmons University, where she was awarded an American Library Association (ALA) Spectrum Scholarship, and a BA in English literature and creative writing from State University of New York at Geneseo. Her research interests include critical data studies, digital humanities, and community outreach and engagement in the Asian American community.

Michelle M. Peralta (she/her) is the Resident Archivist for Yale Special Collections at Yale University. Her responsibilities include the arrangement and description of collections from across various special collection repositories. Prior to this role, she worked in public libraries and with community archives. Michelle's interests include community engagement, teaching with special collections, and addressing inequities in archival collections, services, and spaces. She holds a Master of Library and Information Science from San Jose State University, as well as a Master of Arts in history, and Bachelor of Arts in humanities from San Diego State University.

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