

Using My Experiences to Pay It Forward: From Diversity Resident to Diversity Fellowship Coordinator

Twanna Hodge

Becoming A Librarian: My Residency Backstory

When I decided to become a librarian in middle school, I did not know that my journey would lead me to this crossroad. At the same time as I am advocating for healthy resident/fellow centered library residencies/fellowships, I am critical of how these positions can be a crutch for a profession that desperately needs to diversify. When I decided to become a librarian, I did not know that my profession would be overwhelmingly white or that I would be the only one or one of few Black, Indigenous, and People of Color (BIPOC) folks in graduate school or in the workplace. I did not anticipate how much race would impact my experiences, education, and professional journey. Furthermore, when I made that decision, I did not fully understand how flawed, biased, and centered on whiteness librarianship – and in extension residencies and fellowships – would be or that "vocational awe"¹ exists. Residencies and fellowships are a Catch-22. In order to get an entry-level position, you need a year or more of "professional librarian" experience. The fact that applicants already need to have professional experience in order to get a position that will provide them professional experience is ludicrous. It discounts the many experiences and knowledge that people

¹ Fobazi Ettarh, "Vocational awe and librarianship: The lies we tell ourselves," *In the Library with the Lead Pipe*, January 10, 2018, <https://www.inthelibrarywiththeleadpipe.org/2018/vocational-awe/>.

have attained from other jobs within and outside of librarianship. Residencies and fellowships are seen as a possible solution to this, especially diversity residencies/fellowships.

This chapter provides perspectives from someone who is a past diversity resident librarian, a residency researcher, a recent diversity fellowship coordinator, and a recent diversity fellowship mentor. I will delve into the invisible/emotional labors of being the first diversity resident librarian at the University of Utah, a predominantly white medium-sized university located in the Midwest to working and forming a diversity fellowship at the State University of New York (SUNY) Upstate Medical University, a predominantly white small-sized medical university located in the Northeast. Using autoethnography as an approach to frame my experience as a diversity fellowship coordinator and how my experience as a resident informed my work as a diversity fellowship coordinator and mentor. I will offer recommendations through those lenses.

Initially, I wanted to become a librarian because I wanted to provide access to the fantastic worlds in books. In graduate school, it morphed into helping people find the right information at the right time so that it could hopefully influence their lives for the better. I was not shy about informing others of what I wanted to do, though I was reticent and shy about every other aspect of my life. My boldness and determination to become a librarian established a foundation of resilience, boundless enthusiasm, thirst for success, and solidified that failure was not an option. Growing up, most of the library staff that I encountered throughout my primary, secondary, and higher education greatly encouraged me to achieve my dream. For me, librarianship became more than just books. My interests shifted toward knowing and understanding information systems,

sharing culturally appropriate information with individuals, and then working on demolishing structures and systems that produce information poverty and inequity. It was also about empowering people to take a stake in the gathering, organization, and dissemination of their knowledge, information, and data. I did not realize how much I would have to sacrifice or endure in order to make my dream a reality or the core part that residencies and fellowships would play. In middle school, no one in my immediate family had a high school diploma, let alone a college degree, or worked in a field that required a professional degree. No one was going to sway me away from my dream despite the questions, doubt, and lack of understanding about librarianship. My path to becoming a librarian involved potholes, driving on the edge of a cliff with no guard rail, and surviving hurricanes. I embarked on this journey to become a librarian without knowing where I would end up. I was determined to succeed, and my residency contributed significantly to my development as an academic librarian.

My introduction to academic libraries began when I worked as a student worker at the Ralph M. Paiewonsky Library at the University of the Virgin Islands, St. Thomas campus. During this time, I built a support system of public, school, and academic library workers and gained amazing mentors. One, in particular, had recently graduated from library school. They were new to their role, but they allowed me to conduct an informational interview. That interview morphed into a mentoring relationship that aided me in figuring out which area and specialization of librarianship I was interested in pursuing. They informed me about the iSchool Inclusion Institute (i3)² and helped me to apply in 2011. I was accepted to the i3 program, which provided critical support for

² "About," iSchool Inclusion Institute, accessed March 10, 2021, <http://www.i3-inclusion.org/about/>.

gaining research experience, greater insight into the information sciences and the graduate school application process, and access to iSchool recruiters. This is where I met the Diversity Adviser for the Information School at the University of Washington, Cynthia del Rosario, who provided information, insights, and connections. I graduated with a BA in Humanities in the spring of 2013 and I left St. Thomas to attend graduate school at the University of Washington in Seattle as an American Library Association (ALA) Spectrum Scholar³. During my time in graduate school, where I was 1 of 3 Black students in my residential cohort of over 60 students, I learned about the core concepts of librarianship and gained a crash course education on being Black in America.

During the job-hunting phase, a friend sent me the job announcement for the Diversity Resident Librarian position at the University of Utah. At that time, I had only known about the North Carolina State University Libraries Fellows program but did not know much about residencies or fellowships outside of that. That quickly changed as I began to apply for residencies and entry-level positions. All the jobs that I applied to (including residencies and fellowships) from fall 2014 to spring 2015 included a cover letter and curriculum vitae that many folks assisted me with. After submitting my application to the University of Utah, I was invited to complete a phone interview and then an on-site interview. When I received an offer of employment, I said yes because the residency would allow me to fulfill my goal of graduating with a job in hand and achieve my dream of becoming a librarian. It also seemed that was all I could get at the time. I felt like I was never good enough for a traditional full-time entry-level librarian job. I felt like the runner up, but never first place. This is not to shine a negative light on

³ "Spectrum Scholarship Program," American Library Association, accessed March 29, 2017, <http://www.ala.org/advocacy/spectrum>.

residencies or imply that residencies are less than other positions or jobs. One month after I walked across the stage to receive my master's degree in Library and Information Science, I started as the first Diversity Resident Librarian at the University of Utah in Salt Lake City, UT.

My Experience as the First Diversity Resident Librarian at University of Utah

As an Afro-Caribbean, Black, First-Generation American, First-Generation College Graduate, cisgender woman, my experiences were professional achievements, gaining useful knowledge and skills, and working with likeminded and amazing individuals. My experience was also one of isolation, tokenization, and enduring “cultural taxation”⁴ while navigating a historically and traditionally predominantly white institution (PWI) in my first professional position in a newly established residency as the only Black librarian at the J. Willard Marriott Library. Being from the United States Virgin Islands, it was a weird experience to be either the darkest one in the room, the only person of color, the only Black person, or one of few. I am used to seeing different skin tones and hearing many accents, dialects, and more. I was used to being different for the things I chose and was interested in and not due to my race, accent, and more. I was an outsider, an “other”, and different based on social constructs and things outside of my control that I learned very quickly were not prized, not accepted, and barely tolerated. There was not much in the local community that was culturally validating, but

⁴ Amado M. Padilla, "Research news and comment: Ethnic minority scholars; research, and mentoring: Current and future issues," *Educational Researcher* 23, no. 4 (1994): 24-27.

that is to be expected. I was determined to be successful. I also wanted to build a community for similar folks in the area, supporting folks in their journey just as they are supporting me, lastly, knowing my development is connected to their development. I could do anything for two years, which was my thought and driving force. I would show everyone that whoever had this position would be grateful and prove that they would do everything in their power to be successful.

By the end of my first year, I had presented at over five conferences, served on several library, campus-wide, and national committees, completed rotations in multiple departments, and more. My residency built the foundation that I now stand steady on. The skills, connections, and experiences gained allowed me to establish myself as a researcher and gain expertise on concepts such as implicit biases and cultural humility. I learned how to craft and submit conference proposals, how to present to different audiences on different topics, how to interact with others (cross race, generation, abilities, religious affiliations, political standpoints and more). I strengthened my skills in time and project management, liaison librarianship, outreach, and teaching. Most importantly, I gained valuable insight into the life and career of a tenure-track librarian. The Association of College and Research Libraries (ACRL) Residency Interest Group (RIG)⁵ provided a cohort-like experience for me through my involvement with the Web Team, as it was formerly known. I connected with other residents, developed bonds, and gained familiarity with WordPress and social media platforms, which I later used to benefit me tremendously in my career.

⁵ "About Us," ACRL Residency Interest Group, accessed March 10, 2021, <https://acrl.ala.org/residency/residents-2/>.

The goal of the J. Willard Marriott Library residency was to support new librarians from traditionally underrepresented groups. The residency outcomes included wanting to learn innovative ideas and practices from a resident who had recently been to library school and improving the library's organizational flexibility by encouraging cross-departmental projects. It was a two-year residency, rotation-based, with a capstone component. I was a resident from July 2015 to July 2016. My home department was Faculty Services. As the inaugural resident librarian, I was continually educating people about library residencies, inside and outside of the libraries, and explaining that I was not an "intern"⁶ or a graduate student worker. In a year, I rotated through four departments and completed projects within each of them: Information Technology and Digital Library Services, Collections and Scholarly Communication, Research and User Services, Special Collections. I had a resident coordinator/supervisor, assigned mentor, and rotation/project coordinators. There was a checklist created to help me acclimate and socialize. I visited the museums and other libraries and met with relevant individuals and departments across campus and in the community. I was given professional development support to attend conferences locally, regionally, and nationally. There were 30-day, 60-day, and 90-day check-ins, and rotation interviews. The goals were met, and outcomes were fulfilled with several adjustments as needed. I learned a tremendous amount during the residency, especially about myself.

Navigating authenticity was difficult for me because I was still figuring out who I was and what I stood for. At that time, I did not realize that I was engaging in

⁶ Jason K. Alston, "Interns or Professionals? A Common Misnomer Applied to Diversity Resident Librarians Can Potentially Degrade and Divide," in *Where are the Librarians of Color? The Experiences of People of Color in Academia*, eds. Rebecca Hankins and Miguel Juarez (Sacramento, CA: Library Juice Press, 2018), 71-94.

deauthentication and monitoring how I moved and interacted with folks.

"Deauthentication is a cognitive process to prepare for or navigate predominantly White workplace environments. This process results in decisions that hide or reduce aspects of (1) the influence of ethnic, racial, or cultural identities...Deauthentication decisions are made to avoid macro- or microaggressions, shaming, incivility, punishment, or retaliation, and these decisions ultimately create barriers to sharing whole selves with colleagues and/or clients."⁷ I was dedicated to making myself more palatable and acceptable for standards based on whiteness. I define authenticity as bringing who you are without fear of reprisal, judgment, or assimilation. I was not my authentic self. I code-switched and agonized about what I wore, how I was perceived, what my body language communicated, if my interests were acceptable, if I was good enough to fit in, and what parts of my life were acceptable to share. I was especially self-conscious about my hair. Was my hair too kinky or too unprofessional? I was always policing myself, which are examples of de-authentication. That is what I was trained to do. In academic spaces, those who are different are expected to conform to the norms, traditions, behaviors, and attitudes of white, heteronormative, cisgender, able-bodied, elitist males. I was trying to thrive in a space that was never created for me. The system and structures in place were doing what they were intended to do: I was made to feel and be seen as less than, while experiencing double consciousness⁸. I didn't realize most of this as I was going through my time there. My focus was on showing the library

⁷ Kaetrena Davis Kendrick, and Ione T. Damasco, "Low Morale in Ethnic and Racial Minority Academic Librarians: An Experiential Study," *Library Trends* 68, no. 2 (2019): 194.

⁸ John P. Pittman, "Double Consciousness," *The Stanford Encyclopedia of Philosophy* (Summer 2016 Edition), Edward N. Zalta (ed.), accessed March 10, 2021, <https://plato.stanford.edu/archives/sum2016/entries/double-consciousness/>.

how anyone would greatly appreciate this opportunity and make the best of it. In one year, I felt like I did two years' worth of work. When people ask about my experiences in Utah, I sum it up in these words: It was great for me professionally, but not personally. "Racial battle fatigue (RBF) is likely to occur when a person of color reacts to the disturbing conditions in dealing with racism in their everyday work life. RBF is also the physical, mental, and emotional manifestation of racial microaggressions,"⁹ stereotype threat, cultural taxation, and emotional labor are tolls that I underwent. It seems like the more time I spent on the mainland, the more indoctrinated I was getting and further adopting "white supremacy characteristics such as perfectionism, sense of urgency, quantity over quality,"¹⁰ and more.

I did not know how quite to put what I felt into words then, nor did I have the vocabulary that I do now. I wish to offer a few pieces of advice for residents/fellows. Not every experience is the same, but there are commonalities and lessons to be learned. Figure out what you need from a place/institution in order to get it and move on to what is best for you. You need to assess and identify what skills and experiences you want to obtain and then what the residency/fellowship can realistically help you with. Create a support system that will aid in sustaining you (professionally, personally, and mentally), which you can start doing with other residents/fellows located in the area, state, or nationally. The ACRL RIG can assist with this. Remember that you deserve a place that is worthy of your talents, intellect, energy, and passion. A key question (that I gained

⁹ Renate L. Chancellor, "Racial Battle Fatigue: The Unspoken Burden of Black Women Faculty in LIS," *Journal of Education for Library and Information Science* 60, no. 3 (2019): 184.

¹⁰ Tema Okun, "White Supremacy Culture," *Dismantling Racism: A Workbook for Social Change Groups*, Durham, NC: Change Work, http://www.dismantlingracism.org/Dismantling_Racism/liNKs_files/whitesupcul09.pdf.

from a mentor) to ask yourself before making any major decision is, "How does this choice improve your quality of life?" This question helped me make the decision to accept a new job. Ask yourself, what do you need to do in order to be successful? The conclusions I have drawn from this experience are that residencies should benefit the resident, and fellowships should benefit the fellow. They should be the primary focus when designing, implementing, and assessing the outcomes of the programs. The impact should be focused on the resident or fellow, not on the institution.

I left my residency a year earlier to accept a position as the Collection Development and Information Literacy Librarian at the University of the Virgin Islands, St. Thomas. I was the subject liaison for the School of Nursing and College of Science and Mathematics. While employed, I taught many library instruction sessions for undergraduate students, led the Standardized Assessment of Information Literacy Skills testing of university seniors, organized and led the inclusion of open access and open educational resources, and continued my involvement in ACRL RIG and other committees. Within 14 months on the job, I left to accept a new position in Upstate New York.

My Experience as the First Diversity Fellowship Coordinator and Fellowship Mentor at State University of New York (SUNY) Upstate Medical University Health Sciences Library (HSL)

In March 2018, I started my position as an Academic/Research Librarian and was almost immediately on the search committee and developing the fellowship's infrastructure and foundation. This was due to my past experiences as a diversity resident and continued involvement with ACRL RIG, and that residencies and

fellowships were a part of my research interests. I was the only full-time Black employee and the only Black tenure-track library faculty. I was the liaison for the College of Graduate Studies supporting only graduate students. I considered myself an accidental health sciences librarian due to my first time working at a medical university in a health sciences library. It wasn't in any of my plans to become a health sciences librarian nor did I take classes in graduate school that would've greatly helped me in this job. I had to adjust to a new geographic location, librarianship specialization, and to working at a medical university.

As a coordinator my responsibility was dealing with the maintenance of fellowship infrastructure. I would serve "as the point person throughout the planning and development of the fellowship, which included coordinating the onboarding of the fellow, scheduling all the components of a fellowship for the first year, arranging tours, workshops, or introductions to other library professionals, and more"¹¹. A binder was created and given to the fellow that provided a calendar/outline of their first year, the completed functional area forms, general information about residencies, and health sciences content. I had my own binder where I included information that a coordinator and mentor would need to know in order to provide updates and tracked the progress of the fellow and the fellowship.

The first search committee consisted of myself, the Library Director, the Director of the Civic Engagement Center, and the Chief Diversity Officer. We struggled with how to breakdown how much we wanted the fellow to aid us and how much we wanted to be able to help the fellow. The screening and interview process involved submitting a

¹¹ Lorelei Rutledge, Jay L. Colbert, Anastasia Chiu, and Jason K. Alston, *Developing a Residency Program: a Practical Guide for Librarians* (Lanham, MD: Rowman & Littlefield, 2019), 54-55.

CV/resume and cover letter, answering structured phone and on-site interview questions, along with a prompt for a required presentation. The job posting was shared on the Black Caucus of American Library Association (BCALA), ACRL RIG, ALA Spectrum Scholar, Association of Research Libraries listservs/distribution lists and more. At a minimum, three search committee members had to be in attendance for the phone and on-site interviews. I made a conscious decision not to be the supervisor due to my lack of supervisory experience, newness to Upstate and the health sciences library, and the immense undertaking it would involve.

Within four months of my employment, the first Librarian and Diversity Fellow started. Thus, began my second role as their mentor, “helping the fellow understand the structure and culture of the library and serving as an additional resource to the fellow’s supervisor”.¹² I had regular meetings with the fellow, assisted with crafting conference proposals, revised travel grant essays, and provided editing assistance for cover letters and their curriculum vitae, and much more. I wished that I would have had a year or two to put structures in place that would have greatly contributed to ensuring a successful fellowship for all. It would have included me learning and deeply understanding the library’s organizational culture, the politics, and priorities, educating library staff about residencies/fellowships as well as establishing more champions. Unexpected funding from the University spurred what was a pitch for a library fellowship into reality almost instantaneously. After the Librarian and Diversity Fellow left for a new job after ten months, it was decided that the fellowship would not be rotation-based due to the

¹² Rutledge, *Developing a Residency Program: a Practical Guide for Librarians*, 56.

difficulty of providing projects that could be completed within a few months that would offer impactful and productive work experiences.

Diversity Fellowship Coordinator and Mentor Experiences & Reflections

Even with my previous experience, knowledge, and exposure to and work with residencies, I felt woefully unprepared to be crafting and implementing a fellowship. As a new employee, I was unfamiliar with Syracuse, the university, the library, and its organizational culture. I did not have enough time to assess the readiness and feasibility of the institution hosting a fellowship. I interviewed other current and previous residents and fellows, coordinators, and mentors to glean insights from their experiences and get advice and wisdom. Each residency/fellowship is different based on the library, the institution, the geographic area, the structure of the program, and ultimately the person hired into that resident/fellow role. I wanted to ensure that I would be as thoroughly prepared as I could be under those circumstances. I was working towards having an evidenced-based fellowship. “An evidence-based residency is using the best available evidence to guide the creation, implementation, duration and assessment of the residency. It is also the conscientious, strategic, intentional and reasonable use of high-quality resources in making decisions about a residency/fellowship.”¹³

¹³ Twanna Hodge, Jamia Williams, and Sheila Garcia, “Mentorship Beyond Spectrum: Leveraging Connections from the Spectrum Scholarship Program for Professional and Personal Development,” panel presented at the 2019 Library Diversity and Residency Studies Conference, Greensboro, North Carolina, August 2019.

Over 30% of my work time went towards the fellowship. I was deeply committed to the fellow's success and growth. The lines blurred between being a coordinator and mentor, and at times I was doing supervisory duties as well. I remember clearly in one meeting that I had to use both hats: coordinator and mentor. It was an interesting experience. There were times that I felt that I was not doing either role particularly well or giving the fellow the due attention they needed. That is one of the reasons why a single person should not take on more than one role. If complications arise with the supervisor or coordinator, and they are the same person, it puts the fellow/resident in a challenging and uncomfortable position. Each role comes with power, responsibility, and accountability. In my roles, there were many times I drew on my experiences as a resident, from being mentored, and from being supervised by the coordinator of my fellowship. I also utilized the information I gained from other fellows/residents and the library literature. I invested and brought my whole self to the fellowship and when I engaged with the fellow. I was open-minded, honest, responsive, and caring. I shared my resources, connections, and ultimately provided consistent evidence of my commitment to their goals and development.

Library residencies/fellowships are meant to provide a more significant foundation for early-career librarians or librarians who want to gain specialized experience. They are unique in that they focus on not just the growth and development of the resident/fellow, but also emphasize that residents/fellows arrive with existing experience and skills that can contribute to completing projects, tasks, and achieving the goals. At the bare minimum, coordinators should discuss frequency and preferred ways of communicating, explain the reporting structure, administrative minutiae,

bureaucracy; the day-to-day things that an employee needs to know to succeed in a new job. As a supervisor, your role is critical and should not be done haphazardly or lightly. My advice for new coordinators is to reach out to other coordinators to form a coordinator network, familiarize yourself with the history, structure, and impact of residencies/fellowships, understand your role, and gain assistance as needed. My advice for new mentors: you have more to contribute than you think! Utilize your connections and network to introduce your resident/fellow to new people and opportunities, and block off time in your schedule to meet with your resident/fellow so you are not neglectful. There are many ways to learn how to be an effective mentor. It is a respectful, mutually beneficial relationship that thrives on communication, being open-minded, building trust, and aiding them in their professional (and sometimes personal growth). Some factors influence a mentoring relationship, such as age, race, marital status, upbringing, role in the organization, and more.

Best Practices and Recommendations

Starting a Program: Preliminary Work

- What is the purpose of creating a fellowship/residency?
- Survey the climate of the unit, department, library, institution, and surrounding community
 - Are there support systems readily available? Are you aware of them?
 - Are there affinity groups?
 - Are there employee resource groups?

- Does your institution regularly hire, employ, and support early-career librarians? If not, how will you prepare your institution?
- Do your research
 - Conduct an environmental scan of current residencies/fellowships
 - Interview current and past residents/fellows, supervisors, coordinators, etc.
 - Develop an evidenced-based residency based on your context.
- Involve different stakeholders from the ideation stage
 - Internal to the library including staff and students
 - External to the library including key departments, individuals, etc. that would be future collaborators

Crafting a Fellowship

- Take care and being intentional in crafting the job description – avoid “good cultural fit”¹⁴ and looking for the unicorn
- How does the fellowship fit in the organizational chart?
- Ensure that the coordinator, supervisor, and mentor are not new to the organization
- Ensure that it is not the first time the supervisor, coordinator, or mentor are in those roles
 - Be careful about who will fill those position

¹⁴ Sojourna Cunningham, Samantha Guss, and Jennifer Stout, "Challenging the 'Good Fit' Narrative: Creating Inclusive Recruitment Practices in Academic Libraries," paper presented at the ACRL Conference, Cleveland, OH, April 2019, <http://www.ala.org/acrl/sites/ala.org.acrl/files/content/conferences/confsandpreconfs/2019/ChallengingtheGoodFitNarrative.pdf>.

- Consider compensation (release time, negotiate workload, stipend)
 - How will they be supported to ensure their success?
- Do not have someone in a senior leadership position be the supervisor or coordinator (e.g. associate dean or director) due to higher likelihood of hyper surveillance, power imbalances, and demanding schedules that prevent adequate supervision
- Decide if it will be rotation-based or a specialization-based fellowship/residency early on and know the pros and cons of each
- Create a list of other folks with similar positions that are locally/regionally located to reach out to in order to develop a cohort-like experience
- Educate library employees about residencies/fellowships, library rationale, and the structure
 - Allow time for feedback and do this before the fellow arrives
- Develop a primer so that an interested person can learn about library residencies/fellowships
- Ensure that their (visible or invisible) identities are supported and celebrated
- Provide trainings on emotional intelligence, conflict resolution, cross-cultural, racial, generational supervising and mentoring
- Identify and use best practices for retaining BIPOC and/or underrepresented employees
 - Create or update retention policies
- Determine the sustainability of the fellowship

- How will the fellowship be funded beyond one or two iterations? How will it continue beyond two or three champions?
- Create an onboarding plan
- Create a packet with suggestions for people to meet, organizations to join, and places to visit
- Decide what documents or tools you will use for assessment- formative, cumulative, and longitudinal assessment over time

During the Fellowship

- For onboarding/orientation, provide knowledge about library residencies and fellowships, the fellow's role and duties, expectations, and priorities
- Schedule semi-frequent informal check-ins in the beginning
 - Try not to be overbearing or make them feel as though they are under constant surveillance
- Schedule formal check-ins at the one-month, three-month, six-month, and one-year mark
 - The check-ins can be with the fellow and coordinator, coordinator and supervisor, or all three as needed
- Introduce the fellow to relevant individuals and groups in the libraries and institution
- Identify and provide experiences in alignment with their day-to-day job responsibilities
- Engage in conversations about professional growth and engagement
- Center the fellow/resident and their interests

- Address problems as they arise
- Be conscious of the power dynamics and redress them whenever possible

Concluding a Fellowship

- Schedule and conduct final evaluations and closing meetings with the coordinator, supervisor, mentor, and fellow
 - Be able to answer the question: Was this a successful residency/fellowship?
- Ask the resident if they are willing to mentor or be contacted for follow-up and further evaluations
- Create a collection of the fellow's projects and deliverables in the library's digital repository or internal records, if practical

General

- Reach out to the fellow(s) after 6 months or a year to gain information about the usefulness of their fellowship
- Have a structure that allows for deviation and adaptability to the current climate and unique opportunities
- Avoid building the fellowship around one or two champions so that the success or failure of the program is not dependent on one person and allows for greater involvement from more people

No matter what your role in the residency/fellowship, understand that your responsibility is to ensure the growth and development of the resident/fellow.

Conclusion

What is the future of residencies/fellowships? They have been around for decades since the 1960s, but they are not meant to be permanent. They are a stopgap, a temporary measure until a different structural measure could be implemented. Change needs to happen continuously in order to retain and recruit folks and address the abusive, dysfunctional, toxic, hostile, dangerous, and inhospitable places that residents/fellows find themselves. There needs to be a partnership with library schools and libraries to focus on more than just diversity statements or paragraphs in job postings encouraging BIPOC folks and underrepresented or excluded groups to apply; those are low hanging fruit. Focus on traditionally underrepresented library staff who are interested in a career in librarianship and critically analyze your recruitment and hiring processes. Audit your institution to see if it is a brave, safe or comfortable place for folks of one or several marginalized, intersecting identities to thrive there. Understand the historical and current social, political and economic environments, cultural/structural/systematic barriers and inequities that exist to keep power, privilege, and class functioning as it has been set up for centuries to do. It is our responsibility to create an inclusive, welcoming, and healthy environment. That starts with us. We need to fail forward, there's no opting-out, and it is our responsibility to create and support work environments where library workers, including residents and fellows, can thrive and not just survive. I am paying it forward, and I hope that you will do the same.

Bibliography

"About." iSchool Inclusion Institute. Accessed on March 10, 2021. <http://www.i3-inclusion.org/about/>.

"About Us". Residency Interest Group. Accessed on March 10, 2021. <https://acrl.ala.org/residency/residents-2/>

Alston, Jason K. "Interns or Professionals? A Common Misnomer Applied to Diversity Resident Librarians Can Potentially Degrade and Divide." In *Where are the Librarians of Color? The Experiences of People of Color in Academia*, edited by Rebecca Hankins and Miguel Juarez, 71-94. Sacramento, CA: Library Juice Press, 2018.

Chancellor, Renate L. "Racial Battle Fatigue: The Unspoken Burden of Black Women Faculty in LIS." *Journal of Education for Library and Information Science* 60, no. 3 (2019): 182-189.

Cunningham, Sojourna, Samantha Guss, and Jennifer Stout. "Challenging the 'Good Fit' Narrative: Creating Inclusive Recruitment Practices in Academic Libraries." Paper presented at the ACRL Conference, Cleveland, OH, April 2019. <http://www.ala.org/acrl/sites/ala.org.acrl/files/content/conferences/confsandpreconfs/2019/ChallengingtheGoodFitNarrative.pdf>.

Ettarh, Fobazi. "Vocational Awe and Librarianship: The Lies We Tell Ourselves." *In the Library with the Lead Pipe*. January 10, 2018. <http://www.inthelibrarywiththeleadpipe.org/2018/vocational-awe/>.

Hodge, Twanna, Jamia Williams, & Sheila Garcia. "Mentorship Beyond Spectrum: Leveraging Connections from the Spectrum Scholarship Program for Professional and Personal Development." Panel presented at the 2019 Library Diversity and Residency Studies Conference, Greensboro, North Carolina, August 2019.

Kendrick, Kaetrena Davis, and Ione T. Damasco. "Low morale in Ethnic and Racial Minority Academic Librarians: An Experiential Study." *Library Trends* 68, no. 2 (2019): 174-212.

Padilla, Amado M. "Research News and Comment: Ethnic Minority Scholars; Research, and Mentoring: Current and Future Issues." *Educational Researcher* 23, no. 4 (1994): 24-27.

Pittman, John P. "Double Consciousness." The Stanford Encyclopedia of Philosophy (Summer 2016 Edition). Edward N. Zalta (ed.) Accessed March 10, 2021.
<https://plato.stanford.edu/archives/sum2016/entries/double-consciousness/>.

Okun, Tema. "White Supremacy Culture." Dismantling Racism: A Workbook for Social Change Groups, Durham, NC: Change Work.
http://www.dismantlingracism.org/Dismantling_Racism/liNKs_files/whitesupcul09.pdf.

Rutledge, Lorelei, Jay L. Colbert, Anastasia Chiu, and Jason K. Alston. *Developing a Residency Program: A Practical Guide for Librarians*. Lanham, MD: Rowman & Littlefield, 2019.

"Spectrum Scholarship Program". American Library Association. March 29, 2017.

<http://www.ala.org/advocacy/spectrum>.