Black and Brown at Blue and Gold: Two Notre Dame Experiences as Resident Librarians

Naomi Bishop and Kai Alexis Smith

Introduction

University of Notre Dame President Emeritus Reverend Theodore M. Hesburgh envisioned the "... Memorial Library literally to stand for the future of Notre Dame as a place of unmatched intellectual achievement, free inquiry, and providential contributions to mankind. Let the Library be a place on this campus where that hunger for truth will keep getting stronger, supporting freedom and justice around the world, inspiring excellence, and prodding us to bigger dreams."[1] These words are etched into the walls of Hesburgh Library and are daily reminders to the users and employees of this vision that positions the libraries with a responsibility to social justice and academic excellence. As a part of a shared commitment to creating a more diverse and inclusive culture within the library profession, Hesburgh Libraries and the Kresge Law Library created the Librarian-in-Residence Program at the University of Notre Dame (ND).

Many residency programs are structured by themes that support trends in the profession. This two-year appointment provides early career librarians part of a marginalized racial, ethnic, gender, religious, or other traditionally underrepresented

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group the opportunity for professional-level immersive experiences within a specialized environment. Professional development funding supports learning, networking, and career engagement at the national level.

This book chapter describes the experiences of two Librarian-in-Residence program alumni, Naomi Bishop and Kai Alexis Smith. Bishop participated in the program from 2010-2012 designed around Science Technology Engineering and Math (STEM) and Smith participated from 2014-2016 and her residency emphasized arts and architecture. They discuss the strengths and weaknesses of the program, a resident-led assessment survey of previous residents, the opportunities for career development, and the overall impact of the program on their careers.

Literature Review

Academic diversity residency programs were defined in 1992 by the Association for Library & Information Science Education as a "post-degree work experience designed as an entry-level program for professionals who have recently received a graduate degree."[2] These residencies grew out of post masters work experience programs, in the 1940s[3] and the first residency program started in 1984.[4] In the 80s, these internship programs evolved into minority or diversity residencies, which became programs that fulfill academic and research institutions' affirmative

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[2] Mary Abler, "Library Residency Programs 101," Residency Interest Group – An Interest Group of the Association of College and Research Libraries, December 12, 2014, https://acrl.ala.org/residency/library-residency-programs-101/.

[3] Julie Brewer, "Post-Master's Residency Programs: Enhancing the Development of New Professionals and Minority Recruitment in Academic and Research Libraries," *College & Research Libraries* 58, no. 6 (1997): 528. https://doi.org/10.5860/crl.58.6.528.

[4] Laura Bayard, "Notre Dame's Librarian-in-Residence Program," *Indiana Libraries* 28, no. 2 (2009): 16

action initiatives. Half the diversity residency programs in the United States were formed between 1995 and 2000 and there were about 20 programs created during that time frame. Currently, there are over 40 active library residency programs.[5]

Twelve percent of the profession, a number that has made small gains in the last decade from ten percent is comprised of librarians that identify with racial and ethnic minorities.[6] Specialized areas of librarianship have not grown any more ethnically diverse than the traditionally white, male-dominated professions librarians support such as law, architecture and engineering.[7] While residencies and diversity programs are well documented,[8] there are few accounts in library literature that document academic resident librarians experiences in law,[9] STEM, and arts and architecture librarianship and there are no known independent diversity residency

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[5] Raquel V. Cogell and Cindy A. Gruwell, *Diversity in Libraries: Academic Residency Programs. Contributions in Librarianship and Information Science, no. 94.* (Westport, Conn: Greenwood Press, 2001), xv; "Programs," Residency Interest Group – An Interest Group of the Association of College and Research Libraries, accessed February 2, 2020, https://acrl.ala.org/residency/programs/.

[6] "Diversity Counts," American Library Association, March 29, 2007, http://www.ala.org/aboutala/offices/diversity/diversitycounts/divcounts. 11 percent in 2000 to 12 percent in 2009-2010 – in the percentage of racial and ethnic minorities working as credentialed librarians in the nation's public, academic and school libraries.

[7] Joan Howland, "Beyond Recruitment: Retention and Promotion Strategies to Ensure Diversity and Success." *Library Administration and Management 13*, no. 1 (1999): 5.

[8] Chanelle Pickens and Ashleigh D. Coren, "Diversity Residency Programs: Strategies for a Collaborative Approach to Development," *Collaborative Librarianship* 9, no. 2 (2017): 104-108, https://digitalcommons.du.edu/collaborativelibrarianship/vol9/iss2/7; 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 (2017): 472-511, https://doi.org/10.5860/crl.78.4.472; Sojourna J. Cunningham and Kai A. Smith, "Five In Two: Dispatches from Residencies on Creating Sustainable Programs," poster presented at the ACRL 2015 Conference, Portland, OR, March 26, 2015.

[9] Felicia A. Smith, *Cybrarian Extraordinaire: Compelling Information Literacy Instruction* (Santa Barbara, California: Libraries Unlimited, 2011), 8.

programs for these areas like there are for music[10] and medical librarianship.[11] In lieu

of a second Master's degree in the subject area, librarians looking to specialize in

these fields are expected to complete unpaid internships, which are one of the

socioeconomic barriers in place that prevent entry into these specialized areas,

especially for Black Indigenous, and People of Color (BIPOCs).

The *Census of Art Information Professionals: Preliminary Report of Findings*

reports 89% of Art Librarian professionals identify as white.[12] This is not surprising in

the context of the broader statistics of the profession. In the late 1800s, it was

common practice for art academic and research library positions to be filled by the

spouses of faculty,[13] especially if they had art experience or undergraduate degrees

in art history. Many of these positions were part time and poorly compensated.

There are always exceptions that prove the rule. The first black woman art

librarian Bella De Costa Green was the director of a major art research institution,

The Pierpont Morgan Library.[14] While Green was successful in art librarianship,

BIPOCs still struggle to enter the profession because of systemic institutional racism,

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[10] "ARL/MLA Diversity & Inclusion Initiative," Music Library Association (MLA), accessed March 3, 2020, https://www.musiclibraryassoc.org/page/ARLMLADiversity.

[11] Carol S. Scherrer, "Evaluating a Health Sciences Library Residency Program: What Have We learned?" *Journal of the Medical Library Association* 98, no. 4 (2010): 300–02, https://doi.org/10.3163/1536-5050.98.4.006.

[12] Stacy Brinkman, "Census of Art Information Professionals: Preliminary Report of Findings," Art Libraries Society of North America, February 21, 2017, https://www.arlisna.org/images/researchreports/Census_PreliminaryResultReport_Feb212017.pdf.

[13] Londa Schiebinger, Andrea Davies Henderson, and Shannon K Gilmartin, *Dual-Career Academic Couples: What Universities Need to Know* (Stanford, CA: Michelle R. Clayman Institute for Gender Research, Stanford University, 2008). https://gender.stanford.edu/sites/g/files/sbiybj5961/f/publications/dualcareerfinal_0.pdf.

[14] Heidi Ardizzone, *An Illuminated Life: Bella da Costa Greene's Journey from Prejudice to Privilege* (New York: W.W. Norton & Co., 2007).

economic barriers, and conscious and unconscious bias. Economic barriers include consistently low pay for museum and library professionals,[15] the expectation of two master's degrees, and unpaid internships. While these issues are evident in other specialized areas of the library profession, these subject specialists can certainly contribute to change and help make the profession more diverse, inclusive, and equitable. The art and architecture library profession has made small steps towards progress and both BIPOCs and anti-racist and anti-oppression art librarians have been vocal about the diversity and economic barriers in the profession through professional organizations. However, there has been no measurable efforts to use the systems in place to dismantle barriers and to restructure the pathways into the art and architecture librarian profession.

A nontraditional way BIPOCs can enter specialized subject areas of librarianship is by taking advantage of opportunities that can help circumvent socioeconomic barriers. These kinds of programs provide paid internships like the Art Librarian's Society of North America (ARLIS/NA)'s Wolfgang Freitag internship award and ARL diversity programs. Diversity Residency programs also provide an opportunity for BIPOCs to build a foundation of skill sets that help them become more competitive on the job market.

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[15] Elizabeth Merritt, "Unsafe Ideas: Building Museum Worker Solidarity for Social Justice," American Alliance of Museums, June 2, 2015, https://www.aam-us.org/2015/06/02/unsafe-ideas-building-museum-worker-solidarity-for-social-justice/; Museum workers speak, "Museum Workers Speak – Home," accessed February 2, 2020, http://museumworkersspeak.weebly.com/; Sarah Erdman, Claudia Ocello, Dawn Estabrooks Salerno, and Marieke Van Damme, "Leaving the Museum Field," American Alliance of Museums, September 22, 2017, https://www.aam-us.org/2017/09/22/leaving-the-museum-field/.

Underrepresented communities in STEM librarianship remain low.[16] Not only does a more ethnically and culturally diverse STEM workforce benefit users, but also, it helps STEM faculty see underrepresented users' unique needs. Representation matters in STEM Librarianship and it is important for students of color to see themselves and their experiences reflected in the field. STEM librarians without a STEM degree "bring a unique perspective and other strengths to their position[s]."[17] These librarian positions traditionally do require a second degree in science, but not all science engineering librarians have science or engineering degrees.[18]

Formal and informal mentors[19] help residents adapt to the academic environment, organizational structure, library/workplace culture, and manage low morale, isolation, and imposter syndrome.[20] Tomaro Taylor wrote about the importance of a structured mentorship in residencies, "The mentor is there to provide

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[16] Mark D. Winston, "Academic Science and Engineering Librarians: A Research Study of Demographics, Educational Backgrounds, and Professional Activities," *Science & Technology Libraries* 19, no. 2 (December 2000): 3–24, https://doi.org/10.1300/J122v19n02_02.

[17] Donna M. Beck and Rachel Callison, "Becoming a Science Librarian: Accident, Serendipity, or Purposeful Plan?" *Science & Technology Libraries* 27, no. 1–2 (May 1, 2006): 94, https://doi.org/10.1300/J122v27n01_06.

[18] Pali U. Kuruppu, "Recruitment of Science and Technology Librarians: A Review," *Science & Technology Libraries* 27, no. 1–2 (2006): 35, https://doi.org/10.1300/J122v27n01_03.

[19] Ione T. Damasco and Dracine Hodges, "Tenure and Promotion Experiences of Academic Librarians of Color," *College & Research Libraries* 73, no. 3 (2012): 286-287, https://doi.org/10.5860/crl-244.

[20] Tomaro Taylor, "Changing the Faces of Librarianship: The Dr. Henrietta M. Smith Residency at USF," *Florida Libraries* 48, no. 2 (2005): 12; Damasco and Hodges, "Tenure and Promotion Experiences"; Trevar Riley-Reid, "Breaking Down Barriers: Making It Easier for Academic Librarians of Color to Stay," *The Journal of Academic Librarianship* 43, no. 5 (September 2017): 392–96, https://doi.org/10.1016/j.acalib.2017.06.017; Camila A. Alire, "Diversity and Leadership: The Color of Leadership," *Journal of Library Administration* 32, no. 3–4 (2001): 99–114, https://doi.org/10.1300/J111v32n03_07; Kaetrena Davis Kendrick, "The Low Morale Experience of Academic Librarians: A Phenomenological Study," *Journal of Library Administration* 57, no. 8 (2017): 846–78, https://doi.org/10.1080/01930826.2017.1368325.

direction for the resident and also to make certain that he or she is engaged in a number of career-related experiences that will facilitate professional growth and development over the course of the residency."[21] While mentorship is critical, leadership development and career growth are also important. When library leadership invests in residency programs, beyond the rotations and projects, resident development should include support in effectively networking, role modeling, and building professional relationships. [22]

Part of a liaison librarian's position is engaging the community, whether that be the subject-specific department, the research community on campus, or the broader community outside an academic institution. Residency programs often encourage residents to engage these communities cultivating relationships with students on campus through student services,[23] subject-specific student groups, and through more formal Library supported K-12 initiatives. Community outreach also includes community generated resources, collections, and access to the library. Academic libraries can create inclusive communities by broadening the definition of scholarship across the hard sciences, social sciences, and humanities disciplines.[24]

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[21] Taylor, "Changing the Faces of Librarianship," 12-14.

[22] Alire, "Diversity and Leadership," 108.

[23] Emily Love, "Building Bridges: Cultivating Partnerships between Libraries and Minority Student Services," *Education Libraries* 30, no. 1 (2007): 15-16, https://doi.org/10.26443/el.v30i1.232.

[24] William C. Welburn, "Creating Inclusive Communities: Diversity and the Responses of Academic Libraries," *Portal: Libraries and the Academy* 10, no. 3 (2010): 358-59, https://doi.org/10.1353/pla.0.0107.

Academic library workplace culture and campus environments are not always welcoming for BIPOCs.[25] Alice Cruz points out that "The culture and climate of a library can affect whether or not staff and students feel welcomed, thus impacting libraries' ability to recruit and retain a diverse workforce."[26] Residents enter these environments with no preparation or tools to successfully navigate these spaces and residency programs are not always prepared or equipped to support residents. These librarians experience microaggressions and enter work environments where colleagues have not been through unconscious/conscious bias, cultural competency, or diversity, equity and inclusion training within the library and at the academic institution. When training is offered, generally through human resources, it is not a requirement. Ignorance of systemic institutional racism and library administration's blind eye towards this has resulted in toxic workplace cultures, low morale, and BIPOC librarians leaving the profession.[27] When librarians of color try to question these types of issues, several tactics are used: vocational awe as a defense, white fragility is employed or BIPOCs are accused of being ungrateful and/or just ignored all together. Fobazi Ettarh explains the vocational awe defense: "libraries as institutions are inherently good, sacred notions, and therefore beyond critique."[28]

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[25] Alice M. Cruz, "Intentional Integration of Diversity Ideals in Academic Libraries: A Literature Review." *The Journal of Academic Librarianship* 45, no. 3 (May 2019): 222, https://doi.org/10.1016/j.acalib.2019.02.011; Fobazi Ettarh, "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/; Amy VanScoy and Kawanna Bright, "Articulating the Experience of Uniqueness and Difference for Librarians of Color," *The Library Quarterly* 89, no. 4 (October 2019): 285–97, https://doi.org/10.1086/704962.

[26] Cruz, "Intentional Integration of Diversity Ideals in Academic Libraries," 222.

[27] Kendrick, "The Low Morale Experience of Academic Librarians," 865.

[28] Ettarh, "Vocational Awe and Librarianship: The Lies We Tell Ourselves."

Bright and Vanscoy unpack these experiences and how "... librarians of color are often ignored, and librarians from the dominant white cultural group are unaware of the challenges their colleagues face."[29] Ignorance of BIPOC communities extends to the very same diverse user groups that white librarians support. While there may have been good intentions behind the creation of residency programs, they are flawed based on their white-normative origins. April Hathcock writes "our diversity programs do not work because they are themselves coded to promote whiteness as the norm in the profession and unduly burden those individuals they are most intended to help."[30] There is also the question of whether or not these programs help with retention, both with hiring residents at host institutions and with helping them find permanent positions after the residency is complete and the larger question is whether these efforts advance BIPOCs in the profession. Cumulative daily stresses experienced by BIPOCs was measured in Kendrick's study on low morale as a workplace phenomenon unique to academic librarians in the United States.[31] This study and others are important to understanding the experiences of BIPOCs in the workplace and how they are affected by the systemic institutional racism in the academic library environment. Ideally, this work can be used to explore and implement strategies on how to undo these systems.

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[29] VanScoy and Bright, "Articulating the Experience of Uniqueness," 289.

[30] April Hathcock, "White Librarianship in Blackface: Diversity Initiatives in LIS," *In the Library with the Lead Pipe,* October 7, 2015, http://www.inthelibrarywiththeleadpipe.org/2015/lis-diversity/.

[31] Kendrick, "The Low Morale Experience of Academic Librarians."

ND Residency Program History

Over 46% of the South Bend, Indiana population are from racially and ethnically underrepresented communities,[32] however, BIPOC residents and students, faculty, and staff at ND typically don't see themselves reflected in the faces of the librarians at local libraries nor in Hesburgh Libraries and Kresge Law Library. In spring 2000, these two ND libraries partnered to create a residency called the Librarian-in-Residence program to bring more BIPOC librarians to campus libraries. Out of ten librarians to date, four residency alum were retained and hired at Hesburgh Libraries. Of the original four hired, two remain and offer informal guidance to incoming residents.

The two library systems split funding the program equally. Initially, the program was overseen by the Libraries' Diversity Committee, which was composed of three librarians from the Hesburgh Libraries and one librarian from the Kresge Law Library. Programmatic administration including coordinating the recruitment, selection, rotations, and evaluations of the resident was the responsibility of the Diversity Committee. [33]

The first year of residency rotation provided development opportunities in recognized areas of academic librarianship, the second year's assignments would consider the resident's preferences and allow time for research and professional

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[32] "Data USA: South Bend, IN," accessed March 1, 2020, https://datausa.io/profile/geo/south-bend-in/#demographics.

[33] Laura Bayard and Margaret Porter, "Commitment, Cooperation, and Coordination: The Librarian-In-Residence Program at the University of Notre Dame," paper presented at the CIC ARL Conference Diversity Building a Strategic Future, Iowa City, Iowa, April 4, 2002, 1.

writing. Bayard and Porter described, "the co-creation of the program [was] intended to avoid a cookie-cutter model in which each two-year program continually replicates itself,"[34] setting the program apart from other residencies in the country. Assessment was a part of every rotation through evaluations from rotation supervisors and the program supervisor for an annual evaluation. Data was collected to help justify the program's continued existence, measure success, and help residents prepare for frequent evaluations they'd experience when they moved into professional positions.

After 2012, the program significantly changed structurally and administratively. There was a transition in administration and budget tightening in the Kresge Law Library. Hesburgh Libraries absorbed the residency and overhauled it.

STEM Residency

During the STEM focused residency, Bishop gained experience in legal, scientific, and technical resources, collection development, archival processing, and outreach with student groups.

Rotations

Bishop began her first rotation in the Kresge Law Library in Fall 2010. She quickly learned law citations and legal resources by assisting first year students with Bluebook citations. She audited the Legal Research course for first year law students and learned to navigate databases, locating print resources, and interlibrary loan, all of which later helped her career at a company where she supported attorneys and regulatory affairs. Building upon an interest in usability during a Hesburgh Libraries

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[34] Bayard and Porter, "Commitment, Cooperation, and Coordination," 5.

rotation, Bishop joined the Digital Access, Resources, and Information Technology department. She tested features and usability of the new website and new integrated library system from ExLibris.

Through work at the Engineering Branch Library, Bishop became familiar with regulatory and legal documents such as federal codes and standards to support engineering researchers and students. Part of the engineering research and design process includes learning about copyright, patents, and trademarks. Bishop also shadowed Math, Physics, Biology and Engineering librarians where she learned about how each discipline uses scientific and technical information.

Bishop had no prior teaching experience and found teaching undergraduate courses at ND intimidating. During chemistry instruction sessions on the research process, ND students asked lots of questions and were engaged in class discussions. She overcame her imposter syndrome with the help of colleagues that provided support and structure in the classroom and designed assignments that challenged students to use scientific library resources.

Through an internship in archives at the Smithsonian's National Museum of the American Indian in 2009, Bishop developed an interest in the field and wanted to continue to strengthen her skills set at Notre Dame. In 2011, she assisted an archivist with processing collections at The Julian Samora Library at the Institute for Latino Studies. This branch library and archive document the Latino experience in the Midwest. Bishop's work contributed to the description of the collection in Archivist Toolkit, an open-source data management system that provides support for the management of archives.

Additionally, Bishop organized many outreach activities on campus including teaming up with the Notre Dame Literacy Club and graphic design students where she organized a Banned Books Week Celebration. This event highlighted student design posters and readings of the top 10 ALA banned books of 2010. She planned student outreach activities such as National Gaming Day in the Library, a collaboration with an engineering student club. Students reimagined the library space as a place where they could interact with each other while playing video games. To measure the success of this event and improve upon it, she assessed the event through paper surveys. Other ways Bishop engaged the community was through creating exhibits for the library including highlighting library e-resource collections, usage statistics, and staff profiles and an exhibit highlighting Native American students at Notre Dame. Bishop also found volunteering off campus at the St. Joseph Public Library a valuable contribution to the wider community.

The Diversity Committee encouraged residents to publish and present during the program. Bishop contributed to local and national newsletters and spoke on a panel at the 2012 Joint Conference for Librarians of Color where she presented on American Indian youth literature. This experience led Bishop to become active in the American Indian Library Association. ND provided her with an opportunity for growth and learning within many areas of librarianship. Even though there may not have been clear guidance in the program, Bishop communicated issues as they presented themselves to contribute to the improvement of the program. Librarians and staff were valuable mentors that guided her through those nebulous moments. Many

Hesburgh librarian mentors served as professional references for Bishop helping her gain employment post-residency.

Art and Architecture Residency

In 2014, Smith built upon specialized experiences, which assisted in her transition from a generalist librarian to a subject specialist in art and architecture librarianship.

Rotations

The residency program provided Smith with the opportunity to have several embedded experiences in the Kresge Law, Engineering, and Architecture Libraries. All these new opportunities were wonderful, however, as many residents do, Smith struggled with imposter syndrome. She had no interactions to draw upon as an engineer and while Smith had a lot of experience in arts librarianship, she had limited experience working in an architecture library.

Before working in the Kresge Law Library, Smith had minimal experience as a file clerk at a law firm. To help mitigate this, she attended the Legal Research course where she learned about federal codes and supported the class through reference support. This experience forced her to learn new information, digest it, then turn around and teach students through research interactions. Smith helped develop and conduct a social media survey targeting students in the Law program. This survey helped the librarians understand and improve ways to communicate with students and to assess how students, faculty, and staff interact with digital signage and their preferred content. Smith developed strategies for communication on Twitter and

Facebook pages and trained librarians on how to create content and use these platforms.

Smith stepped into a rotation where she was the Interim Engineering Librarian. This was an area of librarianship that was completely foreign to her, however, it helped Smith expand her mindset. Her anxiety was eased when she engaged in open conversations with her rotation supervisor. She welcomed Smith's many questions, which provided an environment for learning in the workplace. Smith learned about the subject side of the position and how to support engineering students. Smith embraced this rotation with the perspective of seeing this as an opportunity to expand her knowledge base and skill set, which included teaching her first credit bearing course, a research methods class for engineering students and leading a team that conducted a space study to provide options for the library to better utilize the Engineering Library space. This research included a survey from the community, charrettes, and heat mapping data.

Smith spent a semester in the Architecture Library where she shadowed the Architecture Librarian at events and assisted with class research support. Smith's projects included updating a historic preservation list along with understanding larger community conversations, and the needs across campuses regarding materials' libraries. The Art, Art History, and Design (AAHD) department faculty expressed interest in a materials library. Smith encountered such a library in a previous position as a fellow at the University of Michigan put her in a good position to explore the interdisciplinary interest with the Architecture and Engineering libraries, and AAHD department. To frame the research in a larger context, Smith conducted a survey on

materials collections in the U.S. and England and the findings from the data were used to benchmark suggestions and recommendations.

Smith continued to build upon experiences from internships in information and visual literacy instruction when she joined the Teaching, Research & User Engagement Unit. This Unit had a relationship with the Writing program where they provided instruction support for the courses. Smith is a quick learner and supported classes with general information literacy and visual and multimedia literacy and was also exposed to the One Button Studio, which she taught students how to use. Outside of the Writing classes, she taught information literacy for faculty in the department of Africana Studies and worked with an archivist to teach a design class about artists' books.

The program provided encouragement and support for Smith to contribute to the library, campus, and South Bend communities. Smith did off-campus community engagement through her work supporting open and shared knowledge in Wikipedia. She built relationships with local leaders and trained community members with a focus on empowering people of color through editing content on local BIPOCs. Smith received support to take on a leadership role as the chair of the Diversity Committee in ARLIS/NA where she worked with a committee to help implement and lay a foundation for key diversity, equity, and inclusion strategies.

Librarian-in-Residence Report: A Closer Look 2014-2016

The culmination of Smith's residency was the ND residency report. This research required Institutional Review Board approval and involved an anonymized survey of all past residents. The response rate was beyond expectations with six

residents out of seven participating and completing the survey. Smith used a mixed methods approach and, to mitigate bias and encourage residents to speak freely, she redacted any information in the qualitative responses that revealed the identity of the residents' post program. The report was compiled to gather feedback on the program, measure the success of the residents, and provide tips on how to improve the program going forward. Some of the feedback included:

- 50% of the residents agreed that the library administration and residency coordinator were successful in the past on improving the program.
- 66% of past residents believe the program was beneficial. There was consensus that the program did a good job in providing financial support for conferences, getting a variety of experiences through rotation experience in many areas of the library, and encouraging professional writing.
- An area where the program could be improved is writing support from inside the library. Suggestions were that a mentor or another librarian that has successfully gone through the peer-review journal process be assigned to the resident.
- Supervisors and managers need training. 83% of past residents received moderate direction from their supervisor.
- Only one out of the six past residents had an assigned mentor. There was emphasis that a mentor is a necessary component of the residency program.

At the beginning of Smith's residency, the program was organized around the Diversity Committee as an administrative report; however, midway through, the

structure changed. The Diversity Committee was no longer a part of managing the program and transitioned into the search committee for the next resident. The new program direct report was the Organizational Development Librarian and de facto mentor to the resident. This mid program change provided great instability for Smith's experience. Even though intentions were good, major changes to the program should have been made between residents. Smith's final year of her residency was unstable, and she did not have a proper residency mentor to guide her. She was vocal about the conflict of interests and the challenge of having the residency supervisor act as the resident mentor.

In her report, Smith made recommendations to the administration on how to improve the program with a basis in the survey results and her own experience. Some of the points made were reflective of what other residencies were struggling with but they were presented in a digestible way to implement them. Smith recommended that everyone involved in the program, whether at a mentor or administrative level, go through multicultural competencies, and diversity, equity, inclusion, and intersectionality training. Also, the administrator of the program should build a presence in the Association of College and Research Libraries Residency Interest Group.

To mitigate the isolation of the resident, Smith drew inspiration from the residency programs in the southern region of the United States that formed a Diversity Alliance. This alliance was formed in 2015 and included four university libraries. They created a regional cohort of residents who gathered annually for the Diversity Alliance Institute. Building upon this template, Smith recommended

administration build relationships with Midwest residency programs. Regular meetings encourage exploration of partnerships to collectively develop early career librarians through an annual institute in the Midwest. This proposed Midwest alliance significantly benefits the participating institutions and the residents involved. Participants learn from one another about their programs and develop best practices to move forward. Also, the Midwest institute provides residents with the professional development and opportunity to build cohort relationships.

Culture

In the U.S., we live in a white supremacist culture and there is a direct correlation to how this culture is maintained through the foundation of elite academic institutions[35] that educate students who go on to continue to uphold these values in their lives and organizational work culture.[36] Notre Dame,[37] even as a Catholic[38] University is no outlier and Hesburgh Libraries and the library profession are not exempt. The culture at ND is predominantly white, private, privileged, and Catholic.[39]

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[35] Stephen Smith and Kate Ellis, "Shackled Legacy: History Shows Slavery Helped Build Many U.S. Colleges and Universities," APM Reports, September 4, 2017, https://www.apmreports.org/episode/2017/09/04/shackled-legacy.

[36] Tema Okun, "White Supremacy Culture," dRworksBook, accessed July 6, 2020, https://www.dismantlingracism.org/white-supremacy-culture.html.

[37] M. Shawn Copeland, "Anti-Blackness and White Supremacy in the Making of American Catholicism," *American Catholic Studies* 127, no. 3 (2016): 6–8, https://doi.org/10.1353/acs.2016.0038; Husna Haq, "Notre Dame's 'White Privilege Seminar': Racist Indoctrination or Education?" *The Christian Science Monitor*, December 8, 2014, https://www.csmonitor.com/USA/Society/2014/1208/Notre-Dame-s-White-Privilege-Seminar-Racist-indoctrination-or-education.

[38] Jeannine Hill Fletcher, *The Sin of White Supremacy: Christianity, Racism, and Religious Diversity in America* (Maryknoll, New York: Orbis Books, 2017).

[39] Matthew J. Cressler, "Race, White Supremacy, and the Making of American Catholicism: Introduction," *American Catholic Studies* 127, no. 3 (2016): 1–5, https://doi.org/10.1353/acs.2016.0037.

The ND community is a dominating network and large institution in a small town. Money and power are visible everywhere on campus, which is in stark contrast to the middle class, blue collar neighboring communities in South Bend and surrounding towns. The "ND family" is a phrase used to describe the culture, but many students, staff, faculty, and alumni of color have spoken out about racism, sexism, and discrimination experienced on campus.[40] This grouping of everyone as the ND family promotes not seeing people's individual identities, ethnicities, religions, cultures and needs in favor of the dominant white catholic culture.

Moreover, Bishop and Smith struggled with isolation. While both residents embrace change regularly and enjoy learning new things, the reality was that both Smith's and Bishop's entire world had to change in order to take advantage of this residency program. Smith picked up and moved to a new city and state in a region of the U.S. where she had no family, cultural community, nor established friendships and had to start a new job where she moved every semester for a new rotation. There was no stability. Bishop moved across the country and found it difficult to adjust to the academic hierarchy of tenured librarians, ice cold weather, and the lack of a Native community.

Smith and Bishop had to work hard to build a supportive community of friends in a predominantly white, cliquey community. Bishop made friends with graduate students and undergraduate seniors who were of different racial and ethnic

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[40] "ND Black Alumni Club Creates Petition Demanding Accountability for Racism, Police Discrimination, Healthcare Disparities," The Observer, June 10, 2020, https://ndsmcobserver.com/2020/06/nd-black-alumni-club-creates-petition-demanding-accountability-for-racism-police-discrimination-healthcare-disparities/.

backgrounds. While Smith found support and community with the Black librarian resident alum at Hesburgh Libraries, a Black librarian at Kresge Law Library, and faculty and staff on campus. Their understanding of the unique experience of being Black at Hesburgh Libraries and on campus helped her navigate these political spaces and became confidants that provided her with valuable guidance and advice. Smith built community through the Black Faculty and Staff Association and continues to nurture these relationships beyond ND. Bishop found a small Native student community, international postdoctoral staff, and local community members outside ND.

Post Residency

The Librarian-in-Residence program introduced Bishop and Smith to what white supremacy looks like in academic library systems and how to "navigate" these spaces. Bishop left the residency program in early 2012 for a permanent position in industry as a corporate research librarian for an international diagnostics company. The economy and job market had not recovered from the recession and a position in industry provided an opportunity for Bishop's career as a STEM librarian. Her ND residency foundation helped her provide engineering, scientific, technical, and legal information to her constituents. Three years working in industry prepared her to make the leap to tenure track positions as the Science and Engineering Librarian at the University of Denver and later at Northern Arizona University. With a transition to medical librarianship, Bishop is currently at the University of Arizona College of Medicine Phoenix.

For Smith, the residency prepared her to become the art and architecture librarian she aspired to be before entering the program. Towards the end of her residency, she applied for positions as they were advertised in her field. Ultimately, Smith entered a tenure track faculty position as the Subject Librarian for the College of Environmental Design at Cal Poly Pomona in California where she spent almost three years. Smith credits the experiences from the residency program and the support she received as the catalysts that helped grow her career. Smith is building upon these foundational experiences today as the Architecture and Planning Librarian at Massachusetts Institute of Technology.

At several post residency institutions, Bishop and Smith carried the burden of cultural taxation where they became the token or usually only visible librarian of their identities to students and took on mentoring several BIPOC students. While mentoring is a rewarding contribution to the profession, unfortunately this can become a burden that falls on the shoulders of faculty or other librarians or staff of color. This cultural taxation is one of the reasons faculty of color don't make tenure or publish as much compared to their white colleagues.[41]

Conclusion

The University of Notre Dame Librarian-in-Residence program rooted in Father Hesburgh's social justice vision for the Libraries supported BIPOC residents for twenty years by providing the opportunity to craft their own residency experience.

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[41] Berta Vigil Laden and Linda Serra Hagedorn, "Job Satisfaction Among Faculty of Color in Academe: Individual Survivors or Institutional Transformers?" *New Directions for Institutional Research* 2000, no. 105 (2000): 60, https://doi.org/10.1002/ir.10505.

Residents brought innovative ideas, approaches, and programs to the campus libraries. Remote campus residency programs seek to mitigate the resident isolation experience, but without a cohort of residents or regional collaborations it is difficult to be the only one. The solution of leaning on nearby programs to share knowledge and cultivate a regional cohort is just one idea to continuing successful resident librarian opportunities.

Residency programs are flawed. No program is perfect. Without the profession taking action to address and change the white supremacist roots, systemic institutional racism embedded, and the bureaucracy of academic institutions that make it hard for traditionally underrepresented librarians to enter the profession and to specialize in a subject specialty area, these residency programs are one of the handful of opportunities. BIPOC librarians have little opportunities to enter the field of specialized librarianship and the hurdles of academic librarianship produce numerous barriers to entry in the library profession. The ND Librarian-in-Residence program alum continue to contribute to the broader library profession. While the program has gone through changes, its continued existence under its new structure will hopefully continue to support Father Hesburgh's vision and the residency will remain instrumental in shaping and supporting early career BIPOC librarians into future leaders in the profession.

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