

DIVERSITY RESIDENCY OVERVIEW

Year One: Rotations

The first year of the diversity residency is a rotation through four different functional areas, which span multiple units across the University Libraries. Each rotation lasts six months, with two rotations at a time (half-time in each area). Timing for each rotation is based on hire date, the needs of the rotation areas, and the demands of the academic calendar.

January - June Rotation

Functional Area: Special Collections, Archives, Digital Libraries

During this rotation, the resident will work with all aspects of unique collections and services to the public. The resident will have opportunities to work with physical and digital collections, including preservation.

Special Collections/Archives/Digital Libraries is scheduled for the January-June rotation in order to ensure that the resident is scheduled for only one public services role at a time. The instruction/outreach/reference rotation has priority for the July - December period due to the larger number of outreach and instruction opportunities in the Fall semester.

Functional Area: Scholarly Communications, Data Services

Scholarly Communications/Data Services is scheduled for the January-June rotation because it complements the Special Collections/Archives/Digital Libraries rotation. During this rotation, the resident will engage in scholarly communication activities such as open access initiatives.

During the January-June rotation, the resident will potentially have the opportunity to participate in initiatives such as Love Your Data Week. The resident will also engage in data services initiatives such as data literacy, data access, data management, data visualization, and data preservation.

July - December Rotation

Functional Area: Instruction, Outreach, Reference, Educational Technologies

Instruction/Outreach/Reference/Educational Technologies is scheduled for the June-December rotation due to timing with the academic calendar. The resident will have July and August to engage in orientation outreach activities and to prepare for instruction in the Fall semester. The resident will also be available to participate in instruction throughout the Fall semester, which is the busiest semester for instruction. This rotation also includes activities such as reference and engagement with educational technologies such as LibGuides and tutorials.

Functional Area: Metadata, Cataloging, Collection Development, Acquisitions

Metadata/Cataloging/Collection Development/Acquisitions is scheduled for the June-December rotation and will allow the resident to gain experience with resource acquisition and description, electronic resources management, and collection analysis. The resident will be able to participate in activities such as creating a collection development policy, assessment projects, creating metadata for repository collections, and learning about acquisitions processes and the life cycle of electronic resources from licensing to VPATs and ADA compliance.

3 Month Rotation

Functional Area: Digital Initiatives

Schedule: Due to work not being tied to the academic or library calendar, the Digital Initiatives rotation will be either at the beginning of the second year or at the start of the residency depending upon hire date. This is in order to keep the other rotations aligned with the calendar.

Objectives: During this rotation the resident will work to learn and understand the importance of digital infrastructure to an academic research library. The resident will have the opportunity to participate in strategic technology planning, conduct needs analysis, and engage in technology project management.

Functional Area: Library Administration

Schedule: Due to work not being tied to the academic or library calendar, the Library Administration rotation will be either at the beginning of the second year or at the start of the residency depending upon hire date. This is in order to keep the other rotations aligned with the calendar.

Objectives: During this rotation the resident will gain familiarity with skills and competencies need for library leadership and gain knowledge of administrative functions including finance, human resources, development, marketing, and diversity. The resident will have the opportunity to engaging in strategic discussions, participate in leadership communication and conflict resolution training, and experience day to day administrative operations.

Project Proposal Process for Year Two (6 months before end of 1 year rotations)

Six months before the end of year one, librarians from around the library will be asked to submit project proposals for a diversity resident project. Each project should be designed to allow the resident to take a leadership role on a unique, somewhat time-bounded project that they can either complete or move into a new phase by the end of the second year. Project should not consist of existing, ongoing work. For, example, it is not appropriate for a project to just be to provide liaison services to fill a vacant library liaison position. Instead, it may be appropriate for the position to focus on reimagining liaison services for an academic unit, with the final product for the project a report detailing the new liaison model, a justification for the revised model, and assessment of impact for the changes.

Although any librarian may propose a project, the program coordinator will invite proposals related to units and functional areas that are not specifically included in the Year One rotations. These units and functional areas may include, but are not limited to:

- Digital Initiatives
- User Experience
- AskUs
- Preservation

Three months before the end of year one, the diversity resident will be able to select a project from those submitted. The diversity resident will consult with the diversity resident coordinator and with their mentors to help select an appropriate project.

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Year Two: Focus Areas and Projects

In the second year, the resident will work on the selected project for half their time, as well as work within an assigned home unit. Home units will be determined through a combination of unit capacity and resident affinity.

The expectation is that at the end of Year Two the resident will have completed a discrete project and write a final report on that project that has the potential to be a poster, presentation, or publication.

Within the home unit, the resident will be involved in normal day-to-day activities. For example, if the home unit were Metadata and Cataloging, the resident would be assigned metadata and cataloging responsibilities scaled to allow for their project assignment. The resident will be involved in normal unit meetings and decision making.

Year Three: Focus Areas and Job Searching

To support the resident's job search in Year Three, the program coordinator and any assigned mentor will help provide job search resources, job listings, and anything else to aid their process. The resident will have the option to remain in their home unit or choose another home unit for their final year. Additionally, the resident will serve as a member of the Search Committee in their final year in order to gain insight on the search process from the point of view of a search committee. During this time, the resident will be encouraged to allocate time for both job searching and for publishing the results of their Year Two project.

Research Expectations

The resident will be assigned a mentor who will serve as a guide in the research and publication process. While publication is not a requirement of the position, the resident's project in Year Two will be potential fodder for a poster, presentation, or publication.

Service Expectations

The resident will be expected to contribute to library committees as well as to regional or national committees as appropriate. During Year Three, the resident will be assigned a seat on the Search Committee in order to gain insight into the faculty search process.

Coordinator

The Diversity Residency Coordinator is the resident's supervisor and is responsible for coordinating with the work administrators in each unit to facilitate the time division and ensure that the resident's experience is going smoothly. The Coordinator will provide an annual evaluation to each resident; meet regularly with the resident to provide guidance, support and resolve any issues or concerns that may arise; and discuss resources necessary for the resident to be successful during the residency.

Mentoring

During the Residency Program, Mentors will:

- Assist resident librarians in orientation to the University libraries and Texas A&M University.
- Facilitate developing relationships in and outside the University Libraries
- Help resident librarians explore career paths, develop their librarianship skills and achieve their potential as academic librarians.
- Encourage librarians to explore their research interests and investigate opportunities for presenting or publishing their work.
- Support converting their project report into a poster, presentation, or paper.
- Assist resident librarians as they rotate through the three phases of the program.
- Guide and support the resident as they search for permanent employment in their preferred area of librarianship.

- Help resident librarians engage in professional service activities.
- Structure of Program – Operation and Management
- Mentors for Resident Librarians will be overseen by the Mentoring Committee.
- Mentor / protégé pairing

A pool of available mentors will be established by the Mentoring Committee

Each resident will be assigned two tenured or tenure-track mentors

Mentor(s) will be assigned to an incoming resident librarian.

Mentor(s) will receive contact information and are encourage to contact the incoming resident librarian in advance of arrival.

- Or within 2 weeks of arrival if necessary.

Mentor / Protégé expectations

Mentors and protégés are encouraged to discuss and sign the mentor protégé agreement (not required).

Mentors will rotate every year with possible option of remaining with the present mentor. Rotating gives the protégé an option to gracefully end the relationship.

Mentoring feedback – Resident librarians and their mentors participate in the mentoring survey with the rest of the librarians – in keeping with the Libraries' Mentoring Program (and their status as University Librarians).

Resident Librarians will receive an invitation to participate in the untenured faculty meet up group.

Professional Development Funding

As a librarian at Texas A&M University, the resident will have \$3000 for travel and professional development. Additionally, administrative funds to support attendance at the Minnesota Institute for Early Career Librarians or similar professional development opportunities will be available. Any other professional development travel opportunities that arise can be negotiated with the Program Coordinator.

Expectations for the Library Organization

- All work administrators and the residency coordinator will complete a substantial training
- Clear communication about the residency position, expectations of the position, and relationship of resident to other full-time library faculty (i.e.: the resident is also a full-time library faculty member)