Hearing Voices: Collecting Residents' Oral Histories

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Project Description:

Library residency opportunities have grown exponentially in recent years. Often in an effort to recruit a more diverse library workforce, residents are appointed to a multi-year term and get to explore a variety of areas within librarianship. The literature on library residencies, including the personal experiences of residents, is somewhat scarce. Emerging leaders will be tasked with investigating the process for collecting oral histories, including technical, ethical, and legal issues on behalf of the ACRL Residency Interest Group in order to preserve residency history, and for potential marketing and publicity purposes. Leaders will conduct a sample oral history interview with a resident librarian, discussing the residence experience. By project's end, leaders will present a roadmap or toolkit to ACRL's Residence Interest Group on how the group should begin collecting resident oral histories, hopefully at little to no cost. The Residence Interest Group hopes to present resident librarians' oral histories to document and record the variety of experiences that impact the success and failure of residencies in librarianship today.

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Introduction

For the project "Hearing Voices: Collecting Residents' Oral Histories," members of the ACRL Residency Interest Group (RIG) asked the 2018 Emerging Leaders Group E to investigate and recommend a process for collecting oral histories on Residents. RIG wanted the Emerging Leaders to create a toolbox and documentation on how to collect, preserve, and promote these oral histories, at as little cost as possible. Additionally, the Emerging Leaders were to consider technical, ethical, and legal issues that come with collecting, preserving, and marketing oral histories.

Our project is centered around residency programs. These programs, found primarily in academic library settings, are usually multi-year appointments that allow the Resident to explore a variety of areas within librarianship. Residency programs are often sponsored, and endorsed by ALA and ACRL, as a way to recruit a more diverse library workforce and mitigate the lack of diversity within the library profession (Pickens & Coren, 2017). However, how effective are residencies? As Julie Brewer and Mark D. Winston (2001) found, library administrators look towards the quality of the candidate pool applying for their residencies, the number of residents who complete their term at the institution, the the placement of the residents after their residency as factors of success. Those factors can be important in justifying future funding, but there should be additional assessment measures to ensure that residents, across the country, are gaining meaningful experiences that help them not only in their career, but also in their ability to navigate the world of academic librarianship.

This project provides a platform to explore and document the experiences of early-career librarians, archivists, and information professionals who explore a variety of fields within academic librarianship through residency programs. It is critical that ALA, ACRL, RIG, academic libraries, library administrators, and researchers gain a better understanding of residents' professional and personal experiences. These experiences can help identify areas of success, room for growth in residency programs, and help shape future iterations of residency programs. Currently, there is a need for a more comprehensive approach toward gathering, preserving, and giving access to resident experiences, which are often documented through stand-alone publications. The provision of oral histories in a central repository will provide avenues to better understand residents, particularly of those of color. As a national ACRL group comprised of former and potential residents, as well as members who are interested in residencies, RIG is uniquely positioned to best connect with former and future residents in order to preserve thes stories. As Quetzalli Barrientos, a resident reflecting back on her three-year residency, tells current residents, "Your experience is important, your concerns are important, and your success is important" (2018). We firmly believe that to be true and hope our work done for this Emerging Leaders project informs the creation of this central repository.

This report summarizes the work of Team E, and includes recommendations for RIG on ways to move forward with this project. We see this project as one small step to a larger conversation we, as a profession, need to have on residency programs.

State of Residency Programs as Reflected in the Literature

One strength of Team E was the fact that three of our five members had been residents earlier in their career. Their experiences helped shape and guide our project, and also provided Team E with networks to tap into as we created a workflow for future coordinated collecting of residents' oral histories. In initial conversations about our project, RIG and the members of Team E recognized that there is no comprehensive literature that explores library residencies, especially as it concerns the personal experiences of residents. Indeed, while some of the literature currently talks about the personal experiences, there is always a level of caution, especially if residents want to be critical of the program. The close-knit nature of librarianship could mean that a bad review of your program could haunt you through your career. Residents, who are new professionals and often an minority, are potentially vulnerable if they decide to share their honest reflection on the success and disadvantages of their residency program, beyond the program. They might have to wait several years until they are more established in their career before widely sharing their experiences. Due to this level of caution, Team E knew that stories of residents were being missed -- this was a theme that would play a crucial role throughout this project.

With all of this in mind, Team E conducted a literature search to gather all that they could find on the state and experiences of residency programs. The articles they gathered contain benefits, potential pitfalls, personal reflections, assessment methods, and snapshots of residency programs across the United States. This literature review informed our project, and we used a few foundational articles to inform the direction of our project.

In addition to the literature on residency programs, Team E member, Kenya Flash, also collected materials related to oral histories. In our research, we discovered previous Emerging Leader teams had created oral history toolkits and included resources with those project. Kenya sorted through these resources and selected the ones most useful to our project. All of these resources can be found in our public Zotero Group Library. We created this group of resources both to help inform our work this year, as well as be a resource for the people who will take on this project in the future.

Survey

As we began our project, we knew our group had many connections to the residency network, however, we knew that residency programs look different at each institution. Therefore, we decided to do a survey to get a pulse of the residency population, and also provide a list of potential residents who were interested in doing an oral history of their experience. Questions used in the survey can be found in Appendix A. Our survey questions were influenced by a

2017 article published in College & Research Libraries written by Angela Boyd, Yolanda Blue, and Suzanne Im entitled "Evaluation of Academic LIbrary Residency Programs in the United State for Librarians of Color." The survey was sent out to our sponsoring organization for this project, the Residency Interest Group (RIG), and the ACRL Diversity Alliance, another group focusing on residency programs for librarians of color. The text of our recruitment email can be found in Appendix B.

We opened the survey in late March 2018 and it is still ongoing. As of May 22nd we have received 30 responses from a mix of current and former residents from mostly academic libraries. There were a number of interesting findings from the survey to consider for further use. The top three objectives of the Residency Programs included in the survey are "Expose Resident to different areas of librarianship" (72.1%), "Increase pipeline of individuals from underrepresented backgrounds" (65.5%), and "Leadership development" (48.3%). This is a bit of a contrast from the three top personal goals of the residents surveyed: "Become active in professional organizations" (62.1%), "Leadership development" (58.6%), and "Pursue research and publishing opportunities" (55.2%).

Another key finding was that 70% of survey participants noted salaries within the $45,000-55,000 range, which aligns with the national average of $47,000 for recent graduates (Allard, 2017). An overwhelming number of survey participants were embedded in the areas of instruction, reference, and outreach, and more than half participated in an exit interview upon their departure from their residency.

Best Practices + Toolkit for Oral Histories

Much has been written about conducting oral histories, both within librarianship and outside of our field. The Oral History Association has a robust set of online resources that Team E found valuable during our time working on this project. For example, they have a page on Principles and Best Practices and a page on general Resources, which can be great starting spots for onboarding people who will be continuing to work on this oral history project. Beyond this principles and best practices, many groups have already done the legwork of creating guides and collections of resources; many of these guides have been grouped together on the Oral History in the Digital Age project.

Other resources we have gathered during this project include:
- Groundswell Oral History for Social Change website. *Contains overall recommendations for conducting oral histories, including funding possibilities, including Kickstarter.*
- The Oral History in the Liberal Arts Toolkit: Archiving Oral Histories from Start to Finish. *Written by Jenna Nolt, Digital Initiatives Librarian at Kenyon College. This is a great overview of the whole process, and recommends transcription, metadata, and storage options (many links they include are ones we have listed below).*

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Recruitment Methods

In order to sustain this project, having past and current residents to interview is fundamental. Team E has already begun some of this recruitment, done through the survey we sent out in March 2018. The last question on our survey asked if the person was interested in being interviewed for the project. If they were interested, the survey asked for the person to include their contact information. Since Team E only interviewed two people, we do have additional names that RIG could use for continuing the project. For our recruitment methods, Team E used two listservs, RIG and the Diversity Alliance. Both of these listserv emails, along with an email template to use, can be found in Appendix B.

Release form

One of the most important aspects of starting an oral history project is creating the release form. This form sets the tone for the oral history and also provides the interviewee information on how their story will be used and the permissions the interviewee has. It also provides guidance on the rights of this interview, how it will be used, and who owns the interview. This was one of the most challenging aspects of our project, because we want to have a release form that provided a way for an oral history interview to be anonymous and let still provide a robust picture of the state of residency programs.

To discover the common trends, wording, and layout of oral history release forms, we spent time investigating ones already being used. In our discovery process, we created a Google Drive folder with all the forms we reviewed. This gave us a starting spot to identify elements that we wanted to keep and discuss what elements were missing. After many discussions and drafts, we are pleased to share our recommended release form (Appendix C).

In this report, we'd like to share a few elements about the form that we are most proud of and elements that set our form apart:
- We include a section on "Benefits and Potential Risks" where we address the potential for professional pushback if the interviewee decides to be honest and public about their name, the institution of their residency, and their experience.
- To counteract this potential for professional pushback, we provided interviewees with three options
  - Public, open access: The interviewee and place of residency are identified
  - Anonymity, option 1: The interviewee's identify will be protected and not revealed, but their place of residency will be made public
  - Anonymity, option 2: The interviewee's identity and place of residency will be protected and not revealed
- Beyond those three options, we also provided space for the interviewee to note anything else they want as a stipulation to this interview (such as keeping the interview closed for a certain number of years, or editing out names of people mentioned in the interview). To

account for anything else the interviewee might need, we added a footnote where interviewees can write other stipulations.
- We recommend using a Creative Commons license on the recording, perhaps a Attribution-NonCommercial- ShareAlike 3.0 Unported License. This was something we noted in the University of Maryland's release form and felt it was an important element to carry over.
- Our last element to highlight is a note on post-recording editing. Although not a standard in oral histories, for this project, we recommend having the edited interview sent to the interviewee for their final review and ability to make any other changes before publication. This allows the interviewee another chance to listen to their recording. Because of the sensitive nature of these interviews, we felt this would be an important aspect of this form.

This form went through many revisions and Team E discussed this form to many stakeholders, including the two residents we interviewed and RIG leadership.

Questions

We spent time considering what questions we wanted to ask in the interview. Our questions were inspired by the Boyd, Blue, & Im (2017) article, but we also discussed including topics not found in their study, including onboarding and community building. We ended up creating a set of questions interviewers can pick and choose from in preparation for recording an oral history. The full list of questions can be found in Appendix D. For the two interviews that we conducted for this project, we used a smaller set of just six questions. We recommend choosing around six questions for the interview; that will translate into an interview that is around 30 minutes. We also recommend that the interviewer send the questions to the interviewee before the interview. This allows the interviewee to prepare for the recording.

The Interview Itself -- Recording and Documenting

When it comes time for the interview itself, we recommend kicking things off by reviewing some pre-recording information with the interviewee, including asking the interviewee if they have any questions about the release form, the questions, the interview, or the oral history project.

Once the interviewee feels ready to begin, you'll hit record, and then begin the opening script. This essentially allows the interviews to stay consistent and sort of settle the interviewee and interviewer before diving into the questions. The full opening script can be found in Appendix E.

While you have your script, don't feel that you have to remain tied into those questions alone and allow the interviewee to add their own insights. This may mean the interview could run a bit longer than anticipated, but the information you receive may be invaluable, and one question may provide answers to other questions you did not know you had.

Nervous about conducting an interview? [Additional tips for conducting the interview](#) can be found at UCLA's Center for Oral History Research. A brief overview of the steps that happen in the interview are also found on the [Sustainable Heritage Network](#) website.

Post-Interview Work

Once the interview is finished, there is some work still left to be done. The interview will need to be reviewed and any edits should be made (if necessary). This editing could be done in an application like Garageband, Windows Movie Maker, or something like TwistedWave, a free browser-based audio editor.

Once the recording has been reviewed and edited (if necessary), it should be sent to the interviewee for final approval. Once it has been approved, then the appropriate metadata standards can be applied and it can be published, in whatever format/version the interviewee has agreed to.

Additionally, transcribing all interviews is the ideal standard, due to the fact that while we acknowledge that something is lost in transcription, a written version of the interview provides accessibility for people who are unable to listen or see the oral history and also provides more options for anonymity. The standard transcription rate is about $1 per minute if RIG was interested in paying someone to create a transcription of each interview. This transcription cost would add up over time. Beyond paying a company/service for transcription, some of other, less expensive, transcription options include:

- Asking a RIG member(s) to transcribe. This would be a ton of labor and time spent, so it is important to set realistic goals for what one (or more) members might be able to accomplish in one year. Good transcription software to aid in this process include [Express Scribe](#) or [oTranscribe](#).
- Creating a transcription that is not quite perfect, but leverages some technology platforms RIG might use for this long term project. These platforms include YouTube and Zoom, both who have transcription options when uploading or recording. Additionally, there are some apps that can be downloaded, such as Smart Recorder that also can produce a transcription.

Beyond this normal workflow for processing and approving a record interview, post-interview work might also include editing the interview into "clips," writing up a summary of the interview, and other work that would fall under marketing and promotion (see "Next Steps" section for additional information).

Technology & Tools

Throughout this project, Team E spent a considerable amount of time thinking through the technological considerations for this project (and the sustainability of this project in future years). We asked ourselves, *What is needed to make this project work? What would RIG need to carry*

out this sort of work in the future? Team E member, Joanna Chem Cham, took the lead on putting together a suite of potential resources that could be used to support this project in the future. For the two sample interviews Team E conducted in Spring 2018, one interview was done over Zoom and another was done, in-person, using "Smart Recorder," a recording app on an iPad.

Recording Options

There are several options for how to record the interview, based on in your interviewing. You can also find a nice overview about technology options (including audio vs. video interviews) on Academic Technology, a blog at the college of William & Mary. While video interviews might be preferred (especially from a marketing standpoint), we understand that some residents' oral histories might be better suited to audio interviews. Some recording options include:

- Zoom (audio or video options)
- A recording application for a computer or phone, such as Mac's QuickTime Player (audio or video options)
- Google Hangouts (video or audio options)
- Smart Recorder (Recording and transcription app, full price $7.99)

Storage Options

Free options would include using **Google Drive** (since RIG already operates on this platform), **Omeka**, and **Wordpress**. Additionally, it could be helpful to see if an institution would be willing to host the oral histories (see final section under "Limits and Additional Considerations" for more on this). Any of these options will work, and will the decision on where to host these oral histories will need to be made by RIG, based on who will be spearheading this project and other project considerations.

Metadata

As the project moves into a more long-term model, choosing a metadata option will be crucial. This will allow the project to carry standard descriptions, regardless of the turnover of folks working on this project. RIG should consider making this decision early on, based on what option they think will work best for the long term. Below are a list of links and options to help make this decision.

- Considerations for storage and metadata of oral histories, *from Oral History in the Digital Age, a product of an Institute of Museum and Library Services (IMLS) National Leadership project*
- Oral History Metadata Synchronizer, *created by the University of Kentucky as a system to inexpensively and efficiently enhance access to online oral histories. This is something you can download and is open source.*
- DublinCore (works easily with Omeka as a plug-in) has an oral history option
- American Folklife Center Metadata Standards, from the Library of Congress. *Contains additional links for exploring more about these standards.*

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- [Best Practice Guidelines for Encoding Oral Histories](#), from the California Digital Library TEI. *These standards also discuss timestamps.*

Case Studies

For our Emerging Leader project, RIG not only tasked us with creating a toolkit of best practices and resources for starting an oral history collection, but also asked us to conduct at least one sample oral history interview. With our survey results, we were able to select two residents to interview. This section will briefly showcase the interviews and share insights gained from these conversations.

To set up the interviews, Nataly Blas and an anonymous interviewee were emailed to see if they could meet either at LOEX or by Zoom. Nataly responded that she could meet by Zoom, and the other volunteer responded that she could meet at LOEX. [Nataly's interview can be found in Google Drive](#) and [a transcription of the anonymous interview](#) can also be found in our Google Drive folder.

Both of these interviews were good learning experiences for Team E. Not only were we able to try out our release form, interview questions, and recording options, we were also able to learn more about two different residency programs. Both residents interviewed had already completed their residencies and moved on to other jobs. We believe that if RIG keeps collecting these stories and marketing them, some great conversations could bubble up.

Interview Questions

The questions asked in both interviews are below:

1. How did you hear about the residency program? What compelled you to apply? How was it funded and what was the outreach, recruitment, selection process?
2. Please describe your residency program? For example: where and when did you do your residency? Your status as a resident, such as faculty/academic appointment/temporary staff, the number of residents, the structure of the program rotations, any mentoring or professional development opportunities, position classification, salary range, benefits, etc.
3. What are/were the main objectives of your residency program? Was diversity a major objective in your program?
4. What types of support (financial/professional) support were available through your program? Was there an onboarding or orientation process within your program? How effective was that process? Was there mentoring or other support built into your program? What, if any, kind of professional development opportunities were you provided and then able to engage in during your residency?

5. What are/were your professional goals as a resident? What is/was your actual experience in terms of those goals as a Resident?
6. What would you else would you like to share about residencies? To those interested in entering one? To those interested in starting one?

Next Steps

Funding Opportunities

One of the biggest challenges Team E saw with this project was sustainability. Under sustainability, funding is one of the top challenges. While RIG asked Team E to recommend as many open-source, low cost options, Team E recognized one way to kick start this project beyond our EL work is to find a funding source to help lay a solid foundation. Because we recognized this, we wanted to provide RIG leadership with some potential funding opportunities to pursue. Our hope is that we have given RIG enough information on the project that it would be easy to put together some of the applications for these funds. Below is a table with potential funding sources and the necessary due dates, application, and links:

Funding Source	Webpage	Contact Email	Submission Dates	Other Information
Lyrasis' Catalyst Fund	https://www.lyrasis.org/Leadership/Pages/Catalyst-Fund.aspx	catalystfund@lyrasis.org	2019 Fund Cycle is tentatively scheduled for January 2019	Web page provides proposal instructions, a proposal template, and an application form. **Must be a member to apply**
The Awesome Foundation: Libraries	https://www.awesomefoundation.org/en/submissions/new?chapter=libraries	libraries@awesomefoundation.org	Submissions are welcome any time. Projects are funded on a quarterly basis.	A simple online form needs to be filled out and submitted.

Oral History Association Elizabeth B. Mason Project Award	http://www.oralhistory.org/annual-awards/#projectaward	cwhitney@bikher.org	The time frame for this award has passed for the 2018 award. The time frame for projects to be eligible was April 1, 2017 to March 31, 2018, so the following year's award would likely have a similar time frame. The submission deadline for this year was April 15, 2018.	To be considered for the award, one must submit samples of the project interviews, examples of products associated with the project, and a nomination letter.. Copies of these materials must be sent to each member of the awards committee.

In addition to the funding sources outlined in the table above, there are many state and local sources. These can be located through institutions such as the Institute for Museum and Library Services (https://www.imls.gov/grants/apply-grant/available-grants) or the National Endowment for the Humanities (https://www.neh.gov/grants).

Marketing

There are several different marketing options for an oral history project like this. As mentioned earlier, the marketing and promotion of these oral histories happens post-interview. A few ways to use the interviews for marketing and promotion include:

- Editing audio or video interviews into "clips" that could be placed on RIG's website, or shared with leadership managing ALA's Spectrum Scholarship Program and any other library/archives diversity programs. These clips could also be tweeted out, or used in other promotional venues. These clips could help drive people to the location of the oral histories, or could be used to start a conversation (in-person or online).
- Writing up a summary of the interview, to be included with the interview on whatever platform these oral histories are stored and displayed on. This summary could be used for promotional purposes (in an email blast, newsletter, or social media post) to once again, bring people to the platform to see all the oral histories.
- RIG could also collaborate with LIS programs to either co-host a program/event or share clips, full interviews, or interview summaries that could help inform graduate students about residency programs (especially for students who might be interested in applying for a residency after graduate school).

Limits and Additional Considerations

Throughout the project, Team E spent a considerable amount of time talking about some of the challenges that we as team faced in working on this project, and challenges RIG would face after our work as Emerging Leaders is over. Our two biggest challenges were ensuring interviewees were able to be anonymous and sustainability of this project.

In terms of anonymity, we feel that we did a good job with the release form and provided interviewees a wide variety of ways to have their interview recorded and published. This includes the ability for the post-interview editing opportunities, something that is not found on other oral history release forms we had looked at. However, one thing we did discuss was the difficulty in moving the needle on the state of residency programs if all interviewees were anonymous or wanted their institution of residency not to be named. Regardless of that tension, in the end, Team E felt strongly that we needed these oral histories to be recorded and shared and the ability to be anonymous could be a huge selling point in residents being interviewed.

Our second challenge we spent many meetings discussing was sustainability of this project. We talked about the vision of this project (beyond our work as Emerging Leaders) and how RIG can keep collecting these oral histories. Throughout our time working on this project, we noted the time-intensive nature of this work, especially in terms of recruiting residents to be interviewed, coordinating a date and time of their interview, conducting the interview, and the work to be done post-interview. This post-interview work is especially time-consuming, since it not only involves editing the interview, but also get confirmation from the interviewee, applying metadata to the interview, transcribing the interview, writing a summary of the interview, and any additional editing for marketing purposes.

As we talked more about the time-intensive nature of this work, we also talked about RIG's membership pool and the ways this interest group has an ebb and flow of people. An oral history project moves forward when there are people who are motivated and passionate about gathering and promoting these stories. Because RIG members are doing RIG as one small part of their larger job scope, this means that members cannot devote all their time to this project and therefore, we either need someone who can adjust workload to accommodate this project (potentially through funding a position), or you need a core of folks who all committed a little bit of time to work on this project each year.

On May 23, 2018, representatives from Team E met with the Programs & Proposals Committee of RIG to discuss our project thus far. It was a great conversation and we all walked away with some potential options to consider after the Emerging Leaders project has concluded. One of this considerations was seeing if an institution such as UW Madison or the University of Illinois at Champaign-Urbana would be able to support this project (from a technology and server end). UW Madison was considered due to the fact that they have an LIS program, an active residency program, and also have a strong digital repository that could accommodate this project.

Additionally, the University of Illinois at Champaign-Urbana was also brought to the table, due to the fact that Illinois maintains the ALA Archives, has an LIS program, and also has a strong digital repository.

Conclusion

Team E is optimistic for the future of this project. We hope we have given RIG the tools, resources, and insight they need to keep this project moving forward. During this experience, we have learned a lot about oral histories, the state of residency programs, and the possibilities of continuing to open up the conversation on these programs. We also see opportunities for RIG to collaborate, including working with a team of colleagues who are just starting a research project on improving residencies. There are many folks who want to talk about residencies and this oral history collection is a great way to showcase the experiences in a honest and open way. We look forward to seeing where this project goes from here.

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Appendix A

Questions for Survey for "Hearing Voices: Collecting Residents' Oral Histories"

Survey link can be found at:
https://docs.google.com/forms/d/e/1FAIpQLScc8bz0V9XcUyUrILFNM19I7iSmL-dkIFhAKTg8L7J OIVjQrw/viewform

1. What are/were the main objectives of your residency program? (Please check all that apply)
   a. Provide opportunities for scholarship and publishing
   b. Succession planning, or retaining diverse candidates
   c. Leadership development
   d. Increase pipeline of individuals from underrepresented backgrounds for academic and research library jobs
   e. Expose Resident to different areas of librarianship
   f. Other: _____
2. Where are/were your professional and personal goals as a Resident? (Please check all that apply)
   a. Pursue research and publishing opportunities
   b. Leadership development
   c. Develop subject expertise
   d. Become active in professional organizations
   e. Other: _____
3. Did/does your Residency include rotations?
   a. Yes
   b. No
   c. Other: _____
4. Which areas are/were you embedded in? (Check all that apply)
   a. Metadata/Cataloging
   b. Outreach
   c. Instruction
   d. Reference/Research Services
   e. Access/Public Services
   f. Scholarly Communication
   g. Archives and Special Collections
   h. Digital Preservation or Preservation
   i. Administration
   j. Other: _____

5. What is/was your salary?
   a. Less than $35,000
   b. $35,000 - $40,000
   c. $40,001 - $44,999
   d. $45,000 - $49,999
   e. $50,000 - $54,999
   f. More than $55,000
   g. Other: _____
6. (Optional) Please list the city or metropolitan area where you reside/resided during your residency
7. Upon your departure, did you have an exit interview? (For former residents)
   a. Yes
   b. No
   c. Other: _____
8. Would you be interested in being interviewed for our project? Please share your contact information.

Appendix B

Recruitment Methods

Groups to Reach Out To
RIG: acrl-rig@lists.ala.org
Diversity Alliance: acrl-diversityalliance@lists.ala.org

Potential Email Text to Send
Dear current and former residents,

We are conducting a survey to recruit participants for an oral history project, which will result in an electronic record of the variety of experiences that have impacted the success and failure of residencies in librarianship today. This survey will help us:

-Identify potential interviewees
-Identify subjects of interest for interviews

If you have any questions, please feel free to email [RIG CONTACT].

Sincerely,

RIG

Appendix C

[Oral History Release Form](#)

RIG: Hearing Voices Oral History Project

Interview Release Form, Spring 2018

You are being asked to participate in an interview for the Residency Interest Group's (RIG) Hearing Voices Oral History Project. Before the interview can begin, it is necessary for you to sign this form. Please read the following carefully and ask any questions you have regarding the terms and conditions.

PURPOSE: You are being asked to participate because of your experiences as a resident. During this interview, you'll be asked questions about your residency program and the impact it had on you. A list of questions will be provided to you however, our interviewer reserves the right to add additional questions during the interview.

BENEFITS AND POTENTIAL RISKS: We hope this interview will benefit future residents, researchers, and administrators who build and support residency programs. However, we do understand that by disclosing your name and institution for your residency, along with an honest reflection that explains your experiences in that residency, you could be in jeopardy of professional pushback. Due to this potential risk, we have measures put in place to help counteract this -- through your ability to remain anonymous in your interview, your ability to keep your institution anonymous in the publication of this oral history, and your ability to wait to have your interview published publicly until a set number of years have passed.

During the interview, you may ask to stop or pause at any point in the conversation. Additionally, your interview can be edited after recording in order to remove any personally identifying information and or potentially harmful information. As the interviewee, you will have the ability to listen to your recorded interview before it is published to a wider audience. Finally, after the interview has been published, the interviewee may ask RIG for it to be removed if their situation changes and they no longer want it publicly available.

We, _____ (interviewee) and _____ (interviewer) (individually, "I", collectively "We"), voluntarily agree to participate in an oral history interview on _____ (date). We understand that the following material may be created as a part of the interview process or may be donated as items supplementary to the interview:
- An audio and/or video recording

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- An edited transcript, abstract, field notes, short descriptive essay, and/or tape log
- A personal photograph or image of me

In consideration of being given the opportunity to participate in this oral history interview, I freely share our interview and other material with RIG under the terms of a Creative Commons Attribution-NonCommercial- ShareAlike 3.0 Unported License. This means that we may retain the copyright to our material, but that RIG and the public may freely copy, modify, and share these items, including the names, images, audio, biographical and other information contained, for non-commercial purposes under the same terms if users include original source information.

In terms of identification and or reproduction of my interview, which may be used in either promotional/organizational use or in future research opportunities, I agree to the following (please choose one):

_____ Open public access -- My identity and institution where I did my residency may be revealed in any publications or presentations that may result from this interview. My interview will be accessed by the public and may be used for scholarly purposes.

OR

_____ Anonymity, option 1 -- My identity will only be known to the interviewer; others will not gain access to my identity in any publications or presentations that may result from this interview. The institution where I did my residency **will** be revealed in any publications or presentations that may result from this interview.

_____ Anonymity, option 2 -- My identity and the institution where I did my residency will only be known to the interviewer; others will not gain access to my identity in any publications or presentations that may result from this interview.

Additionally, I have the following provisions and restrictions with the interview[1]:
(please circle)

Yes   No   I wish the recording and transcript be "closed" to other researchers and the public
              for _____ years from the date of the recording
Yes   No   I wish the names of others mentioned in this interview to be changed/rendered
anonymous

I shall retain the completed and unrestricted right to reproduce, publish, broadcast, transmit, perform, or adapt the interview myself. I have carefully read this document above and understand the agreement. I freely and voluntarily agree to participate in this oral history project.

---

[1] *If interviewee has additional provisions and or restrictions they would like to add, please specify those on following page after the signatures.*

Interviewee

Name (please print): _____

Signature: _____

Email address: _____

Date: _____

Interviewer

Name (please print): _____

Signature: _____

Email address: _____

Date: _____

Appendix D

Potential Oral History Interview Questions

1. What is your full name?

2. Where and when did you do your residency?

3. How did you hear about the residency program? What compelled you to apply?

4. How was it funded and what was the outreach, recruitment, selection process?

5. What was your position title and what are/were the main objectives of your residency program?

6. Was there an onboarding or orientation process within your program? How effective was that process?

7. Please describe your residency program (status of the resident, such as faculty/academic appointment/temporary staff, the number of residents, the structure of the program rotations, any mentoring or professional development opportunities, position classification, salary range, benefits, etc).

8. How was your assignment determined and what departments were part of your rotation?

9. What was the institutional culture regarding Residents at your institution?

10. What, if any, kind of mentoring did you receive through your program?

11. What, if any, kind of professional development opportunities were you able to engage in during your residency?

12. What, if any, find of professional development support/funding did you receive through your program, or separately?

13. What were/are your professional and personal goals as a Resident?

14. What was your actual experience in terms of those goals as a Resident?

15. Was diversity listed as main objective of your residency? Were you aware of or involved in any efforts to promote diversity at the institution?

16. What was the institutional culture regarding diversity efforts/initiatives during your residency?

17. If diversity was listed as a main objective of your residency, in what ways did you feel the program was successful or needed more improvement?

18. Did your program provide opportunities to, or encourage you to connect with other Resident Librarians?

19. What were the outcomes of your residency?

20. What, if anything, would you change about your residency experience?

21. What advice would you give future residents?

22. What advice would you give future residency program planners?

23. What is one valuable lesson you learned during your residency? What is one thing you wished you had learned during your residency?

24. Upon your departure, did you have an exit interview? If so, with whom, what was asked, and where was it stored?

Appendix E

Pre-Interview & Opening Script

Pre-Interview
Before you press "record" notify the participant of the following:
1. They are not required to share any personal information (name, hometown, any other identifier) and can be anonymous.
2. They can refuse to answer any question that makes them feel uncomfortable or have no interest in answering.
3. The interview can be stopped or paused at any time.

Opening Script
This script should be read by the interviewer at the beginning of each interview.

This is (Interviewee's Full Name). I go by (Pronouns). Today is (Month, Day, Year). I am currently (Name of Position) at (Name of Institution) in (City, State). I did my residency at (Institution) in (City, State).

This is (Interviewee's Full Name). I go by (Pronouns). I am currently (Name of Position) at (Name of Institution) in (City, State).

(Interviewee's Full Name) has agreed to be interviewed. This interview is part of the ALA Residency Interest Group Oral History Program of Resident Experiences. It was started as a 2017-2018 ALA Emerging Leaders project submitted by RIG. This recording will be the property of the ALA, and may be published and used for scholarly research. Today is (Month, Day, Year).

Appendix F

Additional Resources

Zotero library: https://www.zotero.org/groups/2110049/emerging_leaders_2018

Slideshow for the Emerging Leaders Team E Update to RIG, 5/18/18:
https://docs.google.com/presentation/d/1E4dvzZMfzZGJx_Y0ypYouSYqkD3THvTda5mkO6zTQuA/edit?usp=sharing

Websites

Legal issues: http://ohda.matrix.msu.edu/gettingstarted/playlists/legal-issues/

LIRT Oral History Emerging Leaders Project 2006:
https://sites.google.com/site/lirtoralhistories/home

Oral Histories Online: http://www.oralhistoryonline.org/

SAA Presentation of Oral Histories of LGBTQ and Latinx populations/communities:
https://archives2018.sched.com/event/ESlr/203-from-best-practices-to-next-practices-documenting-underrepresented-communities-through-oral-histories

State Library of Queensland Oral History and Digital Review:
http://www.slq.qld.gov.au/__data/assets/pdf_file/0006/126357/SLQ_Oral_History_and_DST_Review.pdf

USC Shoah Foundation Interviewer Guidelines: https://sfi.usc.edu/vha/collecting

Visual History Archive: https://sfi.usc.edu/vha