

Loyola Notre Dame Library Equity Audit Implementation 2023

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The Loyola Notre Dame Library (LNDL) conducted an Equity Audit in early 2021 culminating with a Final Report the following September (the “2021 Equity Audit”)¹, in which several recommendations were made to enhance the library’s racial diversity within the staff.

The “Loyola Notre Dame Library Equity Audit Implementation 2023” summarizes LNDL’s response to the recommendations made in the 2021 Equity Audit and seeks to answer the question of “How can articulation of core values and enhancements to the hiring process support greater racial diversity in library staff?”. See Appendix A to review the Loyola Notre Dame Library Equity Audit: Final Report 9/21/2021.

Recommendations

The 2021 Equity Audit made five recommendations to the Library to better articulate its core values and enhance the hiring process to achieve greater racial diversity in the library staff².

- 1. Revisit the library’s current mission statement and previous vision and values statements, updating them to reflect the library’s organizational culture and commitment to DEI values. Share these publicly via the library website and make them a living part of the organizational culture of the library.**

The development process was overseen by the Copyright and Special Projects Librarian and the Collection Development Librarian.

- Multiple brainstorming sessions were conducted among library stakeholders, including students, faculty, and administration of Loyola University Maryland (LUM) and Notre Dame of Maryland University (NDMU), Faculty Library Committee, LNDL’s Student Advisory Board, library staff, and LNDL’s Board of Trustees, all with the support of Loyola’s Office of Equity and Inclusion. (Fall 2021 and Spring 2022 semesters)
- A multi-discipline team used the brainstorming sessions feedback and the mission, vision, and values statements from both Loyola and Notre Dame to develop and recommend an initial draft of LNDL’s new mission, vision, and values statements to the Library Director. (Summer and Fall 2022)

¹ A complete version of the “Loyola Notre Dame Library Equity Audit: Final Report 9/21/2021” can be found in “Appendix A”

² Please refer to “Appendix C” for the document “DEI Best Practices in Recruitment and Hiring” developed by Kinniff and Johnson (October 2021)

- The Library's senior leaders completed further work to finalize the proposed draft of the Library's new mission, vision, and values statements. (Spring 2023)

LNDL's Director shared the proposed draft of the Library's new mission, vision, and values statements (Appendix B: Loyola Notre Dame Library Mission, Vision, and Values) with the Provosts of Loyola and Notre Dame and the Library's Board of Trustees. (May/June 2023). The Library continues to seek feedback from Loyola and Notre Dame campus and plans to complete the rollout of the new mission, vision, and values statements in the fall 2023 semester. See Appendix B to review Loyola Notre Dame Library Mission, Vision, and Values.

2. Work with the library's HR consultant, PSA, to determine whether the library can begin collecting data on race and ethnicity for current staff and for applicant pools.

LNDL Operations Manager and the PSA HR Consultant evaluated employee demographic information pertaining to race and ethnicity by utilizing LNDL's Human Resources Information System, Paylocity. As an entity with less than fifty employees, there was no legal requirement for the library to collect this data historically. As such, the library requested employees to voluntarily share this information within Paylocity pursuant to the following process:

- At the August 29, 2022, All Staff Meeting, the Operations Manager requested library staff to review their personal information in Paylocity to ensure accuracy and encouraged library staff to self-identify their race, ethnicity, and gender identity in the system by no later than September 30, 2022. Two additional reminders were sent in the month of September.
- As of December 2022, library demographics data showed an 89% response rate from library staff regarding their race and ethnicity within Paylocity. This was a 26% increase from August 2022 when only 63% of library employees elected to indicate their race and ethnicity.
- Additionally, starting in March 2022, LNDL implemented a voluntary ethnicity self-identification option during LNDL's online on-boarding process within Paylocity. 89% of new employees hired between March-December 2022 elected to self-identify when they were first hired. Furthermore, all employees can update their personal information on the platform at any time.

The PSA HR Consultant and the Operations Manager, together with Paylocity's Implementation Team, acquired and launched in January 2023 an Applicant Tracking System (ATS) to collect voluntary demographics information from applicants. The objective of this pilot project is to further assess if the library's recruiting methods reach a diverse applicant pool.

3. Create and implement library guidelines for best practices in hiring for diversity, equity and inclusion.

In October 2021, the Head of Archives and Special Collections and the Copyright and Special Projects Librarian developed “DEI Best Practices in Recruitment and Hiring.” (Appendix C) These practices focused on job descriptions, job posting/recruitment, search committee practices and training, interviews, job offers, and data collection. The library has implemented many of these practices. See Appendix C to review DEI Best Practices in Recruitment and Hiring.

Furthermore, LNDL has implemented several additional DEI best practices since the 2021 Audit Report was completed. Those practices include the following:

Additional Best Practices Implemented at LNDL

- Received a briefing from Loyola’s Equity and Inclusion Faculty Fellow on best DEI hiring practices in higher education. (November 2021)
- Trained all library search committee members on equitable recruiting practices with the assistance of Loyola’s Equity and Inclusion Faculty Fellow and LNDL’s PSA HR Consultant. LNDL continues to educate search committees about equitable and inclusive best hiring practices. (January 2022)
- Updated a Search Committee Guideline document and shared with all LNDL Staff participating in the recruitment process for all open positions (Appendix D). See Appendix D to review Search Committee Guidelines from PSA.
- Posted the Loyola Notre Dame Library Equity Audit: Final Report on LNDL’s website: https://www.lndl.org/-/media/library/documents/about/lndl%20equity%20audit%20final%20report_09-2021.ashx?la=en
- Added a Diversity, Equity, and Inclusion commitment statement to LNDL’s job postings: “Beyond meeting fully its legal obligations for non-discrimination, LNDL is committed to building a diverse and inclusive community where members from all backgrounds can thrive. As part of an ongoing commitment to diversity, equity, and inclusion, LNDL conducted an equity audit of hiring practices in the spring of 2021 and is currently working to implement the audit’s recommendations. LNDL is an equal opportunity employer and does not discriminate on the basis of race, color, national and ethnic origin, religion, sex, sexual orientation, disability, or age.”
- Added a statement highlighting eligibility for Public Service Loan Forgiveness to the Library’s Employment webpage. See <https://www.lndl.org/about/employment-opportunities>
- Reviewed job postings to confirm they do not include adjectives associated with a particular gender.

- Conducted first round screening interviews for Librarian positions via Zoom with no video to prevent biases.
- Maintained all position interviews via Zoom to equalizes the interview experience for local and out of state candidates. Zoom video interviews have also eliminated the financial burden placed on out of state candidates who previously incurred up front expenses to participate in the hiring process. LNDL continues to assess accessibility practices to ensure an equitable and inclusive recruitment process.
- Launched Skilltype, a talent development software platform that offers a wide range of professional development tools and resources for all library employees, including librarians, full-time and part-time staff, graduate student interns, and direct hire student workers.

4. Create a search committee handbook to guide staff in consistent and equitable hiring practices for librarian and non-librarian staff.

LNDL Operations Manager, PSA HR Consultant, and LNDL Access Services Operations Supervisor evaluated the processes for hiring full-time and part-time employees at the library. This process included the following:

- Applied DEI best practices to evaluate the recruitment process for librarian, staff (full-time and part-time), graduate and internship, and direct hire student positions.
- Assessed sample interview schedules and questions to ensure diversity, equity, inclusion, and accessibility practices are considered throughout LNDL’s recruitment process.
- Completed the Loyola Notre Dame Library Hiring and Recruiting Handbook and shared with all staff in July 2023. The Hiring and Recruiting Handbook will be reviewed annually to align with compliance standards and reflect current best practices in DEI recruiting.

5. Create a LNDL Diversity Committee, to provide continuity and a commitment to ensuring that issues of equity and inclusion are incorporated into hiring and all other aspects of library work.

The Assistant Director of Collections and Access Services and Head of Archives and Special Collections completed an assessment of working groups within the library and compared them to trends in local and national academic libraries. As a result of the assessment, certain library working groups were reorganized while others were created and charged including the newly created Inclusion, Diversity, Equity, and Accessibility (IDEA) committee.

“The IDEA Committee works collaboratively to identify and remove barriers to a more inclusive and equitable organizational culture; to foster a welcoming and supportive library experience for all users; to continuously improve library policies, practices, workflows, and initiatives, recommending alternatives where applicable; and to identify ways to partner

with appropriate campus and community groups to promote and support IDEA initiatives“ (Inclusion, Diversity, Equity, and Accessibility (IDEA) Committee Charge, Appendix E). See Appendix E to review Inclusion, Diversity, Equity, and Accessibility (IDEA) Committee Charge.

The IDEA Committee was formally introduced to all staff on August 29, 2022. Committee members serve two-year terms and come from different units within the library and from different levels of the organization. The IDEA Committee’s focus in FY23-FY24 is on community engagement and staff development.

Final Remarks

High Impact of DEI Practices on LNDL Staff

LNDL continues to implement all five recommendations proposed in the Loyola Notre Dame Library Equity Audit: Final Report 9/21/2021. LNDL’s commitment to diversity, equity, and inclusive practices resulted in a tremendous impact on the library’s hiring outcomes. During the period from December 2021 to October 2023, 41% of LNDL’s new employees came from racially diverse backgrounds according to headcount figures. Looking to the future, Library staff remain committed to continuously improving LNDL’s Recruitment and Hiring processes to maintain a focus on the central question in the 2021 Equity Audit, “How can articulation of core values and enhancements to the hiring process support greater racial diversity in library staff?”

LNDL has focused time and attention on several additional areas to expand on the work from the Library’s Equity Audit. First, LNDL engaged Ms. Suzanne Haley (<https://www.changinglens.org/about>) for all staff “DEI: Optics Training” (June 2022) to strengthen staff commitment at all levels of the organization to the values of Diversity, Equity, and Inclusion. Second, in FY23 the Library’s IDEA Committee’s mapped and documented the affinity groups available for Library staff to participate in on both Loyola and Notre Dame’s campuses and identified continuing IDEA training opportunities for all Library staff. Third, staff development goals for all Library employees in FY24 include completion of DEI and Accessibility training. Finally, as the library completes a five-year strategic plan in 2024, staff are applying a DEI lens to the process to ensure these core institutional values are reflected in the work the Library does at all levels to support the transformational, educational missions of Loyola and Notre Dame.

Beyond the commitments made in the Loyola Notre Dame Library Equity Audit: Final Report 9/21/2021, LNDL is committed to actively supporting the diversification of the talent pipeline for the Library profession. As part of this initiative, the Library has partnered with Simmons University’s Library Fellows Program to recruit fully remote graduate students pursuing their master’s in library and information science. The selected students obtain hands-on library experience at LNDL while receiving a scholarship towards their tuition to help ease the financial burden of pursuing a graduate degree.

Finally, LNDL is thrilled to share that based on the body of this work the Library was notified it will receive the Chesapeake Human Resources Association's (CHRA) James W. Rouse Diversity Award in November at the 2023 Diversity and Inclusion Conference. CHRA is a non-profit Human Resources professional association with over 1,000 members and is a Super Mega Chapter of the Society of Human Resources Management supporting the Baltimore region. The James W. Rouse Diversity Award was established by CHRA in 1996 and is presented annually to CHRA member organizations in recognition of innovative strategies implemented to advance the concept and spirit of diversity (<https://www.chra.com/page/DiversityAward>). The selection committee was impressed by the "depth and significance" of LNDL's work and believes the Library's "contributions are invaluable in furthering the cause of diversity and inclusion."

Appendix A

Loyola Notre Dame Library Equity Audit: Final Report 9/21/2021

Danielle Whren Johnson, Copyright and Special Projects Librarian

Jenny Kinniff, Head of Archives and Special Collections

Overview

The Loyola Notre Dame Library Equity Audit took place from January through May 2021, following the seven-step process outlined by Loyola. Speaking with library employees during Step 1 (Reflect on perceptions of equity and potential areas of inquiry) surfaced many strengths of the library, as well as many potential avenues of inquiry. The audit team did not speak with most part-time employees or senior administrators when gathering data from staff to inform the recommendations included in this report and will strive to make future DEI initiatives at the library inclusive of all staff. We have included recommended future areas for exploration in Appendix A of this report. It is our hope that the library will continue the process of reflection, data gathering, and goal setting initiated by this audit to address these ideas in the coming months.

Research question

After evaluating the feedback gathered from library staff on LNDL's strengths and areas for improvement in diversity, equity, and inclusion (DEI), it became clear that the most important issue to staff was a lack of racial diversity in our organization. One employee noted that "racial equity in hiring practices is foundational, and it must be there for any other DEI initiatives in the library to make sense." The question we explored during this audit is:

How can articulation of core values and enhancements to the hiring process support greater racial diversity in library staff?

Data gathered and analyzed (and missing data)

With the help of our colleagues in library administration, we gathered the following data:

- Hiring-related documents for librarian searches from March 2016-March 2021 (such as job announcements, rubrics, and interview questions)
- Hiring-related documents for the last three non-librarian professional searches
- A list of places where job announcements are posted
- The library's current mission statement and former/inactive mission, vision, and values statements
- A survey of our AJCU and comparable schools' websites for mission, vision, and values statements
- Published research and presentations on equity in hiring from the library, education, business, and HR fields
- Reports and handbooks on equitable hiring from other academic libraries

We also attempted to gather data on the current and past racial/ethnic demographics of library staff and applicant pools. This data has not been collected by the library.

Analysis of data

Based on an analysis of the data collected, the audit team identified ways in which the library is already supporting greater racial diversity of staff in the hiring process, as well as areas where there are opportunities to encourage an even more equitable and inclusive hiring process.

Strengths

- The library conducts a well-structured hiring process, with standardized evaluation rubrics and interview questions for each search.
- The library has created a checklist for search committees that can be expanded to provide more in-depth guidance, especially on equity-related issues.
- Library staff are enthusiastic about creating a culture of DEI in the library and updating our hiring practices to support greater racial diversity in our hiring pools and library staff. Enhancements to DEI-related text in library job descriptions were made during this audit.

Opportunities

- The library's mission statement does not currently reflect the strong personal and professional commitment to DEI that library staff have expressed. It is also not publicly available to the communities we serve and potential job candidates, which would demonstrate the culture and commitment to DEI being cultivated at the library. We found that 88% of AJCU libraries include a mission statement on their website, and 50% include some combination of vision, values, and/or diversity/Black Lives Matter statements.
- Demographic data on current library staff and applicant pools is currently unavailable, making it impossible to assess any changes in the diversity of library staff or to know if the diversity of applicant pools is reflective of the profession.
- While the library already engages in many best practices related to hiring for diversity, equity, and inclusion, there are other recommended best practices not currently being implemented.

Recommendations

The audit team recommends that the library adopt the following goals to better articulate its core values and enhance the hiring process to support greater racial diversity in library staff:

1. Revisit the library's current mission statement and previous vision and values statements, updating them to reflect the library's organizational culture and commitment to DEI values. Share these publicly via the library website and make them a living part of the organizational culture of the library.
2. Work with the library's HR consultant, PSA, to determine whether the library can begin collecting data on race and ethnicity for current staff and for applicant pools.
3. Create and implement library guidelines for best practices in hiring for diversity, equity and inclusion.
4. Create a search committee handbook to guide staff in consistent and equitable hiring practices for librarian and non-librarian staff.
5. Create a LNDL Diversity Committee, to provide continuity and a commitment to ensuring that issues of equity and inclusion are incorporated into hiring and all other aspects of library work.

Appendix B

Loyola Notre Dame Library Mission, Vision, and Values

Mission Statement

The Loyola Notre Dame Library is an innovative center of engaged learning and research that advances the academic and spiritual missions of Loyola University Maryland and Notre Dame of Maryland University. The Library fosters a culture of belonging through meaningful engagement with campus and community partners. Anchored in a commitment to operational excellence, the library advances the fluent, equitable, and ethical use of information and technology.

Vision Statement

The Loyola Notre Dame Library will be a community catalyst empowering the transformational educational missions of Loyola University Maryland and Notre Dame of Maryland University. We will cultivate student success, amplify diverse voices in knowledge creation and preservation, and inspire the ethical use of information and resources to fight for justice and change the world.

Values

Diversity, Equity, Inclusion, and Accessibility

The Library recognizes that personal and systematic bias against individuals from underrepresented groups exists. The Library works to build and bridge communities that welcome and affirm people to be their whole selves, honoring their multiple identities and lived experiences. The Library seeks to reflect the diversity of the communities served in the stewardship of and access to collections, spaces, services, and expertise. The Library establishes and maintains human resources policies and practices that result in fair and equitable treatment of Library staff.

Innovation and Collaboration

The Library fosters creativity and innovation by providing access to a wide range of resources, technologies, spaces, and expertise. The Library collaboratively pioneers new services and improves upon existing resources to meet the changing needs of users.

Lifelong Learning

In partnership with faculty, staff, and students, the Library prepares our users to be lifelong learners and promotes the success of the whole person. The Library supports students by facilitating fluency in the ethical use of information and technology as they apply critical thinking to solve problems, collaborate, and advance knowledge. The Library has a strong commitment to the personal and professional development of Library staff and giving back to the greater library profession.

Intellectual Freedom and Integrity

The Library upholds the American Library Association Bill of Rights and, as such, respects each user's right to privacy and will not provide information regarding Library transactions unless required by law. The Library recognizes the right of the academic community to pursue intellectual inquiry and supports academic research and the scholarly communication process by providing resources regardless of topic or perspective. The Library strives to be an honest and ethical organization.

Operational Excellence

The Library is committed to continuous improvement of the user experience, centering the diverse needs of the communities served to ensure equitable and inclusive use of library resources, services, and expertise. As higher education and library environments change, the Library strives to assess the success of these endeavors, adapt to changing needs, and articulate Library values in day-to-day operations.

Sustainability

The Library partners with Loyola University Maryland and Notre Dame of Maryland University to care for our common home, creating a better future for the communities the Library serves and our world.

Appendix C - Prepared by Jenny Kinniff and Danielle Whren Johnson, October 22, 2021

DEI Best Practices in Recruitment and Hiring

Job Descriptions

- Include a starting salary or salary range in all job announcements (Baker, et. Al, 2020; Thielen & Neeser, 2020; Silva & Galbraith, 2018; Schmidt, 2019; AAM)
- Consider whether a LIS degree is actually required for the position, or if it can be listed as preferred. What other equivalent degrees or experience are acceptable for the position? (Thielen & Neeser, 2020)
- Include demonstrated DEI experience or commitment as a required qualification in every job posting, to demonstrate that the institution is committed to hiring applicants who understand the value and importance of DEI (Thielen & Neeser, 2020)
- Include the minimal number of required job qualifications necessary, to prevent people of color and women from self-selecting out. (Cunningham, Guss, & Stout, 2019)
- Limit preferred qualifications in order to create a job posting that is realistic and focused on the duties the candidate will perform, rather than creating an aspirational job (Thielen & Neeser, 2020)
- Emphasize that preferred qualifications are not required. (Hodge & Anantachai, 2021)
 - Example from University of Florida Libraries: “We want to emphasize that the preferred qualifications are not required and that we are committed to helping our future colleague develop these preferred skills. We strongly encourage those who are passionate about fostering diverse, inclusive, and equitable libraries to apply.”
- Pay attention to the language used in job descriptions. Try to remove adjectives closely associated with a particular gender, or ensure balance in these adjectives (Knight, 2017) (Nobel, 2017)

Job Postings/Recruitment

- Consider who you are reaching and who you are not when posting in specific locations taking note of membership fees and subscription requirements. (Hodge & Anantachai, 2021)
- Use direct recruitment to recruit diverse candidates (Hodge & Anantachai, 2021)
- Post to diverse array of sites (see UMBC Library Recruitment Form for examples)
- Attend career fairs at local community, junior, and 4-year colleges that serve primarily underrepresented populations (UNLV)

Search Committee Practices and Training

- Document the process for hiring librarian and non-librarian staff and make this information available to all staff (UNLV, 2020)

- Create training materials/equity guides for search committees to ensure that committee members understand the responsibility of ensuring an equitable process while following all legal requirements. (Cunningham, Guss, & Stout, 2019; Western University, 2014)
- Educate employees about racial microaggressions, unconscious bias, and manifestations of white-centered thinking in search and hiring procedures, including the perils of evaluating candidates on their “fit” (Cunningham, Guss, & Stout, 2019)
- Rank or weight each criterion in advance of screening applicants (Western University, 2014)
- Use a checklist of phrases and qualifiers to avoid in verbal discussions and written reports reflecting on candidates because they are an indication of unconscious bias. (Dali, 2018)
- Have a document with a clearly articulated list of organization values and mission goals which accurately describe your organizational culture and can signify true cultural fit. (Dali, 2018)
- Blind the view of resumes to ensure search committee members are focused on the candidate’s specific qualifications and talents as well as helping prevent unconscious biases from creeping in. (Knight, 2017)
- Do not ask about criminal histories until a conditional offer of employment is made (AAM)

Interviews and Job Offers

- Use an interview scorecard that grades each candidate’s responses to each question on a pre-determined scale. (Knight, 2017)
- Ask candidates about their knowledge and experience with diversity and inclusion. (Cunningham, Guss, & Stout, 2019)
- Provide the interview questions and interview schedule to candidates in advance. Can send phone interview questions one hour in advance. (UMBC) (Belanger & Gorecki, 2019)
- Pay up front for all interview costs. Candidates may not be able to float the money required to attend interviews even if they are reimbursed later (Hodge & Anantachai, 2021).
- A candidate may be asked in advance if there is any accommodation required for a successful interview. This is a good practice, whether or not it is clear that the candidate has a disability. (Western, 2014)
- Default to using elevators in the building rather than stairs. (Betz, G., Kraus, H., Krueger, S., & Tureen, A., 2021)
- Provide information to all candidates about accommodations in the building, such as all-gender restrooms, motherhood rooms, and ADA accessibility, so they do not have to ask. (Betz, Kraus, Krueger, & Tureen, 2021)
- Inquire about dietary restrictions if the interview includes meals. Send restaurant menus ahead of time. Make some meals optional if they are not essential (e.g. dinner the night before, breakfast) (UNLV) (Betz, Kraus, Krueger, & Tureen, 2021)
- Address issue of meals by:
 - Alerting participants in meals to the potential for bias in unstructured interview settings. Provide evaluative criteria connected to job requirements if mealtime is to be included in evaluation; OR
 - Don’t collect feedback from meals and don’t have anyone involved in search process or hiring decisions participate; OR

- Provide meals without interview components where the candidate can be alone and reflect. (Betz, Kraus, Krueger, & Tureen, 2021)
- Avoid scheduling interviews during important periods of faith (UNLV)
- Provide “flex time” in interview schedule that gives the candidate some choice, e.g. a time block where they can choose how to spend their time. Example options could be a meeting with their choice between a few campus/affinity/diversity groups, taking a walking tour of campus, having a break, etc. (UMBC) (Betz, Kraus, Krueger, & Tureen, 2021)
- Be clear about how salary offers are set and standardize the criteria to make salary offers using a number of elements like job experience, educational experience, technical abilities, emotional intelligence, and other relevant factors. (Silva & Galbraith, 2018)

Data Collection

- Collect data on diversity of pool and interviewees in job searches. Without data it is difficult to assess how well the institution is hiring for diversity over time. (Cunningham, Guss, & Stout, 2019) (UNLV,
 - Example: A report for each search shall include: (Western University, 2014)
 - Number of applicants with professional degrees
 - Number of male and female applicants
 - Where known, the information on applicants from other designated groups
 - A comparison of the composition of the applicant pool with available data reflective of applicant pools for similar positions

Best Practices Already Implemented at LNDL

- Structured interviews, whereby each candidate is asked the same set of defined questions, standardize the interview process and minimize bias. (Knight, 2017)
- Each committee member should independently record and rate the response of each candidate (Western University, 2014)
- Employ a variety of evaluation formats to obtain a more thorough and accurate assessment of an individual’s qualifications. For example, an individual who does not interview well may perform well in a classroom and vice versa. (Western University, 2014).
- Do not make assumptions about candidates including willingness to move, candidate’s interest in the job based on background, etc. (UNLV)
- Do not ask for salary history (AAM)
- Ensure that job qualifications are skill based rather than credential based (AAM)
- Provide an itinerary for the interview day. Include scheduled breaks and whom the candidate will be meeting with. Designate someone as a guide for the candidate on interview day, to ensure they transition smoothly and have someone to go to with questions. (Betz, Kraus, Krueger, & Tureen, 2021)

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Appendix D

Search Committee Guidelines from PSA

Search Committee Role

- Generate a pool of candidates best qualified to meet the needs of the position.
- Ensure that the hiring process is non-discriminatory.

The Rubric

- A tool to compare candidates against expectations found in the job description
- Designed to mitigate bias
- Brings discipline to the resume review process and candidate comparison
- Allows for efficient, consistent, and objective decision making in evaluating job applicants

The Grid

- Lists the name or number of each resume received (top row) and each qualification (first column)
- Classifies each qualification as either required or preferred

Scoring

- 1 - Meets the requirement
- .5 - Partially meets the requirement
- 0 - Does not meet the requirement
- Blank - Unable to assess

If the job description/posting lists a criterion as *Required* – when measurable they must score a 1. If they do not score a 1, they are to be moved out of the pool (in a different tab or different column).

Example: MLS from an ALA accredited program – would either be 1 or 0

Committee Process

- Members will assess candidates independently and submit to the Chair.
- Discrepancies will be discussed as a group.

Committee Prework

- Consistency in applying the rubric is the key to reducing subjectivity.
- Know the position. Be familiar with the job and its position description to efficiently and accurately compare the experiences listed on a résumé with the requirements of the job description.
- Every committee member should be knowledgeable on how each criterion is defined, and how to glean information from the resume.
- Define thresholds for what satisfies Meets, Partially Meets and Does Not Meet.
- Decide what score a candidate must achieve to advance in the process.

Assessing the Candidate Packet

- First skim for the easy-to-find qualifications.
- Look for a summary statement of qualifications and experience.
- Read the cover letter.
- Do not make the candidate fit the role. Do not create a story for the candidate. Do not compromise.

- Look for transferable skills.
- On your first pass do not overemphasize the format or writing style; look for quality of the content.
- Confirm that the dates of the events make logical sense. If there is anything out of order, consider disregarding the resume.
- Note gaps in employment but do not assume they were due to negative reasons
- Check the finer details of their professional experience – relevancy to the position they are applying for, duration of each employment and reasons for leaving.
- Make notes of other observations on the screening instrument about each candidate. This will be a useful reminder when you start to discuss candidates with the committee.

Group Assessment

- If evaluators unanimously score a candidate below the established requirement, eliminate the candidate.
- If evaluators unanimously score a candidate at or above the established requirement, advance the candidate.
- Spend most of the time discussing candidates with mixed reviews. Why is there a disparity in the scores? Is there missing information? Could personal bias be influencing the results?

Organize Candidates

Chart the résumés on the evaluation grid, organize them into three tabs or sections as follows:

- Yes: meets all required criteria.
- Maybe: meets must-have criteria and some additional criteria, but not all.
- No: does not meet must-have or minimum criteria.

Review each section

- Ensure the "No's" really do not meet minimum requirements and the "Maybe's" don't belong in one of the other two folders.
- If the list of top candidates proves to be exceptionally long, perform further screening to narrow it down.
- Review the final "Yes" candidates for more specific information and question each résumé. For instance:
 - Are there actual accomplishments to support the competencies required?
 - Does the résumé include statements like "increased productivity by 5%" where "results driven" is a competency for the position?
 - If job-hopping is not uncommon for the industry, does the applicant's job history indicate movement that exceeds the norm?
 - Are there any unacceptable writing or style errors?
 - Are there any unexplained gaps in employment?

Split the resumes between top applicants to screen by phone, backup list of less qualified candidates, and rejected ones.

Appendix E

Inclusion, Diversity, Equity, and Accessibility (IDEA) Committee Charge

Purpose of Committee

The IDEA Committee works collaboratively to identify and remove barriers to a more inclusive and equitable organizational culture; to foster a welcoming and supportive library experience for all users; to continuously improve library policies, practices, workflows, and initiatives, recommending alternatives where applicable; and to identify ways to partner with appropriate campus and community groups to promote and support IDEA initiatives.

In concert with other internal and external working groups (e.g., library administration and PSA, Loyola and Notre Dame faculty and student committees, and local and regional partners), the IDEA Committee helps educate and support library staff in developing a shared understanding of and commitment to principles of inclusion, diversity, equity, and accessibility.

Responsibility

Advancing inclusion and equity takes action. The IDEA Committee will:

- Partner with library administration to recommend, support, and assess progress on the library's inclusion, diversity, equity, and accessibility goals and initiatives
- Make recommendations for adoption and continuous improvement of IDEA-related policies, practices, workflows, and initiatives that are informed by examples, case studies, and best practices at peer libraries
- Co-create, support, and/or lead activities in collaboration with library colleagues and campus and community partners to increase awareness and promote understanding about IDEA issues and foster cultural competence

Membership

Membership is open to all library staff interested in the intentional examination of library initiatives and practices to promote a welcoming and inclusive organization. With supervisor approval, members may volunteer or may be appointed by the Library Director.

The committee is comprised of four members, not including any student representatives, and will include librarians and staff. Members will serve for a two-year term. The terms begin on July 1 and conclude on June 30. Members may serve consecutive terms without gaps, and there are no term limits. One or two members will serve as committee (co-)chairs.

Library student assistants are welcome to participate as active members of this committee or in an advisory role to offer student perspective on IDEA initiatives. Membership terms for students run September to May and are meant to be flexible and unique to each student's availability and interests. The student, unit coordinator, and committee chair(s) will work together to recommend student appointment and involvement on this committee for approval by the Library Director.

Operations

The IDEA Committee will typically meet monthly. The committee will submit a report to the Director's Advisory Group (DAG) outlining its work plans for the year in August of each year. It will report to DAG on work progress in January and May of each year. Committee members may be asked to update DAG on specific initiatives at other times of the year. Committee members will also give brief updates at all-staff meetings.

Committee documentation (agendas, meeting minutes, reports, research) will be stored in a subfolder of the Teams folder Loyola Notre Dame Library Staff>Working Groups that is accessible to all staff.

Resources

[Loyola University Maryland Office of Equity and Inclusion](#)

- [Diversity Reading Groups](#)
- [Affinity Groups](#)

[Notre Dame of Maryland University Diversity and Inclusion Council](#)

[American Library Association: Equity, Diversity, and Inclusion](#)

[Disrupting Whiteness in Libraries and Librarianship: A Reading List \(University of Wisconsin-Madison Libraries\)](#)