2-1-2020

Inclusion and Equity Committee Diverse Recruitment Task Force 2 "Current University Libraries and UNLV Practices"

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Inclusion and Equity Committee

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Introduction

The Diverse Recruitment Task Force 2 was charged with reviewing current UNLV and UNLV University Libraries best practices and making recommendations to recruit and hire faculty and staff from underrepresented groups.

This report is organized into several sections. First, the task force offers specific recommendations for classified staff as the hiring process for classified staff is so different from the process for academic and administrative faculty. Second, the task force would like to point out that if it is the goal of the Libraries to have a staff that more closely resembles the local student population, then the Libraries should focus on local student and staff populations for recruitment and hiring. Finally, the task force offers recommendations that may improve the processes of recruiting, hiring, and retaining academic and administrative faculty.

Classified Staff

The task force recommends that the process for recruiting, hiring, and interviewing classified staff is documented as it is for faculty processes. It is also recommended that the processes for forming classified staff search committees and for checking references of finalists are standardized and documented. Documentation should be made available to all library staff on the staff website. This group also recommends further investigation into the retention needs of classified staff.
- Document process for hiring classified staff in a place that is available to all people in the library (on the staff website)
- Create a standardized process for creating search committees
- Require the use of rubrics for evaluating classified staff applicant materials
- Require a standardized process for interviews in writing
- Require the same procedure for reference checks and questions for classified staff positions, perhaps with increasing requirements for increasing responsibilities (ie: open language regarding references for LT1 but 3 required references for LT3)
- Charge an additional task force to specifically look at the needs of hiring and retention of classified staff

Outreach on Behalf of the Profession

The task force recommends that the University Libraries implement initiatives focused on exposing local high school, undergraduate, and graduate students as well as Libraries staff to possible career paths in the librarian profession in order to increase the candidate pool in the future. Our diverse student and community populations make up many of the underrepresented groups we are looking to recruit. These initiatives will be proactive in increasing the candidate pool and help increase recruitment, representation, and retention of historically underrepresented groups. It may particularly be helpful in retention by decreasing turnover of people who leave because they do not enjoy living in Las Vegas.

- Conduct outreach to high school and college students about librarianship
- Conduct information sessions for student workers and/or staff about librarianship (possibly as part of Student Employment Leadership Group certification)
- Conduct information sessions for student workers and/or staff about diversity scholarships and funding opportunities (ie: American Library Association Spectrum Scholarship)
- Pilot alternate funding models (ie: providing scholarship funding for diverse library staff to earn an MLIS)
- Document policies for internships and post publicly on UNLV Libraries website

Recruitment and Hiring for Academic and Administrative Faculty

In the area of recruitment and hiring for Academic & Administrative Faculty, the task force has identified recommendations touching upon the following areas: 1) enhancing the language used in job ads, 2) providing additional information to job seekers regarding the status of ongoing searches, 3) expanding the process by which we recruit and advertise openings, and 4) supporting diversity as a professional value within the field of librarianship.

- Annually review and update the "persons encouraged to apply" subsection of the job template to ensure the language used is accurate, current, and inclusive. This process should include an overview of the language used in searches at institutions elsewhere in the US and Canada.
- Annually review and update the "working with diverse groups of people competency" subsection of the job template to ensure the language used is accurate, current, and inclusive.
- Assess the job template, hiring documents, candidate support documents, public library websites, and all HR policies and procedures shared with candidates for non-binary exclusionary language. Replace all instances of he/she language with gender neutral they/them language.
- So as to better communicate the organization's values to candidates, include links to the following material in the job ad or, alternatively, in the documentation provided to on-campus candidates: The UNLV University Libraries Diversity Statement, the Library Mission and Values Statements, the Charge of IEC, and/or the IEC annual report.

- Increase transparency of the status of individual searches listed on the UNLV Library Website and include a link to the landing page for current searches and their status in the text of all job ads. The task force recommends a model similar to that used at UC Berkeley (https://las.lib.berkeley.edu/lhrd/jobs/academic-jobs).
- Actively and regularly encourage University Libraries employees to go to local and free meetings and conferences to recruit. Provide attendees with handouts, "We're Hiring" buttons/tags, and brief elevator speeches for all current openings.
- Provide administrative funding for alternate/additional recruitment opportunities such as supplemental funding for representatives to attend conferences to specifically recruit for upcoming positions.
- Support LIS conferences, particularly those associated with diversity, equity, and inclusion efforts, on an institutional level. Conferences to consider sponsoring include the Joint Conference of Librarians of Color, IDEAL, etc.
- Host LIS conferences focused on diversity, equity, and inclusion efforts. Conferences to consider hosting include the Joint Conference of Librarians of Color (JCLC), Advancing Inclusion, Diversity, Equity, and Accessibility in Libraries & Archives (IDEAL), POC-only People of Color in Library and Information Science Summit, etc.
- Develop a process by which job ads are shared to the listservs of ALA's ethnic affiliates in addition to the fee-based ethnic affiliate job boards. The task force has identified two potential models for the distribution of this information: 1) HR maintains a list of current employees who are members of ethnic affiliates and requests they distribute the email to the listserv or 2) Kim Kaplan is provided with membership to all ALA ethnic affiliates and is responsible for sharing the message on all affiliate listservs.
- Develop a process by which job ads are shared with the listservs of all US and Canadian iSchools, as identified by Hilary Kraus at http://bit.ly/iSchoolJobSites.
- As a concrete example of the University Libraries' devotion to enhancing diversity in the profession, provide administrative funding for any interested attendees to attend diversity-focused conferences, meetings, etc (ie: JCLC, REFORMA chapter meetups, etc).
- Continue to work with Association of Research Libraries to create a more developed diversity fellowship program. Additionally, collaborate with ARL Diversity Fellowship partners to design a diversity fellowship that more serves as a Fellowship-to-Career pipeline.

Preparing the Organization for Searches and Interviews

The task force recommends that those involved in the hiring process be aware of the College and University Professional Association for Human Resources (CUPA-HR) "Building a Successful, More Inclusive Search" modules. Anyone who is charged with making changes to our current process should complete the modules. The task force also recommends that guidelines and examples be established in the following areas: how to implement experimental processes for search committees, best practices for questions to be asked in small group meetings, and giving feedback for candidates. A standardized campus tour should be created.

An up-to-date restaurant list with information about menus, accessibility, and gender neutral bathrooms should be created and be made available to candidates for their meals.

- Those involved in the hiring process should be aware of the CUPA-HR "Building a Successful, More Inclusive Search" modules as a resource
- Anyone formally involved in reviewing and changing our processes should complete the modules
- Generate guidelines and examples for questions in small group meetings (ie: RED meeting, CAD meeting, etc)
- Generate guidelines and examples for giving feedback for candidates
- Create restaurant list that includes information about gender neutral bathrooms, accessible spaces, good for different dietary restrictions, etc. & establish a regular review to confirm information is correct and updated.
- Standardize the process for candidates selecting restaurants for lunch and dinner
- Create a standardized campus tour with pointers so all candidates get the same information
- Generate guidelines for how to implement experimental processes for search committees

Retention of Academic and Administrative Faculty

In the area of retention of Academic & Administrative Faculty, the task force has identified recommendations touching upon the following areas: 1) onboarding, 2) systematically addressing cultures of isolation and siloing which may lower retention, and 3) building organizational understanding of why University Libraries faculty leave.

- Standardize the onboarding and welcoming procedures for new faculty and staff. Currently onboarding processes are dependent upon who the supervisor is, the current capacity of said supervisor, and disparate expectations of division directors. New hires experience different elements of onboarding procedures (i.e. tours, introductions, ready-on-arrival office supplies, etc.) and welcoming processes (i.e. welcome bags/baskets, welcome door signs, welcome donuts, etc.)
- Extend mentorship opportunities/enrollment throughout the year. Under current policies, some hires may need to wait for up to one calendar year before they can apply for a mentor
- Facilitate and fund programs designed to connect new employees with colleagues *not* related to their department or employee classification. The task force recommends a program like RandomCoffee (https://www.random-coffee.com/)
- Review formatting standards and ordering procedures for all University Library business card formats and name badge formats to ensure they have preferred names. Review Faculty Annual Achievement Report formatting conventions and other formal documents for binary and exclusionary language. Replace all instances of he/she language with gender neutral they/them language. Establish a policy regarding the use of Mr/Mrs/Ms/Mx titles. Where possible, include the use of pronouns as a standard

practice, rather than as an optional or additional inclusion (e.g. pronouns should be on name badges not a separate badge)
- Establish a library-wide policy of conducting "stay interviews" and centrally gather the anonymous results for assessment. The task force notes that "stay interview" best practices prohibit the combination of a "stay interview" and annual review
- Establish a library-wide policy of conducting "exit interviews" and centrally gather the anonymous results for assessment
- Establish a task force specifically looking into retention of administrative faculty
- Establish a task force or task forces specifically looking into retention of underrepresented faculty

Assessment

Difficulties have been recognized in assessment of our recruitment and retention processes due to a lack of transparency in sharing collective data. To help us obtain firsthand data and to better assess the process, the task force recommends that the library survey new employees after hiring about the recruitment process and conduct exit interviews when academic faculty, administrative faculty, and classified staff resign to find out common reasons why they leave. Questions that need to be resolved before assessment can be conducted include: 1) What is diversity? 2) Without access to demographics of the applicant pool, how do we track our progress? 3) What does 'success' look like? 4) Do we strive to mirror our student population? 5) How do we legally access information? 6) How do we legally recruit when we can't give preference to diverse candidates?
- Conduct exit interviews. Ideally this would happen at the campus level, but it could be incorporated at the library level.
- Evaluate common reasons why academic librarians report leaving to see if improvements can be made in those identified areas (ie: culture, morale, opportunities for professional development, work-life balance, telecommunity, flexible scheduling, transparency, communication, mentorship, training)
- Survey new employees after hiring about the search and interview process in order to continually revisit and improve practices

Conclusion

The task force recognizes that implementing many of these recommendations requires time, effort, significant changes to procedures, and vital changes in culture. The task force acknowledges that changing an institution's culture can be difficult, but believe failure to do so will have a deleterious effect on the University Libraries' long term well being. Additionally, the task force believes this necessary work will greatly benefit from the development of additional task forces with smaller scopes of assigned investigations. Recommended areas for further task force consideration are identified throughout this document, but should not be considered an exhaustive list.