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CHAPTER 18

Developing Recommendations for More Inclusive Academic Librarian On-Site Interviews

Christina M. Miskey, Kathryn M. Houk, and Jason Aubin

Introduction

This chapter will discuss the work of the University of Nevada, Las Vegas (UNLV), library faculty Ad Hoc Committee for Diverse Recruitment and Retention: Campus Visits and Interviews (hereafter referred to as the campus visits committee), which was formed by the library faculty in 2020 to recommend ways for the faculty interview process to be more inclusive and to allow candidates from diverse backgrounds to excel during their interview process. The culmination of the committee's work was the internal report for library faculty, *Recommendations for Hosting UNLV Library Faculty Candidates*, which is in the process of being implemented for faculty searches within the University Libraries. The goal of these recommendations is to improve search committee and human resources processes, thus enhancing the final-round interview experiences of candidates for library faculty positions.



These recommendations were based on the research undertaken by the campus visits committee and a detailed survey that was sent to the library faculty to determine attitudes, preferences, and perceptions regarding the University Libraries' current interview process. The survey responses brought to light several diversity, equity, inclusion, and accessibility (DEIA) issues that the campus visits committee attempted to address through their recommendations, which were reviewed by the library faculty as a whole and then voted upon.

This chapter will seek to provide context and supporting research for why all of the recommendations created by our campus visits committee are critical to ensuring inclusive and welcoming interviews for candidates, regardless of if the library faculty as a whole or libraries human resources agreed with them. We will also share the progress that has been made since the committee's report and recommendations were voted on by the library faculty in the fall of 2021.

This chapter will also discuss suggested next steps for topics that were beyond the scope of the campus visits committee. These topics included examining the first-round phone interviews process, the treatment of internal candidates versus external candidates, and recommendations that were rejected or not considered DEIA issues by the library faculty. Finally, we will discuss actions the library faculty expects our libraries' administration will take accountability for or, at minimum, support ongoing efforts by other groups in the library that take responsibility, as well as potential future research and actionable changes our library and other academic libraries could undertake in the future.

Background

UNLV was founded in 1957 as a public university (UNLV, 2022) and is currently a doctorate-granting institution in a continuously growing urban environment. As of fall 2021, more than 30,000 students are enrolled in one or more of 255 potential degree programs (Nevada System of Higher Education, 2021). The student population is majority female-identifying (57.3 percent), with almost 67 percent of all students identifying themselves as one or more minority racial or ethnic backgrounds. UNLV is designated as a minority-serving institution, Title III- Asian American and Native American Pacific Islander-serving institution, and a Hispanic-serving institution, in addition to being named as one of the most diverse institutions in the United States in the *U.S. News and World Report's* annual listing for the past decade (Division of Diversity Initiatives, n.d.). In 2018, UNLV was classified by the Carnegie Classification of Institutions of Higher Education as an R1 "very high research activity" institution (Media Relations, 2018), which enables the university to recruit more high-profile faculty and students, earn more research funding dollars, and overall raise the profile and prestige of the campus.

Despite these laudable statistics, faculty and staff diversity in 2019 did not correlate to student diversity, with more than 65 percent of faculty members identifying as "white" across part-time and full-time instructional faculty, more than 50 percent of professional

staff identifying as “white,” and 61 percent of classified staff identifying as “white” (Office of Decision Support, 2020). Additionally, among full-time instructional faculty, only 40 percent identify as female (Office of Decision Support, 2020). The numbers in 2021 have only slightly improved (Office of Decision Support, 2021), with single-digit increases across all employment categories (Nevada System of Higher Education, 2021) in most minority racial and ethnic categories that are tracked (Hispanic/Latino, American Indian or Alaska Native, Asian, Black or African American, Two or More Races).

It is within this context that the University Libraries Inclusion and Equity Committee (IEC) was charged to begin an in-depth study of the libraries hiring, retention, and recruitment practices in terms of diversity, equity, and inclusion (DEI) in early 2019. The IEC is a voluntary all-library committee that is composed of academic faculty, professional staff, and classified staff; the committee reports directly to UNLV Libraries administration. The IEC formed three task forces designed to perform an extensive literature review, examine current library policies, and hold a series of town hall discussions with faculty and staff in the libraries. The bulk of this work was carried out in mid-to-late 2019. In February 2020, the IEC presented a report (Boddie et al., 2020) outlining its findings and providing a series of recommendations, organized around distinct themes of hiring and

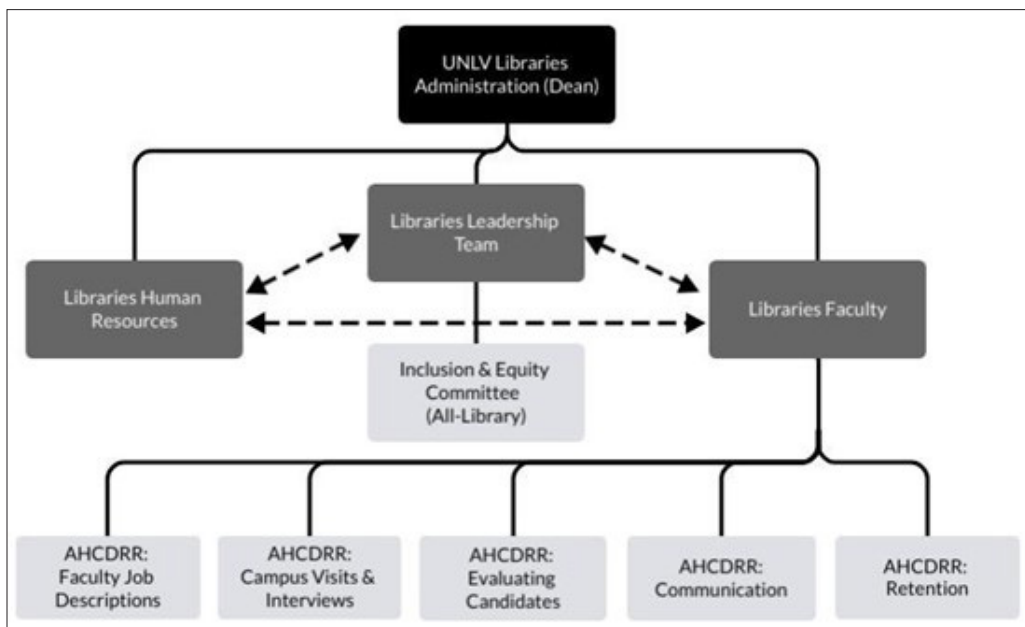


Figure 18.1. Organization and communication structure of discussed committees. *Note.* AHCDRR is an abbreviation for Ad-Hoc Committees on Diverse Recruitment and Retention. Dotted lines indicate communication flow between groups with power to enact policies.

recruitment, and stating that it encouraged libraries leadership and the faculty and staff as a whole to begin implementing.

In late 2020, the library faculty, led by the faculty moderator, elected to take a more proactive approach to develop concrete action plans for implementing the recommendations from the IEC report. Five ad hoc committees for diverse recruitment and retention were created based on the five main themes of the IEC report: campus visits and interviews, communication, evaluating candidates, faculty job descriptions, and retention. Each of these committees was tasked with taking the recommendations from the IEC report in its assigned thematic areas and creating deliverables (whether in the form of reports, creating template documents, etc.) that would translate into concrete actions that the library faculty, UNLV Libraries administration, or libraries human resources could put into place. In the next section, we will describe the process the campus visits committee underwent to complete this assignment. Figure 18.1 provides an overview of how the committees mentioned in this chapter are organized under UNLV Libraries administration.

Our Committee Work

The campus visits committee was formed in the summer of 2020 and was composed of four library faculty members. A chair for the campus visits committee was elected by the group and the charge was edited to reflect the new reality of virtual and hybrid final-interview stages during and after the COVID-19 pandemic. The charge is as follows:

The committee will focus on the hosting and conducting of interviews with faculty candidates in ways that are equitable and allow diverse candidates to excel during the interview process. The outcomes will include suggested guidelines and tools for search committees to create a consistent and welcoming environment that promotes candidate success. The committee will not evaluate aspects out of its control, such as travel logistics and reimbursement.

The campus visits committee first reviewed the specific recommendations laid out in the *Inclusion and Equity Committee Recommendations for Diverse Recruitment Report* produced by the IEC (Boddie et al., 2020), and then discussed if there were other possible equity issues that we noticed in our process for final candidate interviews. The idea of unconscious bias underpinned our conversations about faculty evaluation and feedback of candidates, so we decided to undertake further research into the use of rubrics, the impact of candidate appearance on hiring decisions, and issues of accessibility, all of which were not addressed within the context of final-round candidate interviews.

Five library faculty ad hoc committees were working on related but distinct aspects of recruitment, hiring, and retention, but it was not until the chairs of all of the ad hoc

committees met that the committees could more clearly define their scope of work in relation to each other and move forward. An ad hoc committee on evaluation was looking into the use of rubrics, and a training ad hoc committee was looking into recommendations for library faculty professional development and training around DEI issues in recruitment and hiring, so our campus visits committee began to focus more narrowly on the candidate experience. The campus visits committee was already working with several recommendations from the IEC report, and discussions after our research generated a handful more, including explicitly stating that there was no dress code within the libraries, providing information about what to expect in terms of the weather during the visit, and presenting information to candidates in a more time-sensitive manner. A portion of the original actions outlined in the IEC report is quoted below:

Many recommendations from the task forces focused on a potential candidate's on-site visit to the Libraries. This is because this is the point where we engage with them the most and the point where a candidate can truly get to know the Libraries itself. Additionally, it was recognized that interviewing is an anomalous and sometimes stressful or awkward activity. Creating a welcoming environment for candidates which promote [*sic.*] their success will ensure that the day will be comfortable and orderly for all participants and also demonstrate the Libraries values to them.

...

It was noted in the task force reports that many of the current practices at the Libraries were not applied consistently to candidates. These include things such as the candidate's travel reimbursements, the activities during the on-site visit, and opportunities after hiring. By either improving the process or clarifying the method, there will be fewer instances of misinformation shared and of dissatisfaction afterwards when stories are exchanged. (Boddie et al., pp. 10–11)

The campus visits committee developed a survey to collect feedback and obtain a sense of the University Libraries faculty before finalizing recommendations. A "sense of the faculty" is used as a method of consensus decision-making, where the faculty are surveyed to understand their opinions on a particular topic or issue, often to check consensus of the group, before moving forward. The survey (appendix A) was used to determine more specific language for recommendations such as time frames, phrasing, and placement of information for candidates and approaches for projects that required reorganization and upkeep of information. The campus visits committee also took this opportunity to anonymously ask about overall impressions of the candidate visit portion of University Libraries compared to other universities and some broad demographic categories, such

as if UNLV was respondents' first professional library job and if they identified as being part of a minoritized or historically marginalized group. The campus visits committee plans to use this data in future research to compare attitudes and beliefs regarding the survey items and interview experience between various demographically defined groups.

After completion of the survey by library faculty, the campus visits committee reviewed results and developed wording for recommendations (see table 18.1) to be presented in a written report (appendix B) as well as suggestions for implementation of most recommendations to help further show the committee's intent and the context behind each recommendation. Along with the report, additional deliverables were developed and arranged into a hosting candidates tool kit, meant to assist search committees in following the best practice recommendations. The tool kit contained several documents, such as templates or tips to provide guidance on communicating with candidates and preparing a candidate visit.

To begin, the campus visits committee included interview schedule examples (appendix C) that were more streamlined than current libraries practice and included a flex hour for candidates to choose to speak to a library committee or interest group or visit a special office or location on campus that they were interested in. There was also a later start option created in case candidates had a late arrival the night before or were coming from a vastly different time zone that would make an 8:00 a.m. start time very challenging.

A search committee biosketch template (appendix D) was included in the tool kit so that search committees could quickly create a sheet of photos, names, titles, and brief biographies to provide to candidates, ideally when they were invited to a first-round interview. This practice was introduced to University Libraries by a previous search committee, and we found it helpful and a great way to allow candidates to feel more comfortable on their arrival for a second-round interview. We also included an example of an e-mail detailing the requirements for a presentation beyond just a prompt and timing on the interview itinerary. The communication explains who will be present for the presentation, how long it should be, the technology to use, and the goals of the search committee for having candidates give a presentation.

The final document we created for the tool kit was guidance for search committee chairs on practices they could decide to use to be more inclusive and transparent (appendix E). Many of the suggestions were items that the library faculty felt should not be included as official recommendations or where there were several possible ways to approach the situation, which would make it difficult to create a single recommendation. The document "Tips and Tricks for Search Chairs" included recommendations such as informing candidates that there is no dress code and reminding them what they can expect from the weather. We've found many candidates are underprepared and unaware of some considerations; for example, if visiting in the summer, candidates may know it's extremely hot and dry, but they may not be aware that they need to be prepared for exacerbations of their allergies or asthma. Other suggested practices included ensuring that every individual meeting is clearly indicated on the itinerary, including a brief description

of the purpose, and encouraging individuals with structured meetings to have talking points prepared.

After the preparation of the report with recommendations, it was once again brought forward for library faculty discussion. Although our committee felt that this work along with the original IEC report and the survey was sufficient for faculty buy-in, an additional round of faculty review took place before a vote was held to approve the recommendations. Once the library faculty edits were discussed and incorporated, the libraries faculty voted on each recommendation through an anonymous Qualtrics survey prepared and sent by the faculty moderator. The final recommendations from all ad hoc committees were then sent to University Libraries leadership and administration to discuss implementation.

How It’s Going

The campus visits committee submitted the twenty-six recommendations listed in table 18.1, which were later voted on and approved by the University Libraries faculty in late 2021. Recommendations were generally divided into responsibility categories—libraries human resources, search committees (and chairs), libraries faculty, and libraries leadership/administration. As of the time of this writing, eight recommendations have been fully implemented, four are partially implemented or are in the process of being implemented (such as the development of a more user-friendly staff directory). The remaining fourteen have not yet been implemented because responsibility rests with search committees, and therefore they haven’t been consistently adopted.

Table 18.1. Current status of recommendations by the campus visits committee	
Recommendation	Current status
<i>General Recommendations</i>	
All candidate interview days should be independent and not overlap with other candidates for the same position.	This recommendation has been generally implemented. For academic faculty, searches are independent and don’t overlap with other candidates for the same position. However, other searches may have on-site interviews overlapping, such as those for administrative faculty and classified (hourly) staff.
In-person interviews should be spent primarily on the campus where the position will have its office and be expected to work day-to-day.	This recommendation has been implemented.

Table 18.1. Current status of recommendations by the campus visits committee	
Recommendation	Current status
Continue to live stream presentations and open conversation sessions.	This recommendation has been implemented. Presentations are being recorded for viewing by library faculty and staff throughout the feedback period, which is generally two or three days after the final on-campus interview. Open sessions are frequently conducted via videoconferencing software to allow multiple participants, many of whom may be working remotely.
Improve the user-friendliness of the Libraries Staff Directory, including but not limited to structure based on the Libraries organizational chart (i.e., list employees by division and department instead of simply alphabetically).	This recommendation is in progress, but it has not been completed.
Form a working group to develop recommendations for standardizing leadership position, fully virtual, and hybrid interviews.	No action has been taken on this recommendation.
<i>Scheduling Recommendations</i>	
Interview days should be designed to reduce redundancies in meetings and information overlap.	This recommendation has been generally implemented. Most presentations have been redesigned into open forums, with approximately 20 minutes for a presentation and 30 minutes for Q&A from all library staff. Meetings with the dean and position supervisor are frequently scheduled at 30 or 45 minutes, and departmental meetings are often held without the supervisor/director present.
Interview schedules should be designed to accommodate candidates traveling from various time zones.	No action has been taken on this recommendation.
At least two 20-minute breaks should be scheduled into the itinerary and do not exclude any need for bathroom breaks.	While the recommendation for breaks has been implemented, use of a suggested private space (e.g., not a conference room) has not been consistently implemented.

Table 18.1. Current status of recommendations by the campus visits committee	
Recommendation	Current status
Candidate presentations should be kept at 20 minutes in length and be combined into an open forum.	This recommendation has been implemented.
All candidates should be provided a flex hour during the interview day to explore an area of personal interest or need.	This recommendation has been partially implemented. Logistics need to be further ironed out to create a consistent process across searches.
Interview day lunches should be limited to 3–4 noncandidate attendees.	No action has been taken on this recommendation.
Candidates should be sent a list of options for meal locations, which describe multiple aspects of their accessibility.	For very recent searches, committees have opted to order lunches in. Candidates are provided a link to the menu to select their preferred options in advance. Providing this information to candidates in advance of the optional evening meal with the position's supervisor has not been implemented.
Dinner with the supervisor or search committee should be clearly communicated as an optional activity to candidates.	This recommendation has been implemented.
Communication and Candidate Well-Being Recommendations	
Candidates should be invited to provide their pronouns and proper pronunciation of their name when scheduling their first interview.	No action has been taken on this recommendation.
Invitations to the library faculty for candidate activities should include candidate pronouns and name pronunciation guides if they were provided to the Faculty Recruitment Coordinator.	No action has been taken on this recommendation.
The interview questions should be sent to candidates before the interview day.	This recommendation has been implemented, following guidance from the libraries leadership team.
All search committees should create a biosketch document that will be sent to all candidates.	This recommendation has been implemented.

Table 18.1. Current status of recommendations by the campus visits committee	
Recommendation	Current status
Candidates should be provided brief, general information on what to expect for weather, health, and attire when invited to interview on campus.	No action has been taken on this recommendation.
Reorganize and streamline multiple LibGuides currently used for recruitment into one.	No action has been taken on this recommendation.
<i>During the Interview Recommendations</i>	
Candidate guides will take fully accessible routes (e.g., always use elevators and curb cuts) unless the candidate indicates a different preference.	No official action has been taken on this recommendation. However, some search committee chairs have incorporated this practice into the interview day.
Candidates will be shown gender-neutral or gendered restroom locations at the beginning of the day and be directed to their preference the rest of the visit.	No official action has been taken on this recommendation. However, some search committee chairs have incorporated this practice into the interview day.
Seating should always be available and offered to candidates, even during presentations.	No official action has been taken on this recommendation. However, some search committee chairs have incorporated this practice into the interview day.
Guides should set timers on their phones for the meeting end and interrupt as necessary to keep the interview schedule on track.	No official action has been taken on this recommendation. However, some search committee chairs have incorporated this practice into the interview day.
Supervisors, Dean, and P&T Committee Reps should develop talking points for their candidate meetings to maintain consistency across all candidates.	No official action has been taken on this recommendation.
<i>After the Visit Recommendations</i>	
The Faculty Recruitment Coordinator should provide regular status updates to candidates during the recruitment, interview, and hiring processes.	No action has been taken on this recommendation.
Candidates should be asked for their feedback on the campus visit.	No action has been taken on this recommendation.

While not all recommendations have been implemented, libraries human resources has made several significant improvements to the candidate interview experience and the ability of search committee chairs to be more aware of and involved in the candidate experience. For example, libraries human resources has developed a comprehensive interview question database that all search committees may use as a resource for developing lists of questions for each stage in the interview process, as well as flexible and simplified final interview itineraries that provide a more useful and less redundant final interview than prior practice within the libraries. More comprehensive documentation has also been created by libraries human resources for search committees to review and follow during the interview process. However, much autonomy remains for search committees and their chairs when creating a candidates' experience as they move through the interview process.

Lessons Learned

The process to create more inclusive recruitment, hiring, and retention policies within the University Libraries has been a multiyear commitment that began in 2019 with the research and development of the IEC report (Boddie et al., 2020). It continued when the library faculty commissioned ad hoc committees, and the campus visits committee presented its final recommendations to the library faculty in 2021. Overall, the process we undertook to attempt to create systemic change in our libraries has involved many people across several departments, with multiple procedural steps. This work is still not yet complete and will continue to evolve over time and as more recommendations are implemented. With almost a year to reflect on our process as a committee and a post-pandemic wave of hiring to observe, we have many lessons we have learned—and that we are still learning—that may help other institutions looking to make similar changes.

Positionality

The remaining members of the campus visits committee and authors of this chapter all have intersecting identities that influenced both our decision to serve on a committee and our interpretation of the process, its outcomes, and the lessons that can be learned moving forward. While all authors are white, we also collectively contain the identities of LGBTQ+, fat, chronically and invisibly ill, disabled, and neurodivergent. Our backgrounds and upbringing include middle-class, working-class, suburban, and first-generation. All of us believe in the importance of examining institutions and processes through critical race theory and intersectionality lenses, as well as the importance of Universal Design approaches to prioritize inclusion. Perhaps most importantly, we value the interview process as an opportunity for both the organization and the candidate to learn about each other, and not as a test or series of tests.

Faculty Processes

The University Libraries faculty follows Robert's Rules of Order to discuss and enact decisions. While it ensures a certain degree of process to allow for engagement, it is also highly bureaucratic, often confusing, and not a very natural way for communities to make consensus decisions. The work of the campus visits committee was fairly straightforward with clear recommendations from the IEC report (Boddie et al., 2020), but concern for allowing all parties to provide input, as well as following Robert's Rules appropriately, meant several rounds of gathering feedback and revising before the official voting process even began. It may have been faster to have clearly developed a process for revisions and voting prior to the start of the campus visits committee work, with agreement on how to deal with lack of attendance or participation when it hampered forward progress due to Robert's Rules regarding quorum and voting numbers.

Search committee service and the running of searches has historically (within the University Libraries) been a process that has a lot of flexibility based on who is serving on the committee. While libraries human resources guides and informs on legal practices and policy, the rest of the process is often guided by tradition and the previous experiences of committee members. This has led to a culture of guidelines rather than policies for the management and running of searches in the University Libraries. Library faculty consensus on recommendations was important for buy-in, since the work of each search committee was traditionally seen as an independent endeavor. Despite consensus, several recommended practices still require individual committee members, especially chairs, to incorporate them into their processes.

For tenure-track library faculty, search committee work is considered to be service to the libraries and must be prioritized along with other job duties amid a tight time line (approximately ninety days). Determining how best to disseminate and encourage the use of approved recommendations and the materials developed to support them continues to be a challenge. One of the most successful approaches has been incorporating recommendations into the documentation that our faculty search coordinator, a key position within libraries human resources, shares with committees. It is still difficult to know whether committee members are consistently following the recommendations and the resulting new processes when interacting with candidates. Until the recommendation to regularly obtain candidate feedback is adopted, it will be challenging to know how much the candidate experience has improved since the original IEC report (Boddie et al., 2020). In addition to tracking the status of recommendations, the library faculty should develop a mechanism to obtain periodic feedback from search committees on their experiences implementing recommendations.

Handoffs, Follow-Ups, and Communication

At UNLV, hiring new employees is a joint effort that involves several different departments within the University Libraries. Once the library faculty voted on the recommendations,

the five ad hoc committees' work was officially concluded and the faculty moderator moved the information to UNLV Libraries administration and the libraries leadership team. This handoff was important not only because it communicated the will of the library faculty regarding important equity and diversity practices, but also because many recommendations were to develop working groups or partnerships between members of multiple departments. A tracking system was developed to map the activity toward implementing recommendations from both the IEC report (Boddie et al., 2020) and the ad hoc committees' work. Unfortunately, due to several factors including continued pandemic stressors, university and higher education issues in the state, and staff turnover, there has been little follow-up on the status of most recommendations. The previous section of this chapter, "How It's Going," details what we have been able to uncover about the implementation of recommendations to date.

Several of the recommendations made were also in regard to communicating with candidates, and in practice this communication is mostly handled by the faculty search coordinator. If a search committee chair does not request to be copied on most communications with candidates, it can be difficult to monitor which, and to what degree, recommendations are being followed. The length of time between the formation of the search committees, the creation of recommendations, and the implementation process has led to changes in campus-wide practices as well. One example is the requirement for committees to use rubrics for the first-round interviews, which are then also submitted to libraries and campus human resources. There is little guidance from the university on how best to use the rubric or why it is required, but the lack of guidance also allows flexibility in how each search committee applies the rubric, which can be beneficial if anyone on a search committee has experience in designing rubrics that actually help reduce bias.

One unforeseen side effect of libraries human resources implementing recommendations gradually has been the variations in the search committee member experience from one committee to the next. For example, one of the authors was involved with two search committees six months apart, and due to newly implemented processes by the faculty search coordinator and libraries human resources, the experience on the two committees was very different. While processes continue to evolve and improve, this unexpected consequence of under-communication between departments could also make it difficult and frustrating for busy library faculty members who are trying to learn new and sometimes more time-consuming processes on top of their regular duties.

Conclusion

Overall, the work of the campus visits committee—along with the IEC report (Boddie et al., 2020) and the work of the other ad hoc committees—has generated positive changes among the faculty who serve on search committees. Improvements to libraries human resources procedures and documentation are helping search committee members and

chairs and slowly creating a more welcoming and inclusive interview experience. However, much work still remains to be done.

Several recommendations have yet to be implemented fully, and additional follow-up and accountability measures need to be put into action. Additionally, portions of the interview process were ultimately out of the scope of the campus visits committee. More work needs to be done on reviewing and improving the initial interview stage (sometimes referred to as the phone interview), examining and reducing discrepancies in the experiences of internal versus external candidates, and further addressing topics such as dress code and the concept of professionalism during interviews.

Finally, based on the authors' experiences during this process, we have outlined suggestions below for other institutions or academic faculty librarians who are seeking to improve their candidates' interview experiences.

- Have a plan for getting the work done and how it will be successfully incorporated into current practices.
- Understand who has the power to implement changes and who has the power to codify them.
- Understand who is responsible for different aspects of the candidate interview process.
- Be in it for the long haul, as the process will likely take several iterations.
- Understand that not everyone will be ready to enact changes and may view the interview process as a test for candidates.
- Work with units and individuals responsible for different aspects of the candidate interview process collaboratively, if possible.

APPENDIX A

Survey

UNLV Libraries Faculty Campus Interview Procedures Survey Questions

1. Have you been hired into a faculty role with UNLV Libraries within the past 4 years?
 - a. Yes
 - b. No
2. What went particularly well during your on-campus or live interview?
3. Did anything not go well during your on-campus or live interview? If so, what didn't go well?
4. Is this your first permanent professional appointment?
 - a. Yes
 - b. No
5. Have you served on a UNLV Libraries faculty search committee in the past?
 - a. Yes
 - b. No
6. What worked well when conducting on-campus or live interviews when you last served on a UNLV Libraries faculty search committee?
7. Did anything not work well when conducting on-campus or live interviews when you last served on a UNLV Libraries faculty search committee? If so, what didn't go well?
8. Have you interviewed for a similar position elsewhere in the past 4 years and reached the face-to-face stage?
 - a. Yes
 - b. No
9. What went well during your on-campus or live interview process?
10. Did anything not go well during your on-campus or live interview? If so, what didn't go well?
11. Have you been an internal candidate for a UNLV Libraries faculty role?
 - a. Yes

- b. No
12. What went well during your on-campus or live interview?
 13. Did anything not go well during your on-campus or live interview?
 14. Do you identify as being a member of an underrepresented group?
 - a. Yes
 - b. No
 15. If you moved to Las Vegas for the first time for your current job, what are a few key things you wish someone had told you about living here before you were hired?
 16. If you have seen biases show up during faculty on-campus interviews, what were they and what are your suggestions for reducing them in the future?

The Inclusion and Equity Committee Report on Diverse Recruitment and Hiring provides many recommendations for minimizing the burden of candidates during the recruitment and interview phase. The following questions are in regard to the recommendation: “Require all searches to provide interview questions in advance.” (pg 10)

17. If search committees begin providing on-site interview questions to candidates in advance, what would be an appropriate time frame?
 - a. Morning of interview
 - b. 24-48 hours in advance
 - c. With the presentation prompt
 - d. I disagree with providing questions in advance
 - e. Other (please specify)
18. Please provide some reasoning for your answer above.
19. If search committees begin providing phone interview questions to candidates in advance, what would be an appropriate time frame?
 - a. Morning of interview
 - b. 24-48 hours in advance
 - c. About 1 week in advance
 - d. I disagree with providing questions in advance
 - e. Other (please specify)
20. Please provide some reasoning for your answer above.

The following questions are in regards to the following recommendations and other flexibility measures: “Develop an option for candidates to choose how to spend a designated block of their on-site visit day. For example, a list of activities or places could be provided to the candidate and they can choose to take a tour of the women’s/gender equity centers, meet with campus or Libraries EDI-related groups, etc.” (pg 10)

21. Should candidate interview itineraries include flexible use time for learning

more about Libraries or other campus organizations and support services?

- a. Yes
- b. Maybe
- c. No

22. Please provide some reasoning for your answer above.

23. Please provide any further ideas of how the flex time could be used by candidates to help build a list of possibilities.

24. Should options for a flexible start time for on-site interviews be provided to candidates?

- a. Yes
- b. Maybe
- c. No

25. Please provide the committee with your ideas and concerns regarding not maintaining a strict 8am–5pm schedule for campus interviews.

The following questions are in regards to the IEC recommendation: “[Provide] Short biographies/descriptions of search committee members and other people with whom candidates are scheduled to interact through the day.” (pg 10)

26. Should photos and short bios of search committee members always be provided to candidates?

- a. Yes
- b. Maybe
- c. No

27. Please provide some reasoning for your answer.

28. Would you be interested in a more robust UNLV Libraries employee directory (including photos, job titles, and organized by department) being developed?

- a. Yes
- b. Maybe
- c. No

29. Would having a more robust directory be a suitable substitute for a unique photos and bios sheet for each candidate search?

- a. Yes
- b. Maybe
- c. No

30. Please provide some reasoning for your answer.

More IEC recommendations state to provide candidates: “A detailed itinerary including: addresses, links to menus, descriptions of people and vehicles picking up the candidate and guiding them throughout the day, room locations, purpose statements

for each meeting (such as ‘to evaluate candidate’s research and presentation skills’), and dress code. Questions about dietary restrictions, needed accommodations (such as accessibility or religious holiday), name pronunciation, and preferred pronouns.” (pg 10)

31. What information should be provided about dining options?
32. Where should this information be collected and stored?
 - a. A document saved by HR
 - b. A document saved on the faculty website
 - c. A LibGuide page
 - d. Other (please specify)
33. Please provide some reasoning for your answers.
34. Are you in favor of providing a statement of minimum expectations of attire for candidates? (Keep in mind recommendations cannot be written with gendered language/preferences.)
 - a. Yes
 - b. No
35. What do you consider the minimum expectations for candidate attire?
36. Do you have other ideas for how we can manage expectations for candidates’ interview attire in order to reduce bias, especially if you are not in favor of a minimum expectation statement?
37. Should the most recent prior position description be sent to candidates before their on-campus interview? (Including the caveat that it is provided as an example, and may not reflect current/future expectations for the role.)
 - a. Yes
 - b. No
38. Are you aware of how to handle accommodation requests during the visit by interview candidates?
 - a. Yes
 - b. No
39. What types of resources would help you act on the recommendations and best practices to be presented by this committee? (Choose your top 2.)
 - a. Templates
 - b. Guideline document (read only statements)
 - c. Drive folder for documents
 - d. Library Staff website page with links to documents
 - e. Libguide with documents embedded
40. Do you have any other comments or suggestions for the Ad Hoc DEI Committee on Campus Interviews?

APPENDIX B

Report–Recommendations for Hosting UNLV Candidates

Introduction

COMMITTEE CHARGE

The UNLV Library Faculty Ad Hoc Committee for Campus Visits and Interviews will focus on the hosting and conducting of interviews with faculty candidates in ways that are equitable and allow diverse candidates to excel during the interview process. The outcomes will include suggested guidelines and tools for search committees to create a consistent and welcoming environment that promotes candidate success. The committee will not evaluate aspects out of its control, such as travel logistics and reimbursement.

Membership

- Jason Aubin
- Katie Houk, Chair
- Karla Irwin
- Christina Miskey

Tasks

- Evaluate current UNLV, NSHE, and Libraries regulations
- Identify additional areas of research while not duplicating efforts from the Libraries IEC report
- Conduct interviews and/or survey with faculty members
- Create recommended guidelines and tools for campus visits and interviews
- Compile reference list of sources used to conduct research
- Identify and make recommendations for next steps that go beyond the committee charge

Committee Activities

The statements and recommendations in this report are built from those previously made in the UNLV Libraries' Inclusion and Equity Committee Recommendations for Diverse

Recruitment Report (IEC Report) (Boddie et. al., 2020), further research undertaken by the members of the Library Faculty Ad-Hoc Committee on Campus Visits and Interviews, and a survey of the UNLV Libraries Faculty meant to determine attitudes around further recommendations and implementation preferences. Due to the ongoing nature of the COVID-19 pandemic, a survey with multiple open-ended response options was determined to be the best method to learn about the sense of the faculty regarding the recommendations in the original IEC Report. Interviews with faculty were not conducted. Research undertaken by the committee included reviewing Library, University, and NSHE policies and guidelines around interviews and candidate visits. Research on rubrics was deemed outside the scope of the committee, though we are strongly in support of the Library Faculty Ad-Hoc Committee on Candidate Evaluations' recommendations to develop and use rubrics for candidate evaluation.

The deliverables from this committee's work include the Recommendations for Hosting UNLV Library Faculty Candidates report, Interview Schedule Examples, a Search Committee Biosketch template, and a Tips & Tricks for Search Chairs document. These items are referred to throughout this report. This document contains suggestions gathered primarily from survey feedback or activities some search committees have already piloted. They are practices that are encouraged in order to create a more inclusive and welcoming experience, as outlined in the IEC Report Action: Create a welcoming environment for candidates which promote their success (pg. 10). These deliverables comprise the Hosting Candidates Toolkit.

Purpose & Format of Report

The recommendations put forward in this document are those explicitly discussed in the IEC Report or asked in the faculty survey.

The intent of these recommendations is to:

- Change the approach of the interview day to one of providing a mutually beneficial meeting between the organization and the candidates, rather than viewing it as a test;
- Increase the ability for all candidates to succeed by making strides towards implementing universal design considerations in our processes;
- Provide documentation to allow library faculty search committees to standardize inclusive practices across all searches.

Recommendations are labeled and presented as discrete actions. Many recommendations have implementation suggestions to help provide some guidance on how the recommendation could work in practice. These suggestions are open for discussion and change. A brief justification for recommendations is also provided. If several recommendations stem

from a similar justification, the justification heading will include the recommendations to which it applies.

Considerations

The IEC Report recommendations and this committee focused mainly on improvements and standardizations on how search committees could conduct in-person interviews. However, we understand that all-virtual or hybrid approaches may continue indefinitely post-pandemic. A majority of the recommendations in this document are applicable to both virtual and in-person candidate interviews, aside from the “During the Interview” section. If there is an appropriate change to a recommendation to make it applicable virtually, we have included the adjustment in the implementation suggestions section. It was unclear from the title and charge if this committee was to include reviewing and providing recommendations for the phone screening interview. Ultimately, we decided it was outside of our scope, but we feel some of the recommendations can be implemented at the phone/video conference stage; e.g. providing the search committee biosketch document, providing pronouns and name pronunciations. Finally, these recommendations are also primarily focused on administrative and academic faculty librarians who would not be in a director or higher position. Formal leadership positions have a greater collegial reach within the UNLV Libraries, and suggestions for streamlining the in-person interview may not be appropriate for the evaluation needs of these positions.

Survey Summary

The committee designed a survey in Qualtrics that was sent to all UNLV Libraries faculty members, consisting of 44 questions, some being multiple choice and some being open-ended text responses.

The survey was completed by 75 individual academic and administrative faculty members, or 84% of the UNLV Libraries faculty. We therefore took it to represent a sense of the faculty and developed recommendations based on the feedback collected.

Recommendations

[For a complete list of recommendations, see Table 18.1]

APPENDIX C

Hosting Candidates Toolkit–Interview Schedule Tips and Examples

Hosting Candidates Toolkit-Interview Schedule Tips and Examples

- One optional dinner
 - Night before option recommended
 - Night-of-interview if candidate wants
- Candidates should be informed that they can ask to use the restroom whenever needed.
 - Guides should ask if candidates need the restroom whenever transferring rooms and at the start and end of private breaks.
- The private breaks are fewer but longer on the full day itinerary and scheduled to coincide with shifts in the intensity of the day’s activities.
 - Private breaks need to be in locations that allow actual privacy—not bathrooms, breezeways, fishbowl rooms, etc.
 - Reiterating that it looks like fewer breaks overall, but the private breaks are longer and more impactful, and restroom breaks should be provided whenever necessary.
- Flex time CAN be used for a break
 - Candidates need to arrange alternate transportation if they choose to not return to campus after lunch.

Tenure-Track Faculty Template (9:15-4:00)

Note: A travel reimbursement meeting may need to be arranged; estimate 10 minutes.

Time	Suggested Activity
9:15 AM	Candidate Pick-Up
9:30 – 10:00 AM	Search Committee Interview Pt 1
10:00 -10:10 AM	P&T Committee rep joins

10:10-10:30 AM	Private Break
10:30-11:00 AM	Meeting with position supervisor
11:00-11:15 AM	Tech Check
11:15-11:45 AM	Presentation w/Q&A
11:45 AM -1:00 PM	Lunch
1:00 – 2:00 PM	Flex Time (to be pre-determined through consultation with Liliana)
2:00-2:30 PM	Meeting with the department
2:30-3:00 PM	Private Break
3:00-3:30 PM	Meeting with the Dean
3:30-4:00 PM	Wrap up meeting with the Search Committee

Two Half Days Template

Note: A travel reimbursement meeting may need to be arranged; estimate 10 minutes.

Time	Suggested Activity
Day 1	
9:45 AM	Candidate Pick-Up
10:00-10:40 AM	Search Committee Interview Pt 1; P&T Committee rep joins last 10min
10:40 -10:45 AM	Tech Check
10:45-11:00 AM	Private Break
11:00-11:30 AM	Presentation w/Q&A
11:30-noon	Meeting with Supervisor
Noon-1:30	Lunch & candidate returned to hotel or campus (their choice)
Day 2	
8:45 AM	Pick-up
9:00-10:00 AM	Flex Time
10:00-10:30 AM	Department Interview
10:30-11:00 AM	Meeting with the Dean
11:00-11:20 AM	Private Break
11:20-noon	Search Committee Pt 2 & candidate returned to hotel
Noon	Optional 2nd lunch

APPENDIX D

Hosting Candidates Toolkit –Biosketch Template

Hosting Candidates Toolkit–Biosketch Template

SEARCH COMMITTEE CHAIR

First Name Last Name

Pronounced “First Last”



Pronouns: She/Her/Hers

Title and Rank Librarian

Lied Library, Main Campus

Bio: [Provide a 2-3 sentence bio or description]

POSITION SUPERVISOR

First Name Last Name

Pronounced “First Last”



Pronouns: She/Her/Hers

Head, Department Name

Health Sciences Library, Shadow Lane Campus

Bio: [Provide a 2-3 sentence bio or description]

SEARCH COMMITTEE MEMBER

First Name Last Name

Pronounced "First Last"



Pronouns: He/Him/His

Library Technician II, Title Supervisor

Architecture Studies Library, Main Campus

Bio: [Provide a 2-3 sentence bio or description]

SEARCH COMMITTEE MEMBER

First Name Last Name

Pronounced "First Last"



Pronouns: He/Him/His

Position Specialist

Teacher Development & Resources Library, Main Campus

Bio: [Provide a 2-3 sentence bio or description]

SEARCH COMMITTEE MEMBER

First Name Last Name

Pronounced "First Last"



Pronouns: They/Them/Theirs

Division Director

Lied Library, Main Campus

Bio: [Provide a 2-3 sentence bio or description]

APPENDIX E

Hosting Candidates Toolkit—Tips and Tricks for Search Committee Chairs

Hosting Candidates Toolkit—Tips and Tricks for Search Committee Chairs

The following tips are actions some search committees have already undertaken, or stem from open text feedback on the faculty survey. They were not discussed in the IEC report or directly addressed in the survey, so they are being presented as optional, but encouraged, actions to further improve a candidate's interview experience.

Determine meal payment in advance

- The search chair should coordinate who will pay for meals (which may differ by occurrence) in advance, and assist with the submitting the reimbursement paperwork.

When communicating with the candidate to schedule their visit, also consider doing the following:

- If not having an onsite lunch, consider allowing candidates to choose a vehicle from those available that best meets their physical needs.

How could this be done in practice?

- Search committee members able to drive a candidate from the hotel, to/from lunch, or back to the hotel provide the Search Committee Chair with the make and model of their cars.
- The Faculty Recruitment Coordinator should ask the candidate which car they'd prefer from the options for each time they will be driven on the interview day and report back to the committee.
- Provide the candidate a brief overview of what to expect in regards to weather, health and attire during their visit.

How could this be done in practice?

- Provide a link to a weather forecast site.

- If a summer interview: provide a brief statement about hydration, high UV radiation, and the extreme heat of the pavement and other surfaces—especially in cars.
- Include a statement warning that Las Vegas' geography and climate can exacerbate allergies, and skin and asthma-related conditions.
- Provide a statement that there is no UNLV dress code, and that candidates should dress for the weather and to be comfortable and confident during the activities of the interview day.

When creating an itinerary, consider implementing the following:

- Provide the same person as a guide for the entire day, or limit to only search committee members.
- For a tenure-track position, a P&T committee representative should be explicitly scheduled on the itinerary and should take place in a conference room.
- Give a brief description of the purpose or topics likely to be covered for all itinerary items.

How could this be done in practice?

- Ask the Supervisor and Dean what they typically discuss in their meetings with candidates.
- Under the Itinerary item add a brief description:
 - *Purpose: This time with the supervisor can be used to discuss management style, work expectations, evaluation procedures, pay & promotion.*
 - *Purpose: The presentation allows Library staff and the Search Committee to evaluate __, and also provides an opportunity for a library wide Q&A session with a candidate.*
- **Recommendation 24** Encourage the position supervisor, P&T Committee representative and the Dean to develop talking points for candidate meetings if they have not already done so.

How could this be done in practice?

- When scheduling the itinerary, simply remind these folks that feedback on Campus Visit Procedures encouraged them to develop and bring talking points to maintain consistency and ensure information important to candidates is covered.
 - Supervisor suggested talking points to include (among others):
 - Provide a copy of the previous/most recent position description to the candidate and describe the position description process.
 - Describe annual review process and importance.

- Describe specific policies, projects and ways in which inclusion and diversity are addressed in the department.
- Discuss explicitly how pay and raises work at UNLV.
- P&T Committee Rep meeting suggested talking points (among others):
 - * Explain the tenure clock and where the person will be starting based on month of hire.
 - * Explain basic tenure requirements and review process.
 - * Discuss how raises work in tenure-track positions.
 - * Explain early tenure requirements, and the penalty of not achieving it.
 - * Explain timeline from submission of tenure packet and receiving promotion and tenure or when last year of work begins/ends.
 - * Role of supervisor and faculty in tenure decisions.
 - * Role of annual evaluations.
 - * Expectations in service and scholarship for tenure.
 - » Include nuances such as leadership often being demonstrated through service commitments.
 - * Mention Folio tracking system.

References

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