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### Walking the Walk: Searches that Demonstrate Commitment to an Inclusive, Diverse, and Equitable Library Workplace

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## CHAPTER 16

# Walking the Walk

## Searches That Demonstrate Commitment to an Inclusive, Diverse, and Equitable Library Workplace

*Marlowe Bogino and Ash Lierman*

### Introduction

Rowan University Libraries in New Jersey consists of libraries on three campuses: Glassboro, serving a large population of undergraduate, graduate, and doctoral students; Camden, primarily serving the Cooper Medical School of Rowan University; and Stratford, primarily serving the Rowan-Virtua School of Osteopathic Medicine. In addition to this large student body, the libraries serve two health system hospitals, which house Rowan's osteopathic and allopathic medical schools.

Starting in late 2019, library workers from across the libraries formed a diversity, equity, and inclusion (DEI) committee, aligned to university-level DEI strategic initiatives and focused on improving the climate of the libraries for marginalized users and staff. One



of the initial areas of need identified by the DEI committee was increased representation in the libraries' staffing from underrepresented communities. We began addressing this need by identifying and implementing best practices for hiring diverse employees in higher education. This ongoing project began three years ago and included researching the literature on hiring in higher education and the current onboarding practices of other institutions.

Several recommended strategies surfaced from the literature that the DEI committee consulted. One recurring recommendation, in particular, not only spoke to who the members of the committee and library staff are and what we believe to be core to the library profession but also helped define what the committee members wanted to do to achieve a set of more inclusive hiring practices. This recommendation was to demonstrate the hiring institution's commitment to DEI principles through explicit statements, description of work and progress in these areas, and by walking the walk, giving practical attention to inclusivity throughout the interview process. We share in this chapter our experiences and recommendations for actions that fellow library hiring committees can take to demonstrate their institutional commitment to DEI throughout the hiring process.

# Positionality

## Who We Are

The libraries' DEI committee is an employee-initiated group currently consisting of seven passionate and socially conscious members of the libraries. Committee size and membership are flexible and have fluctuated over time, but generally it has been composed of four to five representatives from the main campus library and one representative from each of the medical libraries. It is important to mention that the committee is in itself a diverse group of library workers, including both librarians and professional staff, members of color, LGBTQ+ members, neurodivergent and disabled members, and members who speak English as a second language. It is important to note the demographics of our working team because they represent the minority and marginalized sectors of the library community (American Library Association [ALA], 2007), and fact demonstrates the variety of the individuals who provided insight and shared their voices in the process.

## What We Believe

Our foundational belief is that a diverse population of staff, students, researchers, and community members enhances the educational, professional, and personal experience of everyone involved. In fact, Rowan University Libraries has committed to a DEI mission centered on the ongoing work of becoming more inclusive spaces for all library users and workers, building the cultural competencies of our community, and embracing diversity in our collections and resources. Fulfilling this mission helps us to achieve our purpose

of ensuring that all users and employees of the libraries feel that their identities are fully respected and represented. These beliefs are drawn from, among other sources, the core commitment of ACRL (Association of College and Research Libraries, n.d.) to create a diverse and inclusive community of libraries and librarians.

## Research and Findings

To identify a set of best practices for diverse and inclusive hiring, the DEI committee examined two types of materials: relevant professional literature, and relevant policies and practices at several other institutions where such documents were publicly available. From these materials, we identified the following set of broad recommendations, in order of the strength of the available supporting evidence:

- Demonstrate institutional commitment to DEI.
- Consider qualifications for positions broadly and flexibly.
- Challenge assumptions and potential sites of bias during the search process.
- Be mindful of search committee construction, member expertise, and power dynamics.
- Work with experts outside of the search committee for accountability.
- Continue to work to improve the workplace DEI climate after hiring.
- Be willing to invest time and effort into recruiting a diverse candidate pool.
- Standardize and plan the search process thoroughly to ensure equity.

While all of the recommendations from our review have proven valuable in revising our hiring practices, as stated, this chapter will focus specifically on the recommendation to show institutional commitment to DEI in the hiring process. The findings in this area are discussed in more detail below.

## Review of the Professional Literature

In general, the scholarly literature indicates the value of institutional commitment to DEI and the importance of communicating it to potential candidates. It is also recommended to ensure that this commitment is well understood within the organization. Gardner, Barrett, and Pearson (2014) indicate that an institution's level of financial investment in DEI initiatives is seen as a reliable indicator of its commitment to DEI principles and that institutions looking to hire and support more diverse faculty and administrators should budget accordingly. Wolfe and Dilworth (2015), in calling for greater hiring and retention of people of color in higher education, identify institutional work toward genuine systemic

change, overall, as a critical foundation for increasing diversity in staffing. Lara (2019) calls for explicitly race-conscious recruitment and hiring, stressing the importance of setting the increased diversification of the institution as a goal for the search process. For a more specific example, De Luca and Escoto (2012) highlight the critical importance of family and its support to Latino (authors' choice of term) potential faculty, which is a significant element of other marginalized cultures as well. As a result, fostering and promoting university structures that support family responsibilities, such as childcare, elder care, and the capacity to work from home or maintain a flexible schedule, is likely to be compelling support to members of these communities as job candidates, as well as benefiting and helping to retain those already employed. On the internal side of communication, Fujii (2014) particularly emphasizes developing strong internal communication of DEI values to current employees so that hiring for diversity will be seen as an imperative in the hiring process and recommends that this imperative be addressed through inclusive practices, such as requiring a statement of diversity qualifications in job applications. Multiple studies also stress the value of developing institutional programs of mentorship and leadership training for employees of color in particular, and also the need for increased social networks and direct mentorship between college and university employees from marginalized communities (De Luca & Escoto, 2012; Wolfe & Freeman, 2013; Gardner, Barrett, & Pearson, 2014; Gasman, Abiola, & Travers, 2015; Wolfe & Dilworth, 2015; Lara, 2019). It stands to reason that highlighting the presence of such programs would also help to attract candidates from marginalized communities, particularly those who hope to develop in the future and connect with their peers and predecessors.

Less fundamental, smaller-scale practical adjustments to the search process along these lines are also highly recommended. Many of these recommendations come from non-peer-reviewed advice articles aimed at those seeking to hire more diverse faculty and leaders (e.g., a how-to article in the *Chronicle of Higher Education*). Several relevant pieces suggest communicating DEI values through the following means: inclusive wording of the job ad, and expressing a desire to diversify beyond boilerplate equal opportunity language; highlighting inclusive and family-friendly programs, policies, and values; and advertising positions specifically as requiring skills like anti-racist work and mentoring students of color (Utz, 2017; Stewart & Valian, 2018; Tugend, 2018; *Be proactive to hire a racially diverse staff*, 2011). In the scholarly literature, Sensoy and DiAngelo (2017) also recommend providing clear metrics for an institution's commitment to diversity in the job ad, as well as crafting the ad to specifically seek out candidates from marginalized communities and committed to social justice perspectives in their fields. Similarly, both scholarly and advice articles recommend showing commitment through a welcoming atmosphere and attentiveness to diverse needs in the interview day itself: ensuring that the interview day allows for diversity in physical and sensory ability, taking care to avoid religious holidays in scheduling, recognizing unceded Indigenous lands in interview materials, and similar practices (*Be proactive to hire a racially diverse staff*, 2011; Sensoy & DiAngelo, 2017).

Requesting a DEI statement or other evidence of DEI-related work as a qualification from candidates as part of the job application is also recommended by several authors, both in advice and scholarly literature (*Be proactive to hire a racially diverse staff*, 2011; Fujii, 2014; Stewart & Valian, 2018; McMurtrie, 2016).

## Other Institutional Policies and Practices

The institutions whose written policies for inclusive hiring were considered in this review included the ALA, Brandeis University, the University at Buffalo, and the University of Washington. While these types of policies continue to develop across institutions, at the time these were the most comprehensive policies we were able to locate that were available online and specifically addressed inclusive hiring of librarians and faculty. These policies echoed the recommendation to demonstrate institutional commitment in some prescribed practices, as described in table 16.1.

## Recommendations Developed

Based on our findings, the DEI committee developed a set of practical recommendations to be used by search committees in hiring for future positions. In developing these recommendations, we sought not only to duplicate specific practices that were suggested by articles and institutions but also to work generally toward the priorities that emerged from the literature. Where other institutions had practices that would serve this end, we borrowed; where they did not, if necessary, we invented.

After being drafted and refined by the committee, these recommendations were presented to the leadership of all Rowan University Libraries at one of their recurring team meetings. Library leaders reviewed and approved the list, and the final version was made available to all library staff via the DEI committee's online guide, as well as being provided directly to search committee chairs at the beginning of ensuing search processes. A checklist version of the recommendations was also developed to further operationalize their use.

Some of our recommendations focused on the composition and functioning of search committees, but the majority concerned providing cues to candidates of Rowan University's and the libraries' commitment to continual improvement in DEI. Relevant recommendations fell into two categories: those regarding the development and advertisement of job postings, and those regarding planning and conducting both screening and on-site interviews. Recommendations in both categories are listed below.

<b>Table 16.1.</b> Institutions and their practices aligned to demonstrating DEI commitment	
<b>Institution</b>	<b>Practices focused on demonstrating DEI commitment</b>
American Library Association (ALA, 2011)	<ul style="list-style-type: none"> <li>Require DEI experience in job posting</li> <li>Include DEI statement in job posting</li> <li>Ensure accessibility of application and interview processes</li> <li>Ensure that DEI vision and commitment is publicly available</li> </ul>
Brandeis University (Brandeis University, n.d.)	<ul style="list-style-type: none"> <li>Publicize desire to diversify to professional colleagues</li> <li>Use inclusive language</li> <li>Articulate the importance of DEI, including university statements</li> <li>Require a DEI statement in applications</li> <li>Ask DEI-related questions in interviews</li> <li>Be prepared to describe local DEI initiatives to candidates</li> <li>Ensure the interview process is accessible</li> <li>Provide multiple modes of communication</li> <li>Ask candidates for their pronouns and about pronunciation of their names</li> <li>Ask candidates about any transportation or family needs for visits</li> <li>Provide an interview agenda</li> <li>Provide private breaks during interviews</li> <li>Pay for travel and lodging whenever possible</li> <li>Provide clothing expectations for interviews</li> <li>Discuss campus benefits and supports with candidates</li> </ul>
University at Buffalo (University at Buffalo, Equity, Diversity and Inclusion, 2022)	<ul style="list-style-type: none"> <li>Display the university EEO statement prominently</li> </ul>
University of Washington (University of Washington, Human Resources, 2022)	<ul style="list-style-type: none"> <li>Require a diversity statement in applications</li> </ul>



## Recommendations Regarding Job Postings

- Provide a link in job postings to the libraries' strategic action priorities on the Rowan University DEI Strategic Action Plan Dashboard.
- For all positions (student, staff, librarian, and administrator): List “Commitment to diversity, equity, and inclusion” as a required qualification.
- For librarian and administrator positions only: Require a DEI statement as part of the application package.
- Use inclusive language in job announcements and communications (avoid terms with racist historical connotations, use gender-inclusive terms, use the singular *they* rather than *he/she* or *s/he*, etc.).
- Include the Rowan University EEO statement in job postings.
- Increasing the diversity of the library staff should be an explicit goal in shaping the description and qualifications of the position.

## Recommendations Regarding Screening and On-Site Interviews

- When contacting short-listed candidates for initial screening interviews, search committees should ask candidates for their preferred communication modes (e.g., telephone, e-mail, videoconference, etc.).
- In planning the on-site interview, care should be taken to avoid conflict with religious and cultural holidays and to make all components as accessible as possible for mobility and perceptual disabilities and neurodivergent candidates. The candidate should also have time for private breaks throughout the day.
- When arranging on-site interviews, the search committee contact should ask candidates about any transportation or family care needs they may have.
- DEI-related questions should be a routine part of interviews, and they should be essential to qualification for the position, not an add-on. The search committees and other interviewers should be prepared to describe university- and library-level DEI initiatives to the candidate as well.
- During the interview day, at least one meeting should be planned in which the candidate can be apprised of benefits and supports available on campus: for example, child and other family care, leave policies, employee assistance programs, and so on.
- Each candidate should be provided an agenda for the interview day in advance, as well as a brief description of clothing expectations for the interview. An acknowledgment of unceded Indigenous lands on which the interview will take place should be considered for inclusion in these materials as well.



- The search committee contact should ask candidates what pronouns to use for them and for the correct pronunciation of their names prior to or at the beginning of the interview day.

## Actions Taken

Soliciting DEI statements as part of employment applications for library staff and faculty roles emerged as a recurring recommendation from the literature and practice at other institutions. This practice provides the opportunity for the candidate to share how they have incorporated activities into their own teaching and library work to further the cause of a more inclusive library environment.

Before including this requirement in job postings, the DEI committee designed a rubric that could be utilized by hiring committees to assist with assessing the statements provided by applicants. As with other portions of this project, the team went to the literature to discover best practices in creating the rubric. The DEI committee based our rubric on recommendations provided by the *Chronicle of Higher Education*, which highlighted the best techniques to use when drafting such a statement, such as not providing theoretical examples but rather actual examples of what work has been done to further the cause of increased diversity within the work environment (Whitaker, 2020). In the process of implementing this rubric, we also developed standardized language to be included in job ads when describing the DEI statement requested to ensure that candidates' understanding of what is being asked for in the statement will match the criteria on which we evaluate it. The text of the rubric and the standard language for job ads that mirrors it can be found in the appendix.

With the support of library leadership, the DEI committee was also able to establish the understanding that every search committee formed going forward should include at least one DEI committee member in its composition. Especially given that our recommendations had been so recently introduced, we considered it to be of critical importance that a representative be present for the first search processes to employ them to support the search committee chair in understanding our recommendations and putting them into practice. While we do not necessarily anticipate that every search committee in perpetuity will include a DEI committee member, not least because of the additional burden this would place on our membership, we felt that this was a crucial facilitator at least in the interim until the recommendations are well established and familiar to all library workers who serve on searches.

One complicating factor in implementing our recommendations, however, proved to be the ongoing COVID-19 pandemic. Many of the recommendations that we developed addressed the conduct of on-site interviews, but we planned to continue conducting all interviews fully virtually at the time the recommendations were implemented. We continue to mainly interview virtually as of the time of this writing. It became necessary

to adjust our expectations accordingly, and we were able to quickly investigate additional literature and supplement our original recommendations list to recognize the complexities of virtual interviewing. With these recommendations in mind and DEI committee representation present, one of the first librarian search committees to form after the recommendations were introduced took the additional step of developing an online form for candidates to be distributed prior to screening interviews. Though responses were optional, this form requested a candidate's pronouns, any needed accommodations, and preferred name, interview time, and communication methods. While best practice and university interview protocol require that all interviews be conducted in the same modality, we were able to use this form to choose modalities for each interview stage that were most preferred on average across all candidates and also collect the necessary information to treat candidates appropriately and respectfully in the interview process. Not only does this gesture communicate to candidates the libraries' attention to diverse needs, but it should also help to make diverse candidates more comfortable in the interview process by attending to these needs. The form has been retained from this search process and will be available for other search committees to use as they are formed in the future.

## Evaluation

After conducting the work of researching best practices and implementing those found to be most useful for our library, the DEI committee understood the importance of measuring success and failures. This gauging process is a work in progress, with the team continuing to explore the best way to proceed. As with the initial project, the committee began by examining the literature to uncover options for creating a report card of progression.

In a 2017 study of diversity and inclusion efforts in various types of libraries, the Association of Research Libraries found that only a small number of libraries had evaluated the progress of their DEI work (Anaya & Maxey-Harris, 2017). Of those that were successful in this task, the most prevalent method chosen to evaluate progress was through a workplace climate survey (Anaya & Maxey-Harris, 2017). These climate surveys (Anderson & West, 1998), which are used to quantify an employee's experience within the workplace environment or organizational climate (Glisson & Durick, 1988), were conducted using either a library's own created survey or the Association of Research Libraries' Climate-QUAL survey (Association of Research Libraries, 2022; Anaya & Maxey-Harris, 2017).

Having this knowledge of how libraries have assessed their DEI efforts was useful for the DEI committee and provided an outline of how to move forward once all recommended hiring policies and best practices are implemented throughout each library department site across the university. Each department, as well as those seeking to learn from our experience, will need to critically evaluate the relevance of our recommendations and adjust their survey. It is important to enlist the help of a human resource professional in creating the climate survey should a library decide to create its own, though potential

areas to consider could be workplace culture and environment, work satisfaction, training and development, and leadership or supervisory support (Sanchez-Rodriquez, 2021).

In the shorter term, approximately five months after the hiring recommendations were initially presented, DEI committee members who had served or were serving on searches so far submitted a short report on the progress of implementation. At that point, one DEI committee member had served on the committee for a completed search and two more were serving on committees for ongoing searches. The report was submitted to the DEI committee and library leadership, and to the extent possible while maintaining confidentiality, it described search committee members' experiences with implementing DEI committee recommendations in these searches. It also offered suggestions for improving the implementation process. As a result, several adjustments were made, including the DEI committee chair ensuring all documentation related to the recommendations was stored in easily findable and accessible locations online; increasing guidance and reinforcement for search committee chairs from library leadership regarding their responsibilities to become familiar with and implement the recommendations, shifting more of the burden for enforcement from the DEI committee representative to the chair; and refining the guidelines for flexibility in search modality to be more explicitly in compliance with university requirements around search standardization. The report also indicated that many recommendations had been successfully implemented to the benefit of the search process, such as routine inclusion of DEI-related questions and providing an interview agenda to candidates. This information served as valuable early feedback on the practicalities of implementation and helped the DEI committee and library leadership to identify areas that needed to be streamlined, better communicated, or both. Further similar reports will likely be requested as more search processes are conducted with DEI committee representatives and the recommendations in use.

## Expected Outcomes

The work that the libraries' DEI committee has completed thus far provides a tangible manifestation of our commitment to our values and beliefs in equity. In thinking about what we hoped to achieve throughout this process, we discovered practices that we knew we wanted to avoid, such as expecting our new colleagues to bear the burden of fixing our problems. We also discovered that we had a few expected outcomes from our work, rooted in the idea that the DEI climate within the libraries needed improvement. Our group also recognized the need for a means for measuring the success of our work so that we could continue to learn, share, and grow from our experience.

Ensuring that search committees follow our recommendations during the hiring process helps to create a more inclusive search process by anticipating the needs of candidates who may have disabilities or other concerns, rather than placing the burden on individual candidates to request accommodations. This approach helps prevent the interview

process itself from becoming a barrier that causes some candidates to self-select out of the pool before they can even be fully considered. At the same time, however, it also communicates the libraries' compassion, flexibility, and attention to diversity and increases the likelihood that candidates who share these values will seek and accept a position.

As a result, we anticipate that two outcomes will be observable in our hiring processes as the committee's recommendations become a routine part of library search and interview processes. The first is an increasingly and consistently diverse pool of hiring candidates at all stages of the search process, from the initial set of applicants to the final candidates who proceed to a full interview. With attention to the needs that candidates may have, and with the demonstration of our commitment to addressing issues of DEI, we anticipate that more diverse candidates will feel encouraged to apply and will be more successful in moving through the search process. The diversity we expect to see in candidates is not only in racial and ethnic identities, but also in terms of ability, gender identity and expression, and other related characteristics.

The second outcome that we anticipate is increasing work-related DEI orientation, competency, and experience on the part of successful candidates. While diversity of inherent characteristics is an important factor to increase in libraries, so too is professional experience with working on initiatives that improve DEI for staff and users. The requirement to submit a DEI statement will not only encourage candidates hoping to work toward DEI goals to apply, but also signal to candidates that familiarity and experience with DEI initiatives is an expected qualification for positions at the libraries. This will further encourage applications and bolster the success of applicants with strong backgrounds in this area. The specific requirements and rubric for the evaluation of DEI statements will help to assess candidates' DEI competency and consider it alongside other qualifications for librarian and administrator positions. The placement of DEI committee members on search committees, as well, will help guide the implementation of this requirement. DEI committee members have already begun working with search committees to ensure that a lack of demonstrated DEI experience and commitment is taken as grounds to screen out potential candidates and that strong DEI records are considered among the most crucial factors in selection.

With all of that in mind, it becomes equally important to follow another of the recommendations that emerged from the literature, beyond the main focus of this chapter: to continue to work to improve the workplace DEI climate, outside of the hiring process. Even as we may be excited to invite increasingly diverse and DEI-oriented colleagues into our libraries, it is also important not to expect these new colleagues to fix existing problems and dysfunctions around DEI issues in those libraries. If we hope to truly welcome these types of library workers, we have a responsibility to work to decrease the barriers, discrimination, and frustrations that they will experience in their new environment and ensure that we are as ready as possible to support them in the work that they wish to accomplish. This means continual improvement not only in our processes of seeking talent

from without, but also in our policies, practices, and cultures within, so that the libraries are as ready to nurture new employees as we are eager to seek them out. The ongoing work of the DEI committee in multiple areas, not just on hiring practices, should prove helpful in working toward this goal, and we intend to continue to be mindful of this need as we move forward with implementation of our recommendations.

How to measure the successful achievement of these outcomes in the long term, however, is still a matter for consideration. There is little guidance in the library literature regarding outcomes assessment of hiring for diversity specifically, although some insight can be gleaned from recommendations for hiring in higher education in general. The most common method of measuring simple numerical diversity in faculty is to calculate percentages of faculty belonging to marginalized groups and compare these to the corresponding percentages from those groups in the local population. This approach, however, may prove more challenging for the measurement of less visible and often more sensitive categories of marginalization than race and ethnicity, particularly those of sexual orientation, gender identity, and invisible disability. Furthermore, evaluations of faculty diversification require more nuance than this approach allows, particularly to account for factors like clustering of marginalized faculty members in only a few specific disciplinary areas (Weinberg, 2008). The same may be true in many academic libraries, with marginalized library workers tending to be more concentrated in specific roles and departments, and numerical calculations of diversity in academic library staffing should also be broken out by these types of factors. Anonymous climate surveys that also collect demographic information, repeated over time, may prove valuable here as well for tracking changes in even more sensitive demographic categories.

On the other hand, the recent library literature does offer recommendations on evaluating the diversity competency of staff and the overall DEI climate. One of these is building quantifiable assessment measures into the library's DEI strategic plan (Redd, Sims, & Weekes, 2020). This is in many ways similar to the strategies the DEI committee at Rowan University Libraries employed in our own strategic planning process after the committee's initial launch. Expanding on this process to include future evaluations of our work to improve competencies and climate may be valuable. Another recommendation is to, when implementing inclusive practices in reference and other service interactions, assess these in the form of anonymized feedback opportunities for students who make use of those services (Knoff and Hobscheid, 2021). This strategy could help to evaluate the inclusive competencies of public-facing library workers across our libraries. At least one tool is also available in the literature for self-evaluating cultural humility in library and information professionals (Getgen, 2022), which could be distributed to employees in all roles. A combination of these approaches and other variations may provide the most thorough assessment: setting specific goals, and then regularly continuing to collect feedback from library users and request self-evaluation by library staff. By repeating measures over

time, we can track any changes that may correspond to the time since implementing our revised practices and use these to evaluate our growth and improvement as a community.

## Conclusion

From the literature, the DEI committee identified the practice of demonstrating institutional commitment to DEI as important in hiring. We developed a set of recommendations for search committees to implement toward this practice. These included job ad recommendations, such as requiring DEI commitment as a qualification and requesting a DEI statement when applying, and interview day recommendations, such as proactively asking about, and meeting candidate needs in multiple areas and providing information ahead of time. These have been implemented in subsequent librarian and staff searches, and we anticipate an increase in both diverse candidates and candidates with a strong DEI orientation in their work. The work of investigating and selecting evaluation methods for the success of this initiative is ongoing, but we strongly believe in the importance of assessing and improving our efforts toward DEI in hiring.

## APPENDIX A

# Rubric for Evaluating Candidate DEI Statements and Language for Job Ads

## Language to Be Included in Job Ads

In addition to other application materials, all candidates should submit a diversity, equity, and inclusion (DEI) statement of approximately one page. This statement should provide brief, specific examples of the candidate's developed knowledge of DEI principles and practices in academic library work, the candidate's experience promoting DEI through their professional work, and the candidate's plans to continue promoting DEI in their work at Rowan should they be selected for the position.

## Rubric for Evaluating DEI Statements

	<b>Exceptional</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
Knowledge	Has participated in in-depth professional development on DEI-related issues (e.g., long-term courses, reading groups, certificate programs, conferences and events)	Has a record of repeatedly engaging in shorter-term professional development activities on DEI-related issues, and may demonstrate knowledge of where to seek more information	Has engaged in a single one-time resource or activity on DEI-related issues (e.g., webinar, workshop, single reading)	Has not participated in any knowledge building on DEI issues



	<b>Exceptional</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
Experience	Has experience initiating, leading, and participating in DEI-related initiatives in past positions	Has experience participating in and supporting DEI-related initiatives in past positions, showing evidence of putting knowledge into practice (e.g., active work on a committee, record of repeated engagement with relevant projects)	Has participated in at least one DEI-related initiative in past positions (e.g., on a committee but not a heavy contributor, assisting on a single project)	Has no experience working on DEI-related projects in past positions
Plans	Describes specific activities/ programs and planned contributions; identifies specific ways to advance DEI in the Libraries and/ or University	Describes planned contributions; identifies specific ways to advance DEI that may not specifically or effectively impact the Libraries and/ or University	Mentions interest in developing activities/ programs that advance DEI at the Libraries and/ or University, but does not describe anything specifically	Does not describe planned activities/ programs that advance DEI at the Libraries and/ or University or does so poorly

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