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Inclusive Job Descriptions Toolkit

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Guidelines & Equity Lens

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Purpose

The goal of this toolkit is to directly reflect our IDEA values and apply them to how we write job descriptions from start to finish for all positions in the Libraries. Supervisors, employees, and any key decision maker involved in the job description writing process should use this toolkit.

The first part of the toolkit outlines best practices in developing job descriptions from both process and equity perspectives. The second part offers an equity lens to use to review the job descriptions. The Appendices include additional language, an implementation guide, and job description templates with instructions.

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Developing Job Descriptions

Why are Job Descriptions Important?

Job descriptions are valuable in describing a position's purpose, critical tasks, duties, accountabilities, minimum education and experience qualifications, and the values of our organization. They also form the foundation for many important human resource processes: recruitment, hiring selection, employment classifications, compensation, training, and performance management. A job description gives an employee a clear and concise guide for job performance, helping them understand the essential tasks and how to best prioritize their work. It should answer "What does this role do?"

From a recruitment perspective, well-written, accurate job descriptions will ensure that the most relevant, qualified candidates apply for the job.

Job Description Components

Grand Valley State University has [job descriptions templates for each employment class](#). All job descriptions have core components in common:
- Job Title
  - A brief description of the job that reflects its purpose and content as well as scope of job. It should be aligned with other job titles for similar roles in the Libraries, the University, and the Profession.
- Job Purpose
  - A high-level overview of the role, level, scope, key priorities, and purpose. It answers the question "why does this job exist?"
  - In drafting it, consider:
    - It should be 1-3 paragraphs, each 1-4 sentences long.
    - For some roles, it must include locations and hours of work.
  - Serves as the core component of the job ad
- Job Duties and Accountabilities
  - A description of duties and accountabilities assigned to the role, sometimes called essential functions. It describes the tasks and outcomes that make up a substantial proportion of the employee's time while at work, listed in their importance and/or frequency.
  - In drafting it, consider:
    - Explanatory phrases which tell why, how, where, or how often the tasks and duties are performed.
    - Focus on the outcome of tasks.

- ■ Reference areas of leadership and decision-making, where one will influence or impact.
- ■ Identify areas of direct or indirect accountabilities.
- ■ Describe the type interactions, critical collaborators, and those served by the role.
- ■ Limit duties and accountabilities to what is required to perform the role satisfactorily.
- ■ List job duties that reflect the position workload and skills requirements, agnostic of the person in the role.
- ■ If applicable, address the types of supervisory responsibilities and expectations on how these will occur. (see Appendix A - standardized language)
  - ○ In drafting it, the Libraries requires that the job description articulates how the role supports the success of the department it belongs to.
  - ○ Employment class specifics:
    - ■ For PSS, list all essential duties (most of the role) and nonessential duties (occasional parts of the role).
    - ■ For AP and Faculty roles, use leader statements to categorize the key accountability areas of the job description. These are the 3-5 'buckets' of work. For each 'bucket,' there will be several specific duties that start with an action verb.
      - ● E.g., Leads the assessment of X by; Oversee the Y budget by; Ensures appropriate delivery of Z by.
    - ■ For all employment classes, ensure that you follow instructions within the HR templates.
- ● Required Qualifications
  - ○ A list of required level of job knowledge to succeed in the first year, such as education, types of experience, demonstrated abilities, etc. It focuses on the minimum qualifications for an individual to be productive and successful in this role.
  - ○ All positions should require the demonstrated commitment to IDEA and contributing to a healthy, inclusive working and learning environment.
  - ○ Serves as the core component of the job ad
- ● Preferred Qualifications
  - ○ An expanded list of qualifications that can be used to further determine a person's ability to succeed. These are "nice to have."
  - ○ Serves as the core component of the job ad
- ● Working Conditions

○ The working conditions and physical demands that relate directly to the essential job duties and responsibilities, describing the type, intensity (how much), frequency (how often), and duration (how long) of physical or mental capabilities required.

Writing Inclusive Job Descriptions

Inclusive language is important to reduce possible applicants from self-selecting out. Biased language can signal a gender bias, ableism, and racism. This can occur unintentionally yet has a drastic impact on recruitment efforts. For example, a job being suited to a recent graduate may signal a desire to avoid older workers.

Tips for Writing Job Descriptions

Keeping in mind that the purpose of the job description is to create a clear set of expectations for the role, consider:
- Writing in a concise, direct style.
- Using the simplest language possible.
- Use descriptive action verbs, such as support, participate, and collaborate.
  - A more comprehensive list of action verbs:
    https://www.harding.edu/assets/www/academics/university-college/career/pdf/actions-verbs-a-to-z.pdf
- Avoid abbreviations and acronyms.
- When more details may be needed for clarity, use the word "by" to detail the processes, tasks, or operations performed. For example, if using verbs like "assists, handles, and performs," describe "how" the position assists, handles, or performs, such as:
  - "Leads Automated Storage and Retrieval System (ASRS) support and planning by:
    - Tracking multi-year projects, liaising with Dematic for long-term planning purposes, and working with the Assistant Dean of Resource Management & Administration on cost projections."
- Use gender inclusive language and terminology.
  - Tools: Equity Fluent Leader Glossary of Key Terms from UC Berkeley Haas School of Business
  - See Inclusive Language section below
- Reference other titles and departments, not individuals.
- Include only relevant duties and accountabilities.
- Limit the number of qualifications as well as consider how to broaden the language beyond libraries or GVSU Libraries' specifics to widen the candidate pool.
  - Examples:

■ Move from "Knowledge of FOLIO" to "Knowledge of specialized software" or "Demonstrated ability to learn specialized software."
■ Move from "Deliver high quality library services" to "Demonstrated commitment and ability for high quality customer service."
● In thinking about qualifications, it is key to create shared understanding.
  ○ Example: Move from "Excellent communication skills" to "Ability to communicate clearly and effectively."
  ○ Consider using a working definition if needed, such as "Confident humility: Ability to balance knowledge and confidence to partner effectively."

Inclusive Language

Feelings of belonging that are elicited by a job description matter in creating job appeal; language that appears catered to one identity creates a barrier for applicants of other identities.[1]

Some common gender-coded words used in job descriptions that you should be mindful of as they can lead to candidates self-selecting out
● Female-Coded Words: Agreeable, empathetic, sensitive, affectionate, feel, support, collaborate, honest, trust, commit, interpersonal, understanding, compassion, nurture, and share.
● Male-Coded Words: Aggressive, confident, fearless, ambitious, decisive, head-strong, assertive, defend, independent, battle, dominant, outspoken, challenge, driven and superior.
● Racially Coded Words: Excellent English-language skills, clear-spoken, native English speaker, cultural fit, nice, polite, Latino/Latina, professionalism
● Ableist-Coded Words: Energetic, athletic, able-bodied individual, talking with students, walking through the building
● Tools
  ○ Gender Decoder: https://gender-decoder.katmatfield.com/
  ○ Applied Text Analysis: https://textanalysis.beapplied.com/
  ○ Conscious Style Guide: https://consciousstyleguide.com/
  ○ Equity Fluent Leader Glossary of Key Terms from UC Berkeley Haas School of Business

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[1] Gaucher, Danielle, Justin Friesen, and Aaron C. Kay. "Evidence that gendered wording in job advertisements exists and sustains gender inequality." *Journal of personality and social psychology* 101.1 (2011): 109-128.

Making the change:
- Away from male-biased phrasing:
  - Change "we're looking for strong…" to "we're looking for exceptional…"
  - Change "who thrive in a competitive atmosphere…" to "who are motivated by goals…"
  - Change "candidates who are assertive…" to "candidates who are go-getters…"
- Away from female-biased phrasing:
  - Change "we are a community of concerned…" to "we are a team focused on…"
  - Change "have a polite and pleasant style…" to "are respectful and conscious of diverse needs…"
  - Change "nurture and connect with customers" to "provide great customer service"
- Away from racially biased phrasing:
  - Change "we invite Latino/Hispanic" to "we invite Latinx"
  - Change "Excellent English-language skills, including being clear spoken" to "Demonstrated ability to communicate effectively in written and verbal form"
  - Change "nice, polite demeanor" to "Ability to interact with respect and empathy"
  - Change from "High-degree of professionalism" to "Demonstrate ability to collaborate to achieve outcomes in the workplace"
- Away from age-based and ability-based phrasing:
  - Change "walks through the building" to "Circulates in the building"
  - Change "energetic" to "committed"
  - Change "lifts 50 lbs." to "lifts 30 lbs." or better to "can use equipment to move 50 lbs."
  - Change "Speaks with users" to "Communicates with users"

Job Descriptions vs Job Ads

Although job descriptions and job ads are similar, there are a few key differences between them as they perform different roles.

The function of a job advertisement is to attract a strong and diverse pool of candidates. The job ad needs to inform potential candidates about the position, including the skills and other attributes needed for the role (qualifications). It should also include information about the University and what the working environment is like. It should use short, exciting language as well as keywords to bring interest to the role! Ideally, it highlights for the candidate the ways they will benefit from having this position, such as growth opportunities. It is not an exhaustive list of job duties and functions, which belong in a job description.

On the other hand, job descriptions serve as a summary of everything that a role requires for a candidate to be successful. The job description is a much more detailed document that is a reference for the manager and employee to create shared understanding, serve as the basis for onboarding, and to be used in performance reviews. When recruiting, you should consider sharing the job description with candidates – perhaps before their first interview – so that they have complete transparency and can gain a very clear understanding of the role.

From the Libraries hiring materials, the Libraries include additional information above the HR requirements for AP and faculty positions:
- Articulate benefits for candidates
- List salary range
- Link to Libraries' Mission, Vision, Values page
- Link to the Libraries' commitment to IDEA
- Link to Libraries' Hiring FAQ
- Add the following language to foster diverse applicant pools: "The University is especially interested in candidates who have diverse lived experiences from a variety of perspectives. We strive for employees to be able to be their full, authentic selves on campus."
- Invite interested folks to contact the search chair with questions

Standardized Language for Position Descriptions

The following language is required for the position descriptions to which they apply.

Student Supervision[2]
- Supports student colleague development by actively listening to their needs and practicing empathy, patience, and flexibility to cultivate student well-being and growth
- Leads student colleagues by proactively communicating work expectations to support departmental work in ways that foster growth, development, and accountability.
- Actively develops their skills and knowledge as student supervisor by staying current on trends and challenges associated with leading student colleagues.

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[2] Student supervision language was developed by Jason Durham in consultation with student supervisors and student colleagues. Approved by Leadership Team 4/20/22.

Ongoing Supervision[3]

For positions supervising 4 or more full-time and temporary positions:

- Supervising and supporting full-time and temporary [Faculty / Administrative Professional / Professional Support Staff] positions by:
  - Providing guidance, direction, and coaching. This includes advising staff members on goals and timelines, supporting training, and making opportunities for varied or expanded responsibilities available.
  - Actively support and encourage individual growth, initiative, and accountability.
  - Meeting regularly to guide departmental members in aligning work and behaviors with university libraries' values in action, goals, initiatives, university directions, and the curriculum.
  - Helping departmental members meet goals, troubleshoot concerns, and identify needed information/resources.
  - Providing regular performance check-ins with timely coaching and formative feedback, including adherence to the performance review process.
  - Participating in recruiting, hiring, and retention of library colleagues for the department

For positions supervising 1-3 full-time and temporary positions:

- Supervising and supporting full-time and temporary [faculty / Administrative Professional / Professional Support Staff] positions by:
  - Providing guidance, direction, and coaching. This includes advising staff members on goals and timelines, supporting training, and making opportunities for varied or expanded responsibilities available.
  - Actively support and encourage individual growth, initiative, and accountability.
  - Meeting regularly to guide departmental members in aligning work and behaviors with university libraries' values in action, goals, initiatives, university directions, and the curriculum.
  - Helping departmental members meet goals, troubleshoot concerns, and identify needed information/resources.
  - Providing regular performance check-ins with timely coaching and formative feedback, including adherence to the performance review process.
  - Participating in recruiting, hiring, and retention of library colleagues for the department

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[3] Feedback was requested from managers via email 9/30-10/12/22. Leadership Team feedback was gathered 9/12/22.

○ Assisting with recruiting, hiring, and retention of library colleagues for the department

For All Professional Support Staff Positions:

- Help foster a healthy work environment for library and student colleagues to by working individually, collaboratively, and collectively towards achieving individual, departmental, and library goals
- May oversee student colleague work on a project by project basis

For all Administrative Professional & Faculty positions:

- May coordinate and oversee the work of Professional Support Staff, student colleagues, and MLIS practicums on projects related to [insert relevant areas of work]

Department Head and Director Duties

- Acting as the administrator, provide guidance, direction, and coaching. This includes helping departmental members set goals and develop timelines, making opportunities for training, and for varied expanded responsibilities available. Actively support and encourage individual growth, initiative, and accountability.
- Leads the Department in the shared development and implementation of inclusive, effective services and resources, both in person and virtually, for library users, by:
  - Leading the evidence-based evaluation and assessment of services/resources
  - Collaboratively developing implementation plans for new services or service re-envisioning while using an equity lens.
  - Overseeing the training needs assessment and training framework development utilizing Universal Design for Learning.
  - Fostering an inclusive, outcomes-oriented work culture.
  - Coordinating as appropriate with other departments to ensure service grounded in inclusion, diversity, equity, and accessibility.
- Participates actively in Leadership Team and its shared decision making to develop policies, manage change, set future directions, and resolve problems.
- Actively engage with their faculty and staff to inform their participation in Leadership Team and its strategies.
- Ensures timely communication to faculty and staff, Leadership Team, and users through appropriate media, about developments and projects; also communicates on any related events that have the potential to directly or indirectly impact normal services.
- Leads and coordinates projects with the primary goal being to ensure that best possible service and resources can be provided to the campus community.
- Fosters collaboration, information sharing, and partnership across campus.

- Partners with the Dean and Associate Dean to advance goals and initiatives.

Essential Functions

For all Professional Support Staff positions:

- Aligns with and upholds University Competencies, University Libraries values in action, and protects user privacy.
- Demonstrates the intercultural understanding and awareness required to work in a diverse workplace and serve a diverse population.
- Actively contributes to the Libraries' Inclusion, Diversity, Equity, and Accessibility commitment.

For all Administrative Professional and Faculty positions:

As a member of the University Libraries:
- Aligns with and upholds University Libraries values in action and protects user privacy.
- Demonstrates the intercultural understanding and awareness required to work in a diverse workplace and serve a diverse population to contribute to a healthy, inclusive working and learning environment.
- Actively contributes to the Libraries' Inclusion, Diversity, Equity, and Accessibility commitment.

IDEA Qualifications[4]

Required for Administrative Professional and Faculty positions:

- Demonstrated the intercultural understanding and awareness required to work in a diverse workplace and serve a diverse population to contribute to a healthy, inclusive working and learning environment.
- Demonstrated commitment and action to inclusion, diversity, equity, and accessibility.

Preferred for Professional Support Staff positions[5]:

- Demonstrated the intercultural understanding and awareness required to work in a diverse workplace and serve a diverse population to contribute to a healthy, inclusive working and learning environment.
- Demonstrated commitment to inclusion, diversity, equity, and accessibility.

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[4] Qualifications are paired with IDEA-specific accountabilities within each role. Accountability structure for IDEA includes job accountabilities, goals, supervisor 1:1, and annual review processes.
[5] For Professional Support Staff, the standardized University language in the required qualifications is "Ability to successfully maintain positive intercultural and interpersonal relationships"

[See Appendix A](#) for additional examples for other positions involving students or teaching, technology or virtual services, or leadership.

Steps to an Updated Job Description

1. Review the needs of the organization and the department
2. Conduct an environmental scan for similar roles in the profession and on campus
3. Engage with the Equity Lens available on page 10
4. If there is an incumbent, check in with them about where the current position description is accurate, what is no longer relevant, and what needs to be added
5. Draft an updated job description using the appropriate template on page 12
   a. Ensure that duties and accountabilities that advances our commitment to IDEA are clearly articulated for each role
   b. Ensure that standardized accountabilities and standardized IDEA-related language is added
6. If there is an incumbent, review with them first and adjust accordingly
7. Review the job description with key collaborators, within and outside the departments, to ensure clarity and shared understanding
8. Review the updated job description using the Equity Lens
9. Submit to the appropriate channel for review and approval
   a. Approval by the Associate Dean and Dean if changes are less than 40% of the work
   b. Approval by Leadership Team if a new position or more than 40% change
10. Once approved, Dean's Office will add document to LINK and submit to necessary campus offices
11. Once approved, consider the time of year and when the annual review cycle will occur. Discuss with employees whether new goals need to be added to better reflect their updated position description.
    a. Consider whether both the older and new job descriptions will be used in the employee's annual review evaluation. Deciding what documentation to use may depend on the scale of change.

Revisions Frequency

Routine revision schedule is every 2-3 years on a rotating schedule among departments. Note that an individual can request an off-cycle review of their role if they believe there has been significant change, or if there is a concern about classification level for a PSS role. Other factors to consider:

- During annual reviews, is the job description generally representative of the person's job?

- - Consider 30-40% new as a threshold for revision.
    - Consider a new, sustained duty for addition.
  - If a faculty position, are updates needed before contract renewal, tenure, or promotion reviews?
  - Has a vacancy occurred?
  - Has there been a workload reassignment?
  - Is it a new position?

Equity Lens

"An Equity and Inclusion Lens [...] helps you see things from a new perspective. It helps you be more effective in your everyday work by getting a clearer focus and a more complete view. In turn, the full inclusion and participation of community members and employees contributes to a vibrant society where everyone benefits.

An Equity and Inclusion Lens can help to:
- Strengthen everyone's awareness of and ability to incorporate difference.
- Create teams that are relevant to and representative of community.
- Create energizing and innovative work environments.
- Collectively address systemic barriers and inequities."[6]

The purpose of an equity lens is to be deliberately inclusive as an organization makes decisions. It introduces a set of questions into the decision that help the decision makers focus on equity in both their process and outcomes. It is explicit in drawing attention to the inclusion of marginalized populations, typically communities of color, and can be adapted to focus on other communities. The lens questions are designed to create a more inclusive perspective, drawing attention to how the decision holds potential to affect marginalized groups. An equity lens will not tell you what action to take. Rather, the lens helps you discuss and reflect on the equitableness of the action and decision-making process.

Equity Lens Questions when Writing a Job Description

Answer the following questions before writing your job description to ensure that you are centering IDEA in the process. Reapply these questions at the end of the writing process.
- Who is affected—positively, negatively, or not at all—by the way this position is written?
- Are our mission and values explicitly articulated in the job description?

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[6] https://nonprofitoregon.org/sites/default/files/uploads/file/NAO-Equity-Lens-Guide-FINAL-ADA_0.pdf

- - Is demonstrated ability to behave in varied ways that reinforce our values built into job qualifications?
- Do we balance tasks (work practices) with growth outcomes (accountabilities) in the job description?
- Have we removed gendered/ableist/racial language from our job descriptions?
- Have we articulated how this position concretely works towards our IDEA commitment?
- If applicable, do we clearly describe inclusive management practices that are built into this job description? Do the qualifications "incorporate management styles that are culturally and gender inclusive?"[7]
- Are our qualifications aligned with the ability to succeed in the role in the first year?
  - Have you removed skills that can be developed on the job from the required qualifications?
  - Are academic or other professional qualifications unnecessarily restrictive? Are they being used as "a proxy for specific skills that can be obtained through some other means"[8]?
  - "Does the language incorporate communication styles that are culturally and gender inclusive?"[9]
  - How might we reframe minimum years of experience into necessary skills?
- Are the working conditions reflective of the role's reality? If there are physical requirements, are they truly the minimum requirements that cannot be accommodated further?

Templates

University Libraries Templates are provided for each employment class; each contains instructions, standardized language from this toolkit, optional language to include depending on the duties of the position, and any required language by Human Resources. Use the appropriate template in LINK when updating or creating a job description.

- Administrative Professional (AP) Template
- Faculty Template
- Professional Support Staff (PSS) Template

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[7] Same as above

[8] From: https://www.usdn.org/uploads/cms/documents/usdn-equity-in-recruitment_hiring_retention-100418update.pdf, page 4

[9] Same as above

Appendix A - Sample Language for IDEA within Position Descriptions

If the position will work with students and/or teaching, consider adding the following[10]:
- Ability to cultivate and develop inclusive and equitable working relationships with students, faculty, staff and community members.
- Demonstrates and supports a culture of diversity, equity and inclusion.
- Supports and enhances a sense of belonging and success of students from traditionally marginalized populations.
- Teaches using equitable and inclusive pedagogy.

If engaging with technology/virtual services, consider adding the following:
- Maintains an awareness of user needs with an active focus on inclusion, diversity, equity, accessibility, web accessibility, and Universal Design of Learning
- Applies the principles of WCAG 2.0 consistently in creating online content and tools
- Maintains an awareness of Universal Design For Learning
- Ability to understand and apply industry standards and best practices
- Actively seeks to update controlled vocabularies and other metadata to keep them in line with our commitment to IDEA
- Experience considering the impacts of the work on multiple communities, including communities of color, in technical analysis.[11]

If it is a leadership position, consider adding the following:
- Embraces and actively promotes an inclusive and equitable work environment.
- Demonstrates an understanding of inclusion, diversity, equity, and accessibility throughout the employee lifecycle.
- Develops and improves University/unit processes and policies to take into account disabilities and cultural differences to encourage inclusiveness.[12]
- Encourages faculty/staff, students and others with different perspectives to share their views and ideas.[13]

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[10]SSW Office Diversity, Equity & Inclusion and SSW Office of Human Resources. (2020). Job Description Functions and Statement to Include for Diversity, Equity, and Inclusion. *University of Maryland School of Social Work.* https://www.ssw.umaryland.edu/media/ssw/diversity-and-inclusion/DEI-Job-Description-Template.pdf Accessed August 2022.

[11] Williams-Rajee, Desiree. (2018). Equity, Diversity, and Inclusion in Recruitment, Hiring, and Retention. *Urban Sustainability Directors Network* (USDN), https://www.usdn.org/uploads/cms/documents/usdn-equity-in-recruitment_hiring_retention.pdf Accessed August 2022.

[12] From GVSU Competency on Intercultural Understanding and Awareness, July 2022.

[13] Same as above.

Appendix B – Implementation Guide

Last updated: October 17, 2022

The University Libraries have committed to articulating how every role within the Libraries actively contributes to its IDEA commitment, making expectations clear and building in accountability for the work. To do this work, the University Libraries will use its Inclusive Job Descriptions Toolkit. As the department administrator, Department Heads and the Director are accountable and responsible for completing this work.

Scope of Work

Department Heads will:
- Update position descriptions to comply will the toolkit
- Devise an engagement process for incumbents
- Create a timeline for job reviews over the course of the year

Managers and ongoing supervisors will be key collaborators.

Associate Deans will:
- Update Department Heads and Director position descriptions to comply will the toolkit
- Devise an engagement process for incumbents
- Create a timeline for job reviews over the course of the year

The Dean will:
- Update Associate Dean, Assistant Dean, and Assistant to the Dean position descriptions to comply will the toolkit
- Devise an engagement process for incumbents
- Create a timeline for job reviews over the course of the year

Creating Milestones

- Define a timeline to conduct the position description review
  - Tip: Start with positions that are the least current
- Articulate how you will engage with incumbents and other impacted roles
  - Tip: Plan more time to engage incumbents whose position descriptions have not been recently updated or will have significant changes
- Plan for review time
  - Tip: Plan for review time by those in roles with close collaborations as well as the Executive Team
- Finalize all position descriptions and submit to the Dean's Office by December 15, 2023

Steps to Review Positions

From Inclusive Position Description toolkit

- Review the needs of the organization and the department
- Conduct an environmental scan for similar roles in the profession and on campus
- Engage with the Equity Lens available on page 10
- If there is an incumbent, check in with them about where the current position description is accurate, what is no longer relevant, and what needs to be added
- Draft an updated job description using the appropriate template in LINK
  - Ensure that duties and accountabilities that advances our commitment to IDEA are clearly articulated for each role
  - Ensure that standardized accountabilities and standardized IDEA-related language is added
- If there is an incumbent, review with them first and adjust accordingly
- Review the job description with key collaborators, within and outside the departments, to ensure clarity and shared understanding
- Review the updated job description using the Equity Lens
- Submit to the appropriate channel for review and approval
  - Approval by the Associate Dean and Dean if changes are less than 40% of the work
  - Approval by Leadership Team if a new position or more than 40% change
- Once approved, Dean's Office will add document to LINK and submit to necessary campus offices

Supports

- Consult with Associate Deans
- Consult with the HR Generalist
- Asking the Dean's Office to transfer position descriptions into the updated templates
- Asking the Dean's Office to do copy-editing for updated position descriptions
- Adding check-ins at Leadership Team for process progress, with managers invited
- Dean's Office will load to all positions to LINK and submit to HR and/or Provost's Office
- Dean's Office will create an ongoing maintenance schedule for position descriptions and will add a position description review prompt to the onboarding process and annual review dialogue

Toolkit Review

- The Strategic Area Lead for Organizational Development will collect feedback will be from the Leadership Team and other ongoing supervisors after the inaugural year of use
- Feedback on the position description update process will collected from all colleagues who participated

Appendix C – Sample Job Description Templates

Professional Support Staff – Technical 2

UNIVERSITY LIBRARIES T2 TEMPLATE
To complete:
- **Ensure you have read through the Inclusive Job Descriptions Toolkit**
- **Follow (*italicized instructions*)**
- **Keep all text that is in grey highlight as it is standardized library position description text**
- **Keep or remove yellow highlighted text depending on the duties of this position**
- **When completed, please delete all instructions and remove all highlights**

Job Title: *(Insert job title)*
Classification: T2
Department: *(Insert department name)*
Updated: *(Insert the last updated date each time you edit)*

Job Summary:
(Write a high-level overview of the role, level, scope, key priorities, and purpose to answer the question "why does this job exist?" It should be 1-3 paragraphs, each 1-4 sentences long. It should include anything about the position the applicant needs to know before applying, such as working hours, working locations, or part-time.)

Essential Functions:
(Essential functions are the basic job duties that an employee must be able to perform, with or without reasonable accommodation.
- *Does the position exist to perform the function?*
- *Does the function require significant time to perform?*
- *Is there a serious consequence of not performing this job function?*
You should carefully examine each job to determine which functions or tasks are essential to a satisfactory performance. The bullets should be listed in order of their importance or frequency.
Include how this role supports the success of the department it belongs to as well as how it advances the Libraries' commitment to Inclusion, Diversity, Equity, and Accessibility.)

(Include for all roles at the bottom of the essential functions:)
- *Develops and maintains the intercultural understanding and awareness required to work in a diverse workplace and serve a diverse population.*
- *Demonstrates a commitment to inclusion, diversity, equity, and accessibility.*

- *Aligns with and upholds University Competencies, University Libraries values in action, and protects user privacy.*

(Include if a role will include student supervision:)
- Supports student colleague development by actively listening to their needs and practicing empathy, patience, and flexibility to cultivate student well-being and growth
- Leads student colleagues by proactively communicating work expectations to support departmental work in ways that foster growth, development, and accountability.
- Actively develops their skills and knowledge as student supervisor by staying current on trends and challenges associated with leading student colleagues.

(Include if a role is NOT a student supervisor but may interact with student colleagues:)
- Help foster a healthy work environment for library and student colleagues to by working individually, collaboratively, and collectively towards achieving individual, departmental, and library goals
- May oversee student colleague work on a project by project basis

Non-Essential Functions:
(List any functions of the job which do not meet the test of essential by being occasional parts of the role.)

Required Qualifications:
(List any additional required qualifications)

- High school diploma or equivalent *(Required for T2 position)*
- Minimum of 2 years of relevant work experience *(Required for T2 position)*

Preferred Qualifications:
(List any preferred qualifications)

(Include in all positions:)
- Demonstrated the intercultural understanding and awareness required to work in a diverse workplace and serve a diverse population to contribute to a healthy, inclusive working and learning environment.
- Demonstrated commitment to inclusion, diversity, equity, and accessibility.

Supervision Received
Receives supervision and work assignments from a designated supervisor, although other staff members in the unit may provide work direction.

Supervision Exercised
May be responsible for the coordination of work assignments for student employees and may provide work direction for other staff members in the unit.

Standard Hours for this position

Administration Professional Staff

UNIVERSITY LIBRARIES Administrative Professional TEMPLATE
To complete:
- **Ensure you have read through the Inclusive Job Descriptions Toolkit**
- **Follow (*italicized instructions*)**
- **Keep all text that is in grey highlight as it is standardized library position description text**
- **Keep or remove yellow highlighted text depending on the duties of this position**
- **When completed, please delete all instructions and remove all highlights**

Job Title: *(Insert job title)*
Classification: Administrative Professional
Department: *(Insert department name)*
Updated: *(Insert the last updated date each time you edit)*

Job Summary
(Write a high-level overview of the role, level, scope, key priorities, and purpose to answer the question "why does this job exist?" It should be 1-3 paragraphs, each 1-4 sentences long. It should include anything about the position the applicant needs to know before applying, such as working hours, working locations, or part-time.)

Primary Duties
(A description of duties and accountabilities assigned to the role, sometimes called essential functions. It describes the tasks and outcomes that make up a large proportion of the employee's time while at work, listed in their importance and/or frequency).

(Include for all faculty and AP roles)
As a member of the University Libraries:
- Aligns with and upholds University Libraries values in action and protects user privacy.
- Demonstrates the intercultural understanding and awareness required to work in a diverse workplace and serve a diverse population to contribute to a healthy, inclusive working and learning environment.
- Actively contributes to the Libraries' Inclusion, Diversity, Equity, and Accessibility commitment

(Include if a role will include student supervision:)
- Supports student colleague development by actively listening to their needs and practicing empathy, patience, and flexibility to cultivate student well-being and growth

- Leads student colleagues by proactively communicating work expectations to support departmental work in ways that foster growth, development, and accountability.
- Actively develops their skills and knowledge as student supervisor by staying current on trends and challenges associated with leading student colleagues.

(Include if a role is NOT a student supervisor but may interact with student colleagues:)

- Help foster a healthy work environment for library and student colleagues to by working individually, collaboratively, and collectively towards achieving individual, departmental, and library goals
- May oversee student colleague work on a project by project basis

(Include if a role is supervising more than 4 full-time and temporary positions:)

- Supervising and supporting full-time and temporary [Faculty / Administrative Professional / Professional Support Staff] positions by:
  - Providing guidance, direction, and coaching. This includes advising staff members on goals and timelines, supporting training, and making opportunities for varied or expanded responsibilities available.
  - Actively support and encourage individual growth, initiative, and accountability.
  - Meeting regularly to guide departmental members in aligning work and behaviors with university libraries' values in action, goals, initiatives, university directions, and the curriculum.
  - Helping departmental members meet goals, troubleshoot concerns, and identify needed information/resources.
  - Providing regular performance check-ins with timely coaching and formative feedback, including adherence to the performance review process.
  - Participating in recruiting, hiring, and retention of library colleagues for the department

(Include if a role is supervising 1-3 full-time and temporary positions:)

- Supervising and supporting full-time and temporary [faculty / Administrative Professional / Professional Support Staff] positions by:
  - Providing guidance, direction, and coaching. This includes advising staff members on goals and timelines, supporting training, and making opportunities for varied or expanded responsibilities available.
  - Actively support and encourage individual growth, initiative, and accountability.
  - Meeting regularly to guide departmental members in aligning work and behaviors with university libraries' values in action, goals, initiatives, university directions, and the curriculum.
  - Helping departmental members meet goals, troubleshoot concerns, and identify needed information/resources.
  - Providing regular performance check-ins with timely coaching and formative feedback, including adherence to the performance review process.

- - Participating in recruiting, hiring, and retention of library colleagues for the department
  - Assisting with recruiting, hiring, and retention of library colleagues for the department

Required Qualifications

- *A list of required level of job knowledge to succeed in the first year, such as education, types of experience, demonstrated abilities, etc. It focuses on the minimum qualifications for an individual to be productive and successful in this role.*
- *All positions should require the demonstrated commitment to IDEA and contributing to a healthy, inclusive working and learning environment.*
- *Serves as the core component of the job ad.*

(Include in all positions as part of the required qualifications:)
- Demonstrated the intercultural understanding and awareness required to work in a diverse workplace and serve a diverse population to contribute to a healthy, inclusive working and learning environment.
- Demonstrated commitment and action to inclusion, diversity, equity, and accessibility.

Preferred Qualifications

- *An expanded list of qualifications that can be used to further determine a person's ability to succeed. These are "nice to have".*
- *Serves as the core component of the job ad.*

Working Conditions

- *(The working conditions and physical demands that relate directly to the essential job duties and responsibilities, describing the type, intensity (how much), frequency (how often), and duration (how long) of physical or mental capabilities required.)*

Physical Demands: *(required language by HR)*

- To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Must have the physical stamina to work long hours and/or more than 5 days per week. The requirements listed are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual currently holding this position and additional duties may be assigned.

The above statements are intended to describe the general nature and level of work being performed and are not intended to be an exhaustive list of all responsibilities, duties and skills which may be required.

Library Faculty

UNIVERSITY LIBRARIES Faculty TEMPLATE
To complete:
- **Ensure you have read through the Inclusive Job Descriptions Toolkit**
- **Follow (*italicized instructions*)**
- **Keep all text that is in** grey highlight **as it is standardized library position description text**
- **Keep or remove** yellow highlighted **text depending on the duties of this position**
- **When completed, please delete all instructions and remove all highlights**

Faculty Job Description
Position Title: *(insert position title)*
Classification: Faculty
Updated: *(insert the last updated date each time you edit)*

General Overview
(Write a high-level overview of the role, level, scope, key priorities, and purpose to answer the question "why does this job exist?" It should be 1-3 paragraphs, each 1-4 sentences long. It should include anything about the position the applicant needs to know before applying, such as working hours, working locations, or part-time.)

Responsibilities
(A description of duties and accountabilities assigned to the role, sometimes called essential functions. It describes the tasks and outcomes that make up a large proportion of the employee's time while at work, listed in their importance and/or frequency).

(Include for all faculty and AP roles)
As a member of the University Libraries:
- Aligns with and upholds University Libraries values in action and protects user privacy.
- Demonstrates the intercultural understanding and awareness required to work in a workplace and serve a diverse population to contribute to a healthy, inclusive working and learning environment.
- Actively contributes to the Libraries' Inclusion, Diversity, Equity, and Accessibility commitment

(Include if a role will include student supervision:)
- Supports student colleague development by actively listening to their needs and practicing empathy, patience, and flexibility to cultivate student well-being and growth
- Leads student colleagues by proactively communicating work expectations to support departmental work in ways that foster growth, development, and accountability.
- Actively develops their skills and knowledge as student supervisor by staying current on trends and challenges associated with leading student colleagues.

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(Include if a role is NOT a student supervisor but may interact with student colleagues:)
- <mark>Help foster a healthy work environment for library and student colleagues to by working individually, collaboratively, and collectively towards achieving individual, departmental, and library goals</mark>
- <mark>May oversee student colleague work on a project by project basis</mark>

Required education
- *(Insert required education. Typically, a MLS degree from an ALA-accredited library school (or equivalent).)*

Required experience and qualifications
- *(A list of required level of job knowledge to succeed in the first year, such as education, types of experience, demonstrated abilities, etc. It focuses on the minimum qualifications for an individual to be productive and successful in this role.*
- *All positions should require the demonstrated commitment to IDEA and contributing to a healthy, inclusive working and learning environment.*
- *Serves as the core component of the job ad.)*

(Include in all positions as part of the required qualifications:)
- Demonstrated the intercultural understanding and awareness required to work in a diverse workplace and serve a diverse population to contribute to a healthy, inclusive working and learning environment.
- Demonstrated commitment and action to inclusion, diversity, equity, and accessibility.

Preferred Experience and Qualifications
- *(An expanded list of qualifications that can be used to further determine a person's ability to succeed. These are "nice to have".*
- *Serves as the core component of the job ad.)*

Baseline Expectations in Scholarly and Creative Activities
- Presents papers, publishes articles, leads workshops, and/or conducts training sessions outside of the University to share professional expertise
- Collaborates with colleagues at other institutions and libraries
- Engages in continuing education related to professional duties and assignments
- Conducts research for the betterment of library services and practice

Baseline Expectations in Service
- Regularly provides service to the unit, the libraries, the university and the profession; provides service to the larger community when opportunities arise

Area of Significant Focus

- Every librarian will have the option of choosing an area of significant focus for the year. The area of significant focus can be derived from any of the areas of responsibility, or it may be a special project in or out of the libraries or the university.
    - o The area of significant focus will be negotiated early in the academic year between the librarian and his/her unit head or director. The results must be measurable, and the related work should represent a commitment of about 10 hours a week on average
    - o It must meet identifiable campus needs and fit within the resources and strategic plan of the libraries