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# Building Inclusive Libraries: Kindness, Equity, and Candidate Experiences in Hiring & Onboarding Toolkit

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## Purpose

Grounded in an understanding of leading recruitment practices as well as an understanding of the profession's opportunities and challenges, the toolkit offers pragmatic approaches to move from the theory of inclusive hiring and onboarding to implementation. At each stage of the hiring lifecycle, tips and questions to consider are provided, from language bias in position announcements to methods for developing interview questions to onboarding approaches. The toolkit is designed to be used by supervisors, employees, and any key decision makers involved in the job description writing process.

The first half of the toolkit focuses on inclusive hiring processes. First, the section outlines best practices in inclusive hiring from both process and equity perspectives. The toolkit then dives deeper into various components of the hiring process and associated equity lenses. Lastly, the toolkit focuses on articulating responsibilities and duties in position descriptions. The appendices contain sample documents and templates for each stage of the hiring process.

The second half of the toolkit focuses on inclusive onboarding, subdivided into four main parts. First, it outlines best practices in inclusive onboarding from both process and equity perspectives. The second part offers an equity lens to use to review the process. The third part outlines components of the onboarding process over a full year in checklist form. The fourth part focuses on responsibilities and duties related to onboarding.

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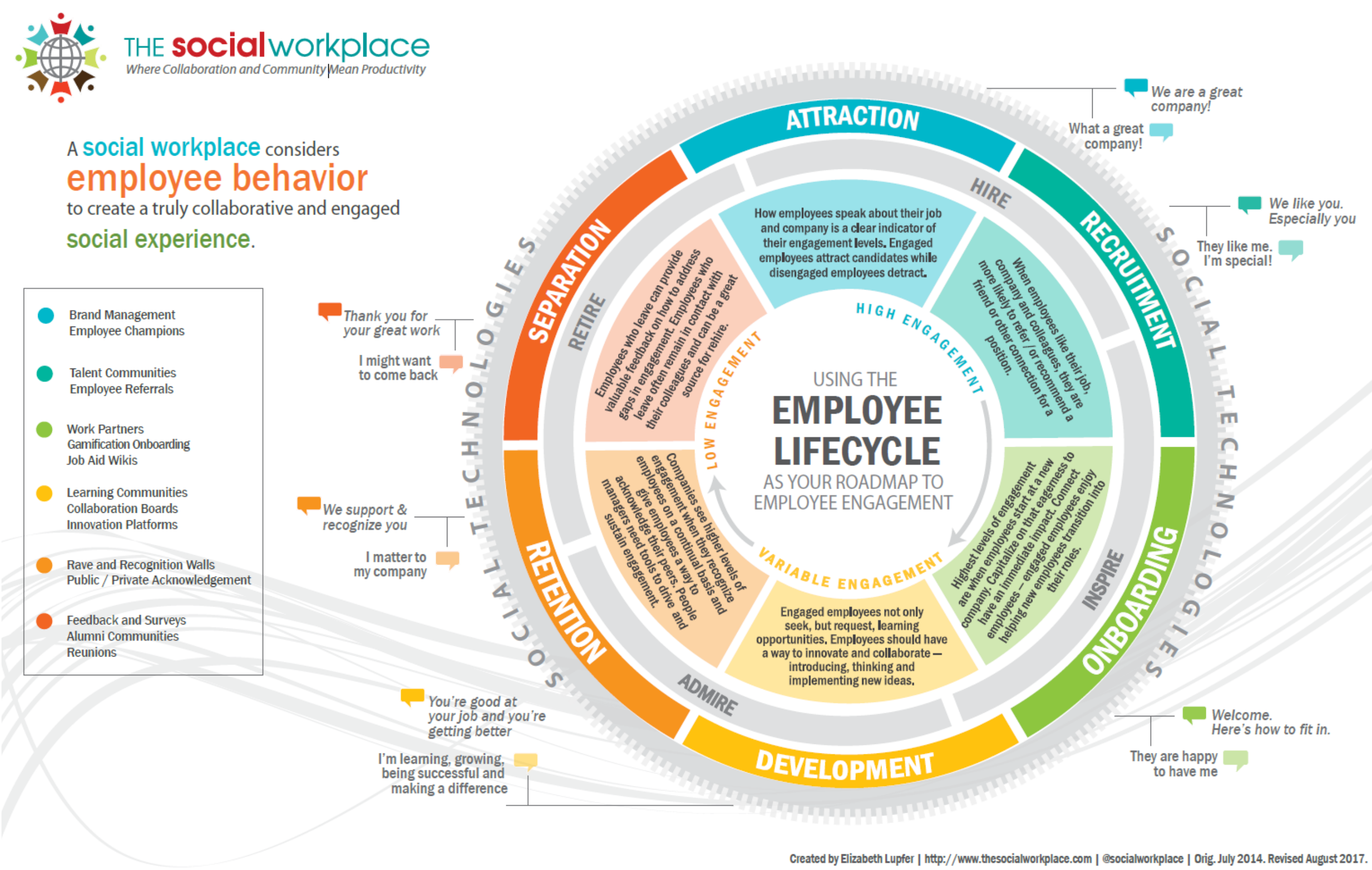
# Getting Started

## Employee Lifecycle Model

The employee lifecycle model is a model used in organizational development and talent acquisition functions. It is used to identify the various critical stages that an employee goes through as they engage with an organization. The Social Workplace has created the graphic below[1], which articulates the stages as well as the critical questions to consider in each stage.




The toolkit is organized along the first 3 stages of the employee lifecycle model from attraction to onboarding.

[1] Graphic credit: Elizabeth Lupfer, 2017, “Using the Employee Lifecycle as your Roadmap to Employee Engagement”, The Social Workplace .https://thesocialworkplace.com/2017/11/the-employee-lifecycle-is-your-roadmap-to-building-an-engaged-employee-experience/

## Equity Lenses Explained

"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 Black communities, communities of color and Indigenous communities, 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."[2] In other words, an equity lens is a set of questions that we ask ourselves about our work to center equity and ensure systems-level thinking.

For each stage of the process, the toolkit will provide an equity lens. As you work through processes, answer the provided questions before and after to ensure that you are centering inclusion, equity, accessibility.

## Bias in Hiring & Onboarding

Implicit bias, also known as unconscious bias, are learned assumptions, beliefs, or attitudes that are not consciously known or acknowledged. Explicit bias, also known as conscious bias, are beliefs, assumptions, and attitudes that are known to the individual. Both implicit and explicit bias can impact our decisions and behaviors, and must therefore be actively managed and mitigated. Additionally, biases can be both positive and negative.

Here is a list of the ways bias can show up as part of the employee lifecycle:

- Stereotyping - forming an opinion on how people of a given identity (gender, religion, race, appearance) or other characteristic will think, act, respond, or perform in a role without any concrete evidence. There are many types of bias that make up stereotyping:[3]
    - Gender bias - favoring one gender over another. Occurs when certain stereotypes are associated with different genders.
    - Ageism - stereotyping or discrimination based on age. Occurs when people are seen as too young or too old
    - Name bias - preferring certain names over others - often Anglo-sounding names
    - Racism - stereotyping or discrimination based on belonging to a particular racial or ethnic group. Centering white culture
    - Ableism - preferring able-bodied people. Presuming inability to succeed in the role based on disability without concrete evidence to that effect

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[2] Center  for Nonprofit Advancement. 2020. *What is an Equity Lens?* https://www.nonprofitadvancement.org/files/2020/12/What-is-an-Equity-Lens.pdf

[3] List based on the blog post: Asana. May 2022.19 unconscious biases to overcome and help promote inclusivity.   https://asana.com/resources/unconscious-bias-examples

- First impression / Anchor bias - making a quick judgment based on a first impression or first piece of information - positive or negative - that skews the entire process
- Inconsistency in approach - asking different questions or for different evidence for each candidate can lead to a skewed assessment of the ability to succeed and perform a role
- Negative emphasis - giving more weight to negative information than positive information, even if the amount of negative information is small
- Halo effect - allowing a strong point about a candidate to impact everything else positively
- Horn effect - allowing a trait or characteristic about a candidate to impact everything else negatively
- Confirmation bias - tendency to seek out information that confirms views, opinions, and expectations
- Nonverbal bias - place undue emphasis on nonverbal cues that do not relate to the ability to fulfill the role
- Contrast effect - contrasting candidates against one another, which will make strong(er) candidates that interview against weak(er) one appear stronger than they really are
- Recency bias - attributing more importance to recent events over past events based on the fact they are easier to recall
- Conformity bias - changing opinions or behaviors to match the larger group
- Affinity bias - preferring people with similar interests, backgrounds, and experiences
- Pedigree bias - the tendency to focus on those with Ivy League degrees and/or work experience

## Mitigating Bias

Bias is always present because our world view is influenced by our beliefs, values, and experiences. Therefore, building safeguards to mitigate bias and its impact on our processes and decision-making is really important. Below are approaches that can be implemented systematically to mitigate different forms of bias.

- Stereotyping
  - Set 'neutral' standards by defining ability to succeed in the role and strong candidate profile ahead of time and use it as an evaluation rubric
  - Ask clarifying questions and model calling in when stereotyping appears in discussions
- Inconsistency in approach / Confirmation bias / Negative emphasis
  - Standardize interview process across all candidates
  - Complete all interview materials, including interview questions, before beginning to review candidates' materials
  - Use a rubric for evaluation
- Halo effect / Horn effect / First impression / Anchor bias

- Engage a wider group in interviews
    - Challenge first impressions by asking questions of what the person observed that led them to the conclusion
    - Use evidenced-based decision making
- Nonverbal bias
    - Ask how the observation relates to the qualifications and ability to do the role
- Contrast effect / Recency bias
    - Take notes during each interview
    - Debrief about a candidate, and only that candidate, at the end of each interview
    - Compare interview responses and observations against the evaluation rubric
- Conformity bias
    - Leverage surveys to gather feedback from individuals
    - Ask for opinions in advance of a debrief
    - Utilize rubrics as a way to provide a consistent and objective measure for decision making in evaluating applicants
    - Start candidate reviews with an anonymous straw poll to identify what search committee members are thinking about candidates' ability to succeed before dialogue starts. This helps to undermine group think.
- Affinity bias
    - Create a diverse search committee
    - Ensure that hiring for fit is not part of the process
    - Use specific language to review candidates

# Inclusive Hiring Practices

Inclusive hiring is about creating a level playing field that brings equity to the heart of the hiring process. The goal is to directly reflect our Diversity, Equity, Inclusion, and Accessibility values and apply them to how we hire from start to finish for all positions in the university.

## Hiring Best Practices Summary

1. Define what inclusion and equity means to your department
2. Write inclusive job descriptions
3. Ensure the creation and execution of fair processes through the hiring cycle
   - 3.1. Use an equity lens before, during, and after the stages of the hiring process
   - 3.2. Ensure all hiring managers are positioned to be inclusive hiring champions
   - 3.3. Anchor job search in the job description requirements
   - 3.4. Mitigate bias throughout the hiring process
   - 3.5. Only include interview components that will help decide on the successful candidate
   - 3.6. Expand where you advertise and move towards active recruitment
4. Center the candidate experience in all interactions
   - 4.1. List salary ranges in job ads[4]
   - 4.2. Ensure high-levels of communications with candidates
   - 4.3. Leverage universal design[5] to reduce the need for accommodations through the interview process
     - 4.3.1. Articulate what is available so candidates are informed, such as accessible locations and technology
     - 4.3.2. Ask for dietary requirements and other necessary accommodations[6] to all candidates

Positive candidate experiences are more likely in recruitment efforts when these practices are in place. Additionally, these practices will advance a more inclusive process for all candidates.

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[4] No author. N.d. 7 reasons why you should include a salary range in your job postings. Social Talent Blog. https://www.socialtalent.com/blog/recruiting-and-recruitment-blogs-articles-socialtalent/7-reasons-why-you-should-include-salary-range-in-your-job-postings

[5] What is Universal Design: https://universaldesign.ie/what-is-universal-design/

[6] Accommodations can describe an alteration of environment, interview format, or equipment that allows an individual with a disability to gain access to content and/or complete the interview process. They can also describe alterations to the environment and timing to support full participation based on a person's identity, such as providing a space to pray midday prayers, a space for breastfeeding/pumping, or no required meetings for the hiring process on Friday nights for religious observances. While the accommodation needs to be specified, it should be done without making them note the reasons why.

# Inclusive Job Description and Ads

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 as it forms the basis of a job ad.

For more detailed information on developing inclusive position descriptions, please refer to the [GVSU Libraries Inclusive Position Toolkit](#).

## Equity Lens: Job Description

- [ ] 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?
    - [ ] Are we including qualifications that align with our mission and values?
- [ ] 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 questioned educational requirements for jobs that don't require them for accreditation?
- [ ] Have we articulated how this position concretely works towards our equity 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 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?

[7] Same as above

## 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 in the employee lifecycle.

The function of a job ad 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 organization and what the working environment is like. It should use short, exciting language as well as keywords to bring interest to the role. 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.

## Writing Inclusive Job Ads

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.

It is important to lower the barriers to applying in the job ad by limiting the number of qualifications that are required. In other words, stick to must haves. Studies have shown that many women won't apply for a job they do not 100% qualify for, whereas men will apply for a position they feel they're only 60% qualified for.[8]

Articulate commitment to Inclusion, Diversity, Equity and Accessibility in order to invite a diverse pool of candidates.

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[8] Mohr, Tara Sophia. August 2014. *Why Women Don't Apply for Jobs Unless They're 100% Qualified*. Harvard Business Review.
https://hbr.org/2014/08/why-women-dont-apply-for-jobs-unless-theyre-100-qualified

## Tips for Writing Job Ads

Keeping in mind that the purpose of the job ad 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
    - [ ] Sample action verbs: https://www.harding.edu/assets/www/academics/academic-support/career/pdf/actions-verbs-a-to-z.pdf
- [ ] Avoid abbreviations and acronyms
- [ ] Use inclusive language and terminology
    - [ ] Tools: Equity Fluent Leader Glossary of Key Terms from UC Berkeley Haas School of Business
    - [ ] See the Inclusive Language section below
- [ ] Include only the most important, core duties and accountabilities
- [ ] Limit the number of qualifications as well as consider how to broaden the language beyond your department or organization's specifics to widen the candidate pool
    - [ ] E.g. Move from "Knowledge of Banner" to "Knowledge of specialized software" or "Demonstrated ability to learn specialized software"
    - [ ] E.g. Move from "Deliver high quality 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 ad are important in creating job appeal; language that appears catered to one identity creates a barrier for applicants of other identities.[9] Here are some common ism-coded words used in job descriptions that should be avoided:

- Female-Coded Words: Agreeable, empathetic, sensitive, affectionate, feel, support, collaborate, honest, trust, commit, interpersonal, understanding, compassion, nurture, and share

[9] Danielle Gaucher, Justin Friesen, and Aaron C. Kay, Evidence that gendered wording in job advertisements exists and sustains gender inequality, (Journal of Personality and Social Psychology, 2011), 109-128.

- 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, cultural fit, clear spoken, native English speaker, polite, professional, nice
- 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

*Making the Change*[10]

- 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 age-biased and ability-biased 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”
    - Change “young professionals” to “entry level role”
- Away from racially-biased language:
    - 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”

[10] Adapted from: Ayotte, Scott, Sarah Beaubien, and Annie Bélanger. May 2019.Towards high-empathy hiring: implementing leading practices for more inclusive recruitment. Michigan Academic Libraries Conference. https://scholarworks.gvsu.edu/library_presentations/80/

## Equity Lens: Job Ads

- [ ] Who is affected—positively, negatively, or not at all—by the way this job ad is written?
- [ ] Are our mission and values explicitly articulated in the job ad?
    - [ ] Is demonstrated ability to behave in varied ways that reinforce our values built into job qualifications?
- [ ] Have we removed gendered/ableist/racist language from our job ads?
- [ ] Have we articulated how this position concretely works towards our equity commitment?
- [ ] Are our qualifications aligned with the ability to succeed in the role in the first year?
    - [ ] Are there required qualifications that include skills that can be developed on the job?
        - [ ] If so, have these been made preferred qualifications?
        - [ ] If so, could these be removed entirely to broaden the pool?
    - [ ] 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?"
    - [ ] 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?
- [ ] Have we listed the salary range?

# Recruiting Candidates

Inclusive recruitment covers attracting and reaching out to candidates. It includes both passive advertising and targeted outreach. Once you have inclusive job descriptions and ads, the next steps include:

- Setting overall goals for your recruitment strategy
- Developing an outreach strategy
- Widening your advertising and outreach efforts to include affinity groups
- Allowing for a reasonable application period
- Providing candidates the ability to interact with the search chair

For inclusive recruitment to be successful however, the organization will need to reconsider its hiring priorities. While work experiences and education remain essential, the organization will need to value unique experiences and experiences from non-traditional pathways. Additionally, the recruitment process is a time to ensure there is a clear, compelling vision for an inclusive organization that is shared by the team.

## Equity Lens: Recruiting Candidates

- [ ] Have we posted broadly and with inclusion in mind?
- [ ] What relationships and networks can we leverage to be more inclusive?
- [ ] If applicable, have you leveraged your local inclusive hiring toolkit?
- [ ] Have we remained aware of the geographical challenges of our institution?
  - [ ] Have we planned how to address a potential lack of diversity beyond the confines of campus?
- [ ] Have we invested in non-traditional venues for recruitment, such as social media and informational Zoom sessions, in addition to traditional recruitment venues?
- [ ] Have we reviewed HR guidelines for sharing information about the work environment?
  - [ ] If applicable, have we considered how a colleague who is a member of a minoritized group may be disproportionately impacted in the recruitment phase (due to questions around work environment, institutional commitment to diversity, equity, and inclusion, etc.)?

# Preparing Your Interview Plan

It is a leading practice for the search committee to collaboratively develop and implement a recruitment plan, write the job ad, create interview questions for a phone screening and in-person visits, and finalize an agenda for the interview day *ahead* of starting to review candidate materials.

The approach of developing the interview questions and agenda prior to reviewing applicant materials achieves several goals:

1. Helps the committee stay focused on the position qualifications and minimize the chances of introducing bias into interview questions based on applicant materials.
2. While it is more work at the outset of a search, it enables the committee to provide more dedicated focus during each stage of the search process.
3. Keeps the search moving as efficiently as possible, which ultimately is a more empathetic, candidate-focused process.

## Developing the Search Agenda

It is also important to challenge interviewing habits by being able to articulate why each portion of the interview exists and how it is supporting the decision-making process of the search committee and the candidates. A focus statement should be developed for each component of the agenda, which helps candidates understand what is expected of them during each interview component.

In higher education presentation components are often the norm. Before deciding to have a presentation, ask whether:

- Every librarian position requires a presentation?
- What components will help you decide on core skills (qualifications)?

If the search committee decides on a presentation, it is important to ask if the presentation is:

- Asking for free labor?
- Asking someone to know more about the organization than is reasonable?
- If a presentation or portfolio is required - will you retain the materials?

## Interview Questions

Leading practices suggest that questions need to support hiring decisions by:

- [ ] Eliciting the candidates experiences and background that enhances what is provided in the application materials
- [ ] Providing a sense of how the candidates align with the position qualifications and related aptitudes
- [ ] Only asking for information that will be used for the hiring decision
- [ ] Covering the major responsibilities and accountabilities of the role
- [ ] Connecting to how the information will be used in the hiring process
- [ ] Eliciting thoughtful, nuanced answers - not yes/no
    - [ ] Preparing prompts or follow-up questions that could be asked to elicit a fuller answer in order to support candidates in the interview process to share their full abilities regardless of interviewing skills
- [ ] Using a mix of question types
- [ ] Avoiding using leading terminology

*Developing Questions*

To keep the questions focused on required qualifications, the committee should develop questions and indicate which required or preferred qualification the question addressed. Further, the committee should collaboratively develop success criteria for each question. The success criteria represent the concepts that the committee agrees the question is seeking, which are often the aptitudes to meet a qualification. In other words, the criteria do not answer the question or dictate how a candidate should answer the question; rather, it is a way for the committee to ensure that the group is interpreting the question similarly. Additionally, it is helpful to use open questions.

For example:

- Question: Tell us about a time you worked through a difficult situation.
- Job qualifications: Communication skills, customer service, problem solving
- Success criteria: Empathy, communication (listening to understand), awareness of impact on others

Candidates can be supported through the interview question process by the committee developing possible follow-up prompts. Prompts can be used:

- To help reframe the question
- To help a candidate dig deeper
- To support the candidate in answering a particular area of the question not addressed by their initial answer

Additionally, clarifying questions can be asked by the committee members if it touches on a portion of the candidate's answer.

Types of questions:

- "Open-ended questions are basic to any effective interview because they call for candidates to relate information and ideas that they feel are important. Example: "Tell me about your supervisory experience."
- Accomplishment questions ask the candidate to identify important accomplishments and what competencies were used to execute them. Example: "Tell me about your most recent important accomplishment in your job. What did you do and what was the outcome?"
- Situational questions ask candidates how they handled or would handle job-related situations, to evaluate their ability to recognize important aspects of situations, analyze them, and provide reasonable options. Example: "Describe a situation where you had two assignments with conflicting priorities and how you handled it."[11]

## Equity Lens: Interview planning

- ☐ Have we planned all of the interview components ahead of reviewing candidate materials?
- ☐ Do all of the interview components help us make our decisions?
  - ☐ Can we articulate a clear purpose for each interview component?
  - ☐ Do we have criteria to assess each interview component?
  - ☐ Have we told the candidate the components and their purpose?
  - ☐ Are we clear on the weight of different components, including feedback from interactions beyond the search committee interview?
- ☐ Have we created an evaluation rubric that is bias-free and reflective of our values?
- ☐ Are our questions aligned with the job qualifications?
  - ☐ Have we identified and documented what concepts a successful answer would include for each question?
  - ☐ If it is an entry-level position, could someone without experience successfully answer each question?

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[11] UC Berkeley. N.d. Guide To Managing Human Resources - Types of Questions. https://hr.berkeley.edu/hr-network/central-guide-managing-hr/managing-hr/recruiting-staff/employment/interviewing/question

- [ ] Are we creating an accessible and inclusive environment for the candidates?
    - [ ] Are we providing breaks between meetings?
    - [ ] Are we highlighting where there is assistive mobility technology, such as elevators?
    - [ ] Did we ask about dietary needs or allergies?
    - [ ] Did we ensure that any open interview components can occur in an accessible space?
        - [ ] If there is a public talk, is there an accessible podium or speaking location?
- [ ] Are we supporting the candidates' ability to make their decision whether to join us?

## Reviewing Candidates

This stage is about evaluating the candidates who are applying for positions at the organization. The goals here are two-fold: quality-of-hire and diversity of applicants and hires. It is important that success is defined ahead of the search: Is success hiring anyone, the most experienced, or the most likely to succeed?

"Creating evaluation criteria ahead of review is critical to ensuring that all members of a search committee have shared understanding of the needs and what success for a candidate in the interview process could be. Doing this also helps to manage bias by ensuring "*fit",* as defined as fitting in, does not become the decision criteria as it leads to hiring those with similar characteristics[12], reinforcing implicit bias."[13] Criteria should be based on the job qualifications as well as the organizational values. Criteria can be placed within a rubric to document the evaluation of candidates.

The Search Chair should ask about conflicts of interest and actively manage any that exist. Additionally, the Search Chair should ensure that the search committee is not acting as a positive or negative reference for any of the candidates.

### Equity Lens: Candidate Pool Review

- [ ] In what ways does our candidate pool reflect diverse identities?
- [ ] In addition to other dimensions of diversity, is racial diversity present?
- [ ] Is a range of experience represented?
- [ ] Are the candidates selected aligned with the qualifications?
- [ ] Has the Senior Management (Appointing Officer) approved it?
- [ ] Are people of color and/or Indigenous people represented in the finalist pool?

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[12] Benjamin Schneider, *The People Make the Place*, (Personnel Psychology, 40, 1987): 437-453
[13] Bélanger, A., Ayotte, S., & Beaubien, S. (2022). Hiring Early Career Professionals with Kindness and Respect. In Residencies Revisited: Reflections on Library Residency Programs from the Past and Present (pp. 93–110). Chapter 6, Library Juice Press.https://scholarworks.gvsu.edu/library_books/33/

- [ ] Have the proper approvals been secured?
- [ ] Have we created a list of strengths and areas of growth, aligned with required and preferred qualifications, for each finalist for the Senior Management (Appointing Officer) to have in their hiring decision?

## Interacting with Candidates

Candidates invest their time into the application process, so developing a candidate-focused approach to talent acquisition helps demonstrate that the organization is also investing time in them.[14] A candidate-focused approach in the recruitment and hiring processes requires a significant investment of time and energy on the part of the search committee.

To provide a candidate-focused experience, it is important for all colleagues to understand the impact of their participation in the processes. Colleagues are excited to get to know the candidates as well as to share their knowledge of the organization, their department, and the surrounding area. Because all colleagues play an important role in this process, it is important that everyone is starting from the same understanding of best practices for interactions. These best practices apply whether the candidates are internal or external.

### Communicate Early and Often

For applicants, it can feel like a one-sided conversation, wherein little communication is received from the hiring organization once application materials have been submitted. While automated update messages to applicants from employment software are helping to improve this, a proactive approach on behalf of the search committee can take this further, helping candidates feel connected and informed throughout the stages of the process.

In addition to providing prospective applicants with contextual information about the position and organization via the job ad and hiring FAQs, it is important to engage with applicants at several key stages. Consider giving as much details for each stage and the next stages as is feasible.

### Make Them Comfortable

No matter how qualified or experienced a candidate is, a job interview can still be a daunting situation. So as interviewers, it is important that the candidates feel as comfortable and relaxed as feasible.

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[14] Childs, Stephen. April 2019. *Why The Candidate Experience Matters To An Organization (And How To Improve Yours)*. Forbes Human Resources Council.https://www.forbes.com/sites/forbeshumanresourcescouncil/2019/04/09/why-the-candidate-experience-matters-to-an-organization-and-how-to-improve-yours/?sh=b8a76694d181

For physical interviews, this includes simple things like letting them know where they can leave their belongings safely, where the washrooms are (including accessible and single-stall washrooms), where elevators and other accessible supports are available, and not keeping them waiting.

For virtual interviews, this includes editing your screen name to the name each person wishes to be called, adding pronouns to screen names (if willing), ensuring everyone introduces themselves at each component, enabling the ability to turn on closed captioning, and either having all cameras on or off.[15]

## Staying Out of Dangerous Territory With Questions

**Any time spent with candidates is considered "interview time" in legal terms. It is important that everyone be intentional to avoid questions of a personal nature.** Questions should be focused on candidates' professional experiences – even at less formal parts of an interview day, such as receptions, lunches, or dinners.

It is important to ask questions that a candidate can answer even though they have not worked at an organization. In other words, the question needs to be specific enough for you to get a sense of the candidate's approach and knowledge, but be detached from organizational specifics. For example:

- Best: How do you envision providing food bank services from different locations?
- OK: How should downtown food banks offer services? [presumes knowledge that downtown tend to be urban and mixed populations]
- Least: How should Replenish change its services in the next 3 years? [presumes knowledge that Replenish is our food bank, the location and environment of the food bank, and of the student population changes]

Even accidentally asking a personal question can leave the organization open to charges of bias or discrimination and have the potential to make negative impressions on strong candidates.

Here is a list of sample questions not appropriate to be asked in conversations with and about candidates at any point of the process:

[15] Other tips:
http://recruitloop.com/blog/recruiter-tips-how-to-make-a-great-impression-with-your-candidates/

- Are you a U.S. citizen?
- Where were you born?
- What is your birth date?
- How old are you?
- Do you have a disability?
- Are you married?
- What is your spouse's name?
- Do you have a maiden name?
- Do you have any children?
- Do you have child care arrangements?
- What is your race or ethnic origin?
- Which church do you attend?
- What is your religion?
- Are you a member of the local country club?
- Do you plan to start a family?
- Do you have a girlfriend?
- Do you have a boyfriend?
- What's your sexual preference?
- Have you encountered any health problems recently?
- Have you ever been arrested?
- Have you ever been convicted of a crime?
- What conditions of personal business, health, or family would limit your flexibility in taking this position?
- How do you feel about gay marriages?
- How do you keep in shape?
- Do you devote any time or financial resources to charity work?
- Do you get along with your parents?
- Do you drink?
- Have you ever used illegal drugs?
- What did your mother do?
- Are you content in your private life?
- What is your IQ?
- Do you own a home?
- Are you a member of a political party?
- For whom did you vote in the last presidential election?
- How does your spouse affect your career?
- Do you use birth control?
- What is your weight?
- How tall are you?
- What size pants do you wear?
- What is your shoe size?
- Is that an [nationality] name?
- Does your spouse's employment cause problems?
- How much time do you need for your family?
- What country did your mother's family come from?
- What country did your father's family come from?
- If you were a coffee, would you be regular or decaf?
- Are you afraid of flying?
- If you were a bird, would you want a big beak or a little beak?
- Are you family-oriented?
- Who else are you interviewing with in your job search? What kind of people do you hang around with?
- Does your social life include co-workers?
- Do you own a car and have a driver’s license?
- I notice that you live quite a distance from the university. Are you really going to commute that distance everyday?
- How did you learn to read, write or speak a foreign language?

If you feel your question might be interpreted as a personal question, consider reframing to focus specifically on the profession and open position, such as:

- How do you view inclusion in the workplace?
- How has humor fit into your professional work to date?
- How do you cultivate community within your departments?

Some aspects of a candidate's personal life might impact their ability to successfully complete all aspects of the job. In these cases where there is a bona fide, job-specific reason to ask these questions they must be worded carefully and asked of all candidates consistently. It's best to leave those questions to the search committee or the hiring manager.  Examples include:

- Do you have any responsibilities that conflict with the job's travel requirements?
- Are you able to work an evening shift?
- Are you able to work in the United States on an unrestricted basis?
- Are you able to perform the duties on the job description with or without reasonable accommodations?
- Have you ever been convicted of a felony crime? (only if a requirement of the position–if you're not certain, don't ask)
- If hired, can you provide proof that you are at least 18 years of age?
- Do you have any conflicts that would prevent you from working the schedule discussed?
- What languages do you speak or write fluently?
- Have you worked under any other professional name or nickname?
- Do you have any relatives currently working for this institution?
- Would you have any problem working overtime, if required?

During a candidate visit, the candidate may ask you questions that do not pertain to the position that you feel uncomfortable answering. In that case, suggest that the candidate ask either the search committee chair or the hiring manager. Additionally, relevant policies could be shared with the candidate.

## Sending Feedback about Candidates

When sending feedback to the search committee about candidates, ask colleagues to be as specific as possible. Best practices are to avoid using words like 'fit' and instead to explain the specific skills, experiences, actions, or qualifications of an individual as they relate to the position.

Make sure that colleagues know that everyone's feedback is valued. It is good to remind them that they may observe something that other colleagues do not; varied perspectives all contribute to the overall process and decision.

## Equity Lens: Interacting with Candidates

- [ ] How are we communicating with all candidates?
- [ ] Did we provide a list of interview questions to all participants prior to the interview?[16] This will allow for people with various disabilities and neurotypes to be successful in the interview
- [ ] What are our communication methods and with whom?
- [ ] What is our process for ensuring we are being timely with our communication?
- [ ] Have we shared best practices for interacting with candidates with all colleagues that will participate in any component of the interview?
- [ ] If we are collecting feedback from open components, have we based the feedback form on the required and preferred qualifications being assessed in these components?

# Checking References

Reference checks are an important component of the hiring process. They help to ensure that candidates' self-representation is accurate, identify concerns in former workplaces, and highlight key areas to focus on when onboarding and planning the goals in the first six months. It is key to leverage this opportunity to ensure not only that this is the right hire, but also to support their success after hiring.

Always remember to ask for permission from the candidate before reaching out to references.

# Making the Offer

When making an offer, time is of the essence.

If the Search Chair or Director is expected to make a verbal offer, they should reach out to the selected candidate by email or phone in order to schedule time for a conversation. During the conversation, they should include information beyond salary and start date that would help the candidate make their decision. A leading practice is to send the details by email as a verbal offer after the conversation in order to support candidate understanding and to be inclusive. In the conversation, and in the email, they should provide a clear deadline for response as well as follow-up times to connect for further questions.

Once the verbal offer is accepted, proceed with your organizational best practices.

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[16] Adler, Lou. February 2015. *Give Candidates Interview Questions in Advance to Increase Accuracy*. LinkedIn Talent. https://business.linkedin.com/talent-solutions/blog/2015/02/give-candidates-interview-questions-in-advance-to-increase-accuracy

### Equity Lens: Job offer

- [ ] What are the criteria used to negotiate in ways that allow equity between candidates and current employees?
- [ ] Is the same practices and/or people involved in all negotiations, ensuring consistency from one to the next?
- [ ] Have we shared how we set compensation with the candidate?

## Non-Selected Candidate Feedback

Candidates invest significant time into the search process. Supporting unselected candidates with feedback helps them with their job search as well as ending the process with a more positive impression. In reaching out to unselected candidates, it is important to communicate quickly to reduce the risk of them finding out they did not get a role from the successful candidate making a personal announcement.

When engaging with unselected candidates, it is key to be intentional about having a brief, supportive dialogue with them. It is a good practice to first highlight their strengths and then to provide tips on how they can be more competitive in the future using growth-focused language.

For example, for a candidate that demonstrated care for user but poor time management and understanding of their impact on others, the feedback could be as follows:

- The committee observed the following strengths: high empathy, focus on users, and clear communications.
- In considering future searches, you could consider how to further articulate your approach to prioritization as projects are an important part of library roles. Additionally, it would be helpful to articulate for a committee your approach to self-reflection as you learn from collaborative efforts.

For a candidate that demonstrated excitement for technical services, a strong cataloging ability, but used inappropriate language in referring to users in a way not in line with a commitment to inclusion, the feedback could be as follows:

- The committee observed the following strengths: deep cataloging knowledge, solid understanding of metadata and discovery, and a good approach to organizing your work
- In considering future searches, you could explore how to align your language to the organization more strongly by reading their website. This will help to build rapport and support demonstrating an understanding of the organization's values.

Do not share why they did not get the job.

Be prepared that an unselected candidate may not want to receive feedback or may want to schedule a feedback conversation at a later date when they've had a chance to reflect and process the decision.

## Hiring Responsibilities and Duties

The overall responsibility of a search committee is to identify and recommend qualified applicants based on the job requirements as defined by the required and preferred qualifications.The search committee is charged with the responsibility to provide a fair, equitable, and inclusive search without unlawful discrimination.

### Search Chair

Provides leadership to the search committee and sets the tone and pace of the search. Advances inclusive searches by:

- Ensuring understanding of confidentiality
- Soliciting and documenting conflict of interest, escalating these as needed to the Senior Management (Appointing Officer)
- Documenting search components
- Aligning the interview components and the evaluation tool with the requirements and responsibilities of the position
- Providing timely communications with all participants and candidates
- Scheduling and chairing meetings; giving reasonable notice of time and place
- Maintaining an equitable and fair search that allows each eligible applicant to receive full consideration and leverages best practices for inclusive searches
- Documenting candidate strengths and areas of growth to assist Senior Management (Appointing Officer) decision making
- Liaising with the Senior Management (Appointing Officer) for approval checkpoints
- As required, communicating with unsuccessful applicants

### Inclusion Advocate (if applicable)

Advances inclusive search practices by:

- Working closely with Search Chair to draft the job ads, including advice on how to make the job requirements more inclusive
- Working closely with Search Chair to draft the recruitment plan
- Participating fully in the search committee
- Sharing information and recommends inclusive and equity-minded strategies
- Providing information that helps to reduce bias in thinking, decision making, and behavior
- Escalating concerns to the Senior Management (Appointing Officer) and the Division Inclusion & Equity (or equivalent)

## Search Committee Member

Engages in the search process to select candidates able to succeed while supporting inclusive search practices by:

- Declaring conflicts of interest
- Preparing for and attending search committee meetings
- Engaging in the development of all interview components that align with the position requirements
- Screening applicants by adhering to the evaluation criteria reached by committee
- Participating in the interview process
- Actively mitigating bias in the process
- Identifying strengths & areas of growth for each candidate

## Library Administration

Library Administration is generally accountable for all hiring decisions. Therefore, they play a critical role in ensuring fair, equitable, and inclusive search processes. Key accountabilities for the Library Administration include:

- Providing the search committee with a deeper understanding of the position requirements and organizational needs as well as other key factors relevant to the search
- Ensuring clear understanding of checkpoints for the search committee in order to ensure that the diversity of the long lists and short lists reflects the diversity of the pool
- Meeting with the search chair or search committee to debrief about the candidates' strengths and areas of growth as measured against the job requirements
- Selecting the candidate(s) for hire

# Inclusive Onboarding

Onboarding can impact employee experience, engagement, and ultimately retention. It helps new employees integrate into their role, their department, and the organization. Onboarding should orient new employees, provide them with the knowledge and support to succeed in their role, and acclimate them to the organizational structure and culture.

*"You never get a second chance to make a first impression." ~ Adam Grant*[17]

## Onboarding Best Practices

Forbes recommends the following 14 best practices in planning onboarding:

1. "Preboard New Hires [by engaging early]
2. Get Paperwork Done ASAP
3. Give Out a Welcome Package
4. Involve Team Members in the Process
5. Assign a Buddy/Onboarding Partner
6. Incorporate Job Shadowing
7. Make the First Day Exciting
8. Share Your Definition of Success
9. Stay True to Your Culture
10. Introduce Work Gradually
11. Check In Regularly
12. Involve Senior Leaders
13. Be Flexible
14. Revisit Your Onboarding Process"[18]

## Onboarding Equity Lens

- [ ] What happens immediately following a candidate's acceptance to initiate onboarding?
- [ ] Have we shared the noted strengths and areas of growth with the new hire?
- [ ] What intentional experiences are incorporated into a new hire's first year of employment?
- [ ] What do we do from Day 1 through the first 12-months to onboard new hires?

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[17] No author. September 2019. You Never Get A Second Chance To Make A First Impression. R2R Marketing Blog. https://r2rmarkets.com/2019/09/10/you-never-get-a-second-chance-to-make-a-first-impression/

[18] Baluch, Anna, and Kelly Main. October 2022. 14 Onboarding Best Practices (2023 Guide). Forbes Advisor. https://www.forbes.com/advisor/business/onboarding-best-practices/

# Onboarding Checklist

Created by: Krista Benson & Takeelia Garrett
Adapted from DeEtta Jones' "Inclusive Onboarding Tasklist"[19]

Onboarding is an ongoing process, not something that can be done in one day or two weeks. We approach onboarding as a 6-12 month process (at least). This checklist is not exhaustive but intended as a starting point for needed conversations around equity, diversity, inclusion, accessibility, and belonging throughout the professional lifespan of an employee, department, unit, and university.

## Before Employee Starts

Recruitment: Discuss your robust onboarding system with potential new hires, emphasizing the relationship between intentional onboarding and diversity and inclusion

- ☐ Create and send a Welcome Packet (Electronic and Physical)
    - ☐ Accessibility in font size, font choice, color, design, and implementation (High contrast colors, sans serif font for electronic and serif for printed, text OCRed in electronic for screen readers, full image descriptions for any images used in electronic)
    - ☐ Should include
        - ☐ Welcome letter
        - ☐ Job description
        - ☐ Contact names and phone lists
        - ☐ Building map, including marked elevators, accessible bathrooms, single-stall/gender-neutral bathrooms
        - ☐ Parking and transportation information, including public transportation
        - ☐ Mission and values of the organization
        - ☐ Information on your department or functional group
        - ☐ Organization's Equity, Diversity and Inclusion Statement
        - ☐ Code of Conduct
        - ☐ EEOC policy and resources
        - ☐ Affinity or employee resources groups guide
        - ☐ Other
- ☐ Stock workspace with supplies
- ☐ Order office/work area keys and staff ID
- ☐ Order business cards and name plate
- ☐ Order technology & equipment
    - ☐ Ask employee about any specific equipment needs or requests

[19] File no longer available online

- ☐ Computer
- ☐ Printer
- ☐ Tablet
- ☐ Phone
- ☐ Software
- ☐ Contact IT to set up the system in advance

- ☐ Set up email
- ☐ Add employee to relevant email lists
- ☐ Arrange for access to common drives and other internal systems
- ☐ Arrange for phone installation, if applicable
- ☐ Assist with transportation to campus, such as parking or public transit information
- ☐ Review common spaces for apparent indications of the organization's values and mission
    - ☐ Are the organization's values posted in the break room?
    - ☐ Do posters and images displayed in common areas reflect an array of cultures?
- ☐ Is there an All Gender bathroom option?
    - ☐ If yes, is it clearly labeled?
- ☐ Is there a designated nursing space available?
    - ☐ If yes, is it clearly labeled?
- ☐ Is there a designated space for prayer or meditation?
    - ☐ If yes, is it clearly labeled?
- ☐ Is an accessible bathroom near the new employee's workspace?
    - ☐ If yes, is it clearly labeled?

## Prepare Your Team

- ☐ Send an email announcement to your employee's department/team. Include start date, employee's role, and bio. Copy the new employee, if appropriate.
- ☐ Invite your team to share ideas about what can be done to welcome the new employee. Ask people to make a commitment to actively welcome the new person, help with questions and connect them with resources, as needed.
- ☐ Ask them to remember what it was like when they were new. Without assuming that everyone's process is the same, ask them to show care and be helpful.
- ☐ Begin conversations with the team about reciprocal cultural onboarding–this includes not only thinking about what in your culture might adapt to a new employee, but how to assess what your current culture is, who has impacted that, and how to articulate that current culture to a new employee. Prepare a brief for your new colleague and opportunity points that the team recognizes that may be opportunities for new structures or understandings.
    - ☐ Some potential starting points. Ask you team to consider:

- [ ] What spoken or unspoken norms do we have around verbal and written communication? Why do we have these norms? In what way do they serve or limit our effectiveness?
- [ ] Who has been instrumental in creating or maintaining cultural norms in our team? Whose voices are most dominant in these conversations? Whose voices are silenced or absent?
- [ ] Are there any potential assumptions that we make about our team members that might speak to exclusions or assumptions about members of certain faith communities, classes, disability statuses, races, ethnicities, sexualities, gender identities, citizenship statuses, or other aspects of experience?
    - [ ] Get deep on this one–think about expectations about meeting times, availability for meetings, food offered in common meetings, reimbursement strategies for costs, navigation to meeting spaces, and other aspects of day-to-day work that don't always get broken down in this way.

## Make Connections

- [ ] Select your new hire's onboarding partner. Meet with them and provide suggestions and tips. An onboarding partner understands your organization's practices, culture, processes, and systems. This person is emotionally intelligent and culturally competent, has high personal performance standards, and has time to devote to working with the new employee.
- [ ] Set up meetings with critical people for the employee's first few weeks.
- [ ] Arrange for lunch with team members and their onboarding partner for the first day and during the first week.
- [ ] Call your new employee to let them know that you look forward to working together. Share some information that will be useful for the first day and follow up with an email that includes what was shared verbally.
- [ ] Communicating verbally and in writing takes into consideration different learning styles.
- [ ] While on the phone, ask if the new employee has questions. Sometimes people will not think of questions during the call or may be intimidated to ask questions that appear naïve. So, have 1-2 questions with answers prepared to share proactively. You can say, "A couple questions that people often have are…"
- [ ] On the call, and then in the email you send as follow up, make sure to confirm the start date and time, as well as the location to report to ("I will meet you at 9:00 am tomorrow in the Human Resources Office on Floor 7 of the Main Building").
- [ ] Include information about parking, dress code, whether a café is available or if most people bring lunch and use the refrigerator in the staff lounge, and other details that might be helpful.

- [ ] Remind the new employee to bring any relevant identification required to complete paperwork (Passport, Driver's License, etc.)

## First Day

The first day, week, and month are key. They are opportunities to clearly convey your values. Be proactive. Think in advance about how you will start the new relationship with intention.

- [ ] Be there to personally greet your new employee.
- [ ] Perhaps give them a small gift, like a plant, a coffee mug or water bottle with the organization's logo.
- [ ] Most importantly, smile and show interest. A smile and personal warmth are universally understood and appreciated.
- [ ] Show the new employee their working space. If it is in a shared space, introduce colleagues who are also in that working group.
- [ ] Invite colleagues to share their name and job.
- [ ] Reinforce that "We have all been looking forward to your start. We are here to be helpful. Come to any of us with questions."
- [ ] Give a tour of the new employee's primary working area. This includes the break room or staff lounge and any norms that are associated with its use.
- [ ] Show them the employee bathrooms. Use inclusive language and avoid "ladies' room, men's room," etc. Do not make assumptions. Show the marked bathrooms including whether or not there is an All Gender bathroom. If there is not, mention that point explicitly and let the person know that there is more information about gender-neutral bathrooms, baby changing tables, sharps containers, and nursing rooms available on the Accessible, Restroom, and Wellness Room Information site
- [ ] Describe how the new employee should spend their first day and describe the first week's schedule.
- [ ] Describe the functional area's purpose within the larger organization.
- [ ] Provide a calendar of pre-scheduled introductory meetings and trainings.

## First Week

- [ ] Have new employees attend a formal orientation session.
- [ ] Introduce your new employee to their onboarding partner.
- [ ] Explain policies and procedures, including work hours, flexible work policies, overtime, use of vacation and sick time, holidays, etc.
- [ ] Arrange for pertinent trainings required for the job.
- [ ] Provide access to the employee portal or wiki space, add them to relevant list servers, and communicate expectations for accessing information shared in those spaces.

- [ ] Plan the employee's calendar for the first two weeks and add regularly scheduled team or staff meetings. Arrange for pertinent trainings required for the job.
- [ ] Have your new employee meet with their team to discuss the work culture briefly and identify potential opportunity points for diversification and equity in your group without requiring the new employee to lead this conversation, but leaving room open for their input.

## First Month

- [ ] Make sure to have 1:1 meetings at least weekly. Meeting more often, even for short periods of time, is important especially as the new employee is getting acclimated.
    - [ ] Follow-up from hiring process: Identifying strengths & areas of growth for new employee
        - [ ] Communicate these to the new employee
- [ ] Elicit feedback during 1:1 meetings and make adjustments, as needed.
- [ ] Discuss performance and professional development goals. Let them know about professional development opportunities, applicable conferences or professional interest groups, and procedures to request attendance and funding.
- [ ] Continue introducing employees to key people and bring them to relevant events.
- [ ] During the first group meeting with the new employee:
    - [ ] Make sure that group norms are posted and discussed. Invite the new employee and other team members to add or revise any of the norms.
    - [ ] Do a brief team building exercise that allows the new employee to get a sense of the group dynamics
- [ ] Have employees "shadow" you (or someone else) at meetings to get exposure to others and learn more about the department and organization. Schedule time for debrief of meetings allowing you to help the employee make connections between actions, decisions, practices, and the organization's culture.
- [ ] Ensure employees have attended any Human Resources-sponsored orientation sessions.
- [ ] Meet with employees and their Onboarding Partner to review the first weeks, answer questions and offer support.

## Months 2-6

Through the first 6 months the employee will still be getting accustomed to the rhythm of the organization. They will be developing competence with their core job functions and establishing rapport with colleagues. In addition, they will be students of your leadership style, communication preferences, and performance expectations.

- ☐ Continue regular 1:1 meetings. Avoid the temptation to move solely to or over depend on an "open-door policy" instead of structured and scheduled meetings. While an open-door policy is not strictly problematic, it places expectation on the employee to initiate information-sharing and discussion and self-advocate in ways that could place undue burden on the person with less positional power.
- ☐ Wind down the onboarding partner relationship. The formal relationship between employee and Onboarding Partner should ideally last 3-6 months. Negotiate an end date and anything that needs to be done to transition. As the end date is being discussed, make sure that you and both parties understand needs, expectations, and celebrate the relationship.
- ☐ Schedule a 3-month check-in meeting. Identify and celebrate accomplishments to date. Establish milestones for the next 3- and 6-month intervals.
- ☐ Delegate tasks and projects with structured support. Though the employee was hired with a solid skill set, they will need time to learn tools and approaches that are unique to your organization. In the early months, delegate tasks and projects with clear agreement about how communication will be managed, and expectations about timeline and quality.
  - ☐ For example, "Let's agree that you will send me, via email, the first draft of the document by Monday at noon. We can then discuss it during our scheduled 2 pm meeting. Our final deadline is next Friday but a midpoint meeting will allow us to make sure we are communicating and that we have time to iterate, as needed."
- ☐ After 3 months, talk with the team about how group dynamics have adjusted to include and take full advantage of the newest employee's contributions. Include discussion of work culture changes and needs for change, if applicable (it's likely applicable).

## Months 7-12

- ☐ The employee is now past the steepest part of the learning curve. Celebrate it! Discuss performance and accomplishments from the first 6 months.
- ☐ Invite the employee to think about specific learning objectives they have for the rest of the year. The manager is also prepared with some suggestions, including opportunities for professional development, taking on a project, joining a committee, etc.
- ☐ Have a half-year check-in meeting. Invite observations and questions about the organization's culture or practices.
  - ☐ For example, "You've been in your role now for more than 6 months. Now that you've had some experience with this organization, what are your observations and reflections of our practices and culture? What has been working well for you, and why? What, if anything, has been challenging, and why? What questions do you have about the "under the waterline" elements of our culture that I might be able to help describe?
- ☐ Reflect on your role onboarding this employee and document your learning. What worked well? How do you know? How will you share what worked well within your organization? What could have been done differently? What resources do you need to

have a more effective onboarding practice in the future? What do you need to do to secure needed resources?

## Onboarding Responsibilities and Duties

### Hiring Manager

- Establish regular communication with the new employees
- "Create an engaging environment, coordinate with department staff to arrange work place
- Connect [new] employees to colleagues
- Clarify your expectations up front [through the job description and goals]
- Conduct regular "one-on-one" meetings
- Provide timely, information-specific, issue-focused coaching and feedback
- Set departmental, unit and job-related context and share technical job-related expertise
- Inform [new] employees about organizational and departmental goals and culture"[20]
- Assign an office buddy

### Team Colleagues

- Offer the new hire a connection to another new employee
- Provide guidance while not in a position of direct authority
- Helping the new employee understand the nuances of working in the organization
- Engage in onboarding meetings as needed

### Library Administration

- Welcome new employees
- Communicate the strategic direction for the organization, including mission and vision to new employees
- Communicate the expectation that onboarding processes will be followed within the organization
- Model the organizational values
- Explain the wider organizational context

[20] County of San Mateo. N.d. Onboarding Roles and Responsibilities. https://www.smcgov.org/hr/onboarding-roles-and-responsibilities

# Conclusion

By using this toolkit, you can begin the work behind critically examining the existing hiring process, designing an inclusive recruitment plan and onboarding plan, and implementing a new structure in order to ensure empathy to applicants going through the process from start to finish.This deliberate and consistent interruption of our habitual hiring and onboarding processes will prevent mental short-cuts and integrate inclusion values. The outcomes driven by the questions in the equity lenses, and the impact of these strategic interventions, will be measurable.

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# Appendix 1 - Places to Advertise

## 1.1 Job Boards/Listservs for Structurally Excluded Librarians

- Hispanic Outlook in Higher Education
- Asian Pacific American Librarians Association
- Black Caucus of the American Library Association
- Chinese American Librarians Association
- REFORMA, The National Association to Promote Library & Information Services to Latinos and the Spanish Speaking
- ACRL Diversity Alliance
- NCORE

## 1.2 Library Schools with Job Lists

- University of Alabama
- University at Albany-State University of New York
- University of Alberta
- University of Arizona
- University of British Columbia
- University of California, Los Angeles
- The Catholic University of America
- Dalhousie University
- University of Denver
- Drexel University
- East Carolina University
- Florida State University
- University of Hawaii
- University of Illinois Urbana-Champaign
- Indiana University Bloomington
- Indiana University Purdue University Indianapolis
- University of Iowa
- Kent State University
- University of Kentucky
- Long Island University
- Louisiana State University
- University of Maryland
- McGill University
- University of Michigan
- University of Missouri
- University of North Carolina at Chapel Hill
- University of North Carolina at Greensboro

- North Carolina Central University
- University of North Texas
- Old Dominion University
- University of Oklahoma
- University of Ottawa
- Pennsylvania Western Clarion
- University of Pittsburgh
- Pratt Institute
- Queens College, CUNY
- University of Rhode Island
- Rutgers University
- San José State University
- Simmons University
- University of South Carolina
- University of Southern California
- Southern Connecticut State University
- University of Southern Mississippi
- St. Catherine University
- St. John's University
- Syracuse University
- University of Tennessee
- University of Texas at Austin
- Texas Woman's University
- University of Toronto
- Valdosta State University
- University of Washington
- Wayne State University
- University of Western Ontario
- University of Wisconsin-Madison
- University of Wisconsin-Milwaukee

# Appendix 2 - Samples & Templates

## 2.1 Long Tenure-Track Faculty Librarian Position Ad Sample

12-Month, Tenure-Track Assistant/Associate Librarian (2 positions) (Liaison Librarians)

POSITION ANNOUNCEMENT

Grand Valley State University (GVSU) Libraries is seeking candidates for two entry-level tenure-track faculty positions. The positions are for inclusive, user-focused, and collegial Liaison Librarians. They will report to the Head of Liberal Arts Programs and be located on the Allendale Campus.

Liaison Librarians collaborate with faculty to provide learning opportunities for undergraduate and graduate students. The current open positions will work with humanities, social sciences, and interdisciplinary programs. Liaisons engage in library instruction, research services, collection development, and scholarly communications outreach in their assigned areas as well as support the first-year writing program. They demonstrate a commitment to student success, an understanding of the liberal education mission, and work collaboratively and independently within a dynamic team-based organization.

These positions will give the selected candidate the opportunity to:

**CREATE—** Liaison Librarians will identify and implement new and emerging trends, best practices, and models in instruction and research support as well as scholarly engagement. They develop projects that align with their areas of focus and anticipate the future needs of the Libraries.

**COLLABORATE—** Liaison Librarians work collaboratively to ensure our instructional and research services are meeting the needs of our users. They have opportunities to work with faculty, staff, and students across the University. We invite applicants who have a user-focused, inclusive, and creative approach to their work.

**GROW—** GVSU Librarians are full members of the university faculty with a 12-month appointment. Librarians must possess the potential to fulfill the University Libraries' requirements for promotion and tenure by engaging in scholarship, professional development, and service to the institution, including faculty governance. Additionally, as a faculty position, there will be opportunities to provide leadership on Libraries and University committees.

In support of this requirement, GVSU and the GVSU Libraries have a culture that encourages professional growth and development. Funding for conference travel and the dissemination of scholarly output is provided by both the Libraries and the University via internal grants. For more information on how GVSU supports travel and scholarship, please see the Pew Faculty

Teaching and learning Center grants page at https://www.gvsu.edu/ftlc/grants-47.htm and the Center for Scholarly and Creative Excellence dissemination travel grant page at https://www.gvsu.edu/csce/dissemination-travel-grant-13.htm.

**BELONG—** The University Libraries are committed to inclusion, diversity, equity, and accessibility (IDEA). We strive to provide an environment in which all members of the campus community feel welcome, safe, supported, respected, and valued. All library staff and faculty are active in the ongoing work of identifying and eliminating barriers to ensure that all members of the library community are able to fully participate in library spaces and services. We work to ensure that our tools, devices, services, and environments are available and usable by as many people as possible. Read about our IDEA commitment and actions at https://www.gvsu.edu/library/idea

**DISCOVER** more about the benefits GVSU offers by visiting https://gvsu.edu/library/hiring, the GVSU Wellness website (https://www.gvsu.edu/bewellgv), or the GVSU HR site (https://www.gvsu.edu/hro).

**Interested in applying?** Go http://jobs.gvsu.edu and search for Liaison. Application deadline is May 31, 2022. A complete application will include: (1) a cover letter addressing how you meet the qualifications, your motivation to work at GVSU, and your commitment to inclusion with examples of addressing diversity, inclusion, and equity in your work, (2) curriculum vitae, (3) contact information of three professional references to contact only after candidate approval, and (4) degree transcripts (unofficial issued to students are acceptable to apply). The online application will allow applicants to attach these documents electronically. If you need assistance, call Human Resources at 616-331-2215.

**Questions?** Feel free to contact [NAME] ([EMAIL ADDRESS]), search committee chair.

**Salary:** Approximately $54,000-$58,000, commensurate with experience

**Application Deadline:** May 31, 2022

## Qualifications

*Required Qualifications*

- Master's Degree awarded by or before August 2022 from a program accredited by the American Library Association (ALA) or from a program in a country with a formal accreditation process as identified by ALA
- Demonstrated ability to work flexibly, as the position balances independent and collaborative work as well as a mix of meeting immediate user needs and longer-term strategic work
- Strong time management skills
- Demonstrated ability to communicate effectively verbally and in writing

- Demonstrated ability to interact with others with respect and empathy to accomplish shared goals
- Demonstrated teamwork skills complemented by the ability to take initiative
- 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:*

- Undergraduate or graduate coursework or degree or work experience in humanities, social sciences, or interdisciplinary areas
- Knowledge of or experience developing and delivering instructional programming
- Experience using research tools and knowledge of teaching information literacy
- Ability to learn and use new instructional technologies

Grand Valley State University Libraries is a recipient of the Association of College and Research Libraries 2012 Excellence in Academic Libraries Award and a member of the ACRL Diversity Alliance. GVSU is a public four-year comprehensive university located in west Michigan with campuses in Allendale, Grand Rapids and Holland, plus centers in Muskegon and Traverse City. The University attracts more than 24,000 students with high quality programs and state-of-the-art facilities. The greater Grand Rapids metropolitan area has a population of over one million, is rich in cultural amenities, and within easy driving distance of superb summer and winter recreational venues. For more information visit our FAQ: [https://gvsu.edu/library/hiring](https://gvsu.edu/library/hiring)

## 2.2 Short Tenure Track Faculty Librarian Position Ad Sample

12-Month, Tenure-Track Assistant/Associate Librarian (2 positions) (Liaison Librarians)

POSITION ANNOUNCEMENT

Grand Valley State University (GVSU) Libraries is seeking candidates for two entry-level tenure-track faculty positions. The positions are for inclusive, user-focused, and collegial Liaison Librarians. They will report to the Head of Liberal Arts Programs and be located on the Allendale Campus.

Liaison Librarians collaborate with faculty to provide learning opportunities for undergraduate and graduate students. The current open positions will work with humanities, social sciences, and interdisciplinary programs. Liaisons engage in library instruction, research services, collection development, and scholarly communications outreach in their assigned areas as well as support the first-year writing program. They demonstrate a commitment to student success, an understanding of the liberal education mission, and work collaboratively and independently within a dynamic team-based organization.

**Salary:** Approximately $54,000-$58,000, commensurate with experience

*Required Qualifications*

- Master's Degree awarded by or before August 2022 from a program accredited by the American Library Association (ALA) or from a program in a country with a formal accreditation process as identified by ALA
- Demonstrated ability to work flexibly, as the position balances independent and collaborative work as well as a mix of meeting immediate user needs and longer-term strategic work
- Strong time management skills
- Demonstrated ability to communicate effectively verbally and in writing
- Demonstrated ability to interact with others with respect and empathy to accomplish shared goals
- Demonstrated teamwork skills complemented by the ability to take initiative
- 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:*

- Undergraduate or graduate coursework or degree or work experience in humanities, social sciences, or interdisciplinary areas
- Knowledge of or experience developing and delivering instructional programming
- Experience using research tools and knowledge of teaching information literacy
- Ability to learn and use new instructional technologies

## 2.3 Committee KickOff Agenda

### [POSITION TITLE] Search Committee Agenda

[CO-CHAIR NAMES]

[DATE]

*Confidentiality*

The hiring process requires both confidentiality and disclosure. One of the biggest challenges of maintaining confidentiality within the search is the off-the-cuff informal comments search committee members may make to colleagues. We recommend that to keep the process as focused and self-contained as possible, specifics of the search should not be discussed with anyone outside the search committee until finalists are announced. When asked, you can state where we are in the process, or most simply, we are in process and consider referring to the search chair or co-chairs.

This is to respect and protect the privacy of candidates and to protect the committee or hiring group. Those making the selection must be free to discuss the candidates without fearing that their comments will be shared outside the deliberations. The names of candidates should not be brought up even in casual conversations. This information should be held confidential in perpetuity, not just until the search is over. Only the information of finalists will be shared after they have agreed to come.

Sharing the number of applicants and what areas they are from can lead others to deduce or make assumptions. We can state we have a strong or a weak pool at best.

*Conflicts of Interest*

While reviewing candidates, it is important to declare conflicts of interest to the committee. The chair will make a note of it and make a determination. If it is a significant conflict that you may need to recuse yourself, the chair would consult with the Dean/Director.

Conflicts include coworkers, familial relationships, close friendships, past amorous relationships, co-authoring, business partners, etc.

*Position Overview*

*Briefly describe the purpose and goals for the position. What are the keys to success in this position?*

*Q&A about position or ad*

We shared the ad with you. Do you have clarifying questions about it or the position?

*Process Overview*

By centering on the candidates’ ability to succeed, we are working to remove barriers to success and we can have inclusive high-empathy practices. When you think about what information, communications and tools would most candidates need to make informed decisions, lean into discomfort to make bold choices that help candidates bring their authentic self to the process, you are inherently bringing the concept of universal design to play.

When we shift from candidates being thankful for applying to working to recruit long-term colleagues and allies, we look at it from a new angle. What if the ads are a means to help candidates early on not only learn what we are looking for, but also consider what is in it for them? Every interaction with a potential candidate is helping you build a network for future recruitment.

What is a failed search? A failed search is not the failure to hire. It is the failure to hire for success. Hire most likely to succeed vs. most qualified because most qualified on paper only compounds systemic privilege. Keep in mind that the most qualified may not be most likely to succeed.

Most qualified on paper often means the most experienced, most degreed, or most certificates. It is not necessarily the strongest demonstration or alignment with our required qualifications. Our qualifications also include commitment to inclusion, diversity, equity and accessibility as well as respect and cognitive empathy. Sometimes the most technical skills will not align with our user centered and inclusion focuses.

To climb the ladder, you have to have gotten on the first rung in the first place. Privilege allows you to get on sooner and climb faster, so hire for aptitude, knowledge of, alignment with the qualifications. Breaking down the skills for a required qualification so we can see demonstrations and knowledge aside from if a person had an equivalent job or certification.

*Preparing materials before candidate review*

To reduce the insertion of candidate bias, and to ensure that we are anchoring our process in the job requirements, we will work to have our materials ready before we begin the review of candidates. This means:

- Phone interviews
- Agenda
- Presentation topic
- Interview questions

*Reviewing Candidates*

We will create a rubric to review candidates. This will list the requirements. Rubrics can be as simple as yes / no in terms of the requirement or more sophisticated: not demonstrated / demonstrated somewhat / demonstrated strongly.

Please refrain from any social media screening of candidates.

*Selecting candidates*

We articulate the ability to succeed of each interviewee: strengths, areas of growth or flags. It is our practice to summarize after each candidate visit. We also will have a final meeting to review the summary that will be sent to the Dean.

*Phone Screening*

It has become our practice to do a phone screening. Typically, this is 30 minutes of questions and 10 minutes for the candidate to ask us questions. We will screen candidates for 45 minutes. It is important for equity that we maintain the amount of time allotted to each candidate.

We send the questions to the candidates one hour ahead to support inclusion and equity. It allows people to not self-disclose disabilities.

If a pool is small, then phone screening is not required.

*Agenda Creation*

*For Salaried Employees*

Faculty/Librarian searches often include a daylong visit. Typically, they also include a dinner the night before. The best practice is to have the Inclusion Advocate at the dinner if feasible. The dinner is meant for the candidate to ask questions about the next day, get to know the search chair(s). It is not part of the hiring assessment.

Each part of the daylong agenda needs to have a clear purpose as related to the job or the search. We articulate a focus statement.

We have adopted the leading practice of having an open slot for the candidate to select from a list or a meet and greet. Examples range from: Tour of building, tour of campus, meeting with HR for benefits discussion, meeting with any of our social justice centers, meeting with Inclusion and Equity, meeting with IDEA, meeting digital scholarship campus lead, etc.

We also will include many mini-breaks.

We have the candidates meet with the Associate Deans, their Department Head, and the Dean separately as well.

Included in your pack today is a sample agenda being used for a recent search.

*For Hourly Employees*

The Hourly Employee searches need to provide candidates with the possibility of learning about the organization. In addition to a question portion at the end of their interview, they also meet with the Department Head and appropriate AD to learn about organizational leadership, workplace principles, and our workplace culture. It provides them with an additional opportunity to ask questions.

*Interview Questions*

Anchor questions to the job requirements. Ensure all requirements are covered. If this is an entry-level position, could someone without experience successfully answer?

Use open questions with as little leading text as feasible. We want to see how someone interprets a question and where they naturally want to take it. We also can create some follow-ups or prompts to offer a high-empathy approach when they are struggling, and note that we did use them.

Define success criteria for each question. These are the concepts that a successful answer would cover. This helps ensure that we have a shared understanding of what success could look like before we meet candidates.

Knowing how to ask questions is key to discuss. It is important that we do jot notes to remember, yet it is equally important that we keep some eye contact and engage with the candidate as they work through the interview. We are jotting a dialogue if you will. We can also note what we heard and what we observed.

Many worry about asking follow-ups. These follow-up questions are part of "peeling the onion" to understand the person's actual role, the results achieved and the process used to achieve the results. It is not expected that we ask the same follow-up questions for every candidate. If answers seem to be thin on detail, the interviewer can ask follow-up questions:

- What exactly did you do?
- What was your specific role in this?
- What challenges did you come across?
- Why precisely did you do that?
- Why exactly did you make that decision?

Even though each panel member will lead with predetermined questions (ideally from an interview guide), any panel member at any time can ask a probing follow-up question for more detail or clarification. This will not only enhance the likelihood of additional key information being captured but also demonstrate the engagement and rapport with the candidate with the entire panel.

Further reading:
([https://www.zeroriskhr.com/learning-center/guides-and-tools/panel-interview-strategy](https://www.zeroriskhr.com/learning-center/guides-and-tools/panel-interview-strategy))

## 2.4 Questions & Success Criteria Samples

- Example 1:
    - Question: Describe a project where you mixed independent work and collaboration and the steps you took to make it successful.

    - Qualifications: Ability to work independently and collaboratively
    - Success Criteria: Time management; Communication with others;  Understanding of their impact on others work; Alignment with goals
- Example 2:
    - Question: Please share an example of developing instructional content and your approach to teaching information literacy
    - Qualifications: Knowledge of or experience developing and delivering instructional programming; (Preferred) Experience using research tools and knowledge of teaching information literacy
    - Success Criteria: Student focus; Universal Design for Learning; Flexibility; Relationship with instructor
- Example 3:
    - Question: Please share with us what diversity, equity, and inclusion mean to you and why they're important
    - Qualifications: Commitment to equity, diversity, and inclusion as well as a focus on user needs and experience
    - Success Criteria: Able to articulate a definition in alignment with the Libraries IDEA definitions; describes an understanding of barriers and inequities; answer highlights their personal commitment to IDEA principles.
- Example 4:
    - Question: How do you approach new challenges? [Follow up if needed--Please provide an example of how you do this collaboratively.]
    - Qualifications: Demonstrated experience to successfully navigate challenging situations in the workplace, while using good judgment
    - Success Criteria: Empathy; Informed-risk taking; Knowledge of problem solving
- Example 5:
    - Question: Tell us about a time you had to collaborate with others to accomplish a goal. [Follow-up if needed: What went well? What would you change?]
    - Qualifications: Demonstrated experience to successfully work independently, organize own work and coordinate work activities of others; Demonstrated experience to successfully coordinate large projects; Demonstrated experience to successfully handle multiple demands efficiently.
    - Success Criteria: Collaboration; Self-reflection; Self-awareness; Time management

# 2.5 Candidate Evaluation Rubric Sample

Rubric scoring for each criteria: 3 Strong Evidence; 2 Some Evidence; 1 Minimal Evidence; 0 No evidence

| Name | Bachelor Degree (Y/N) | Commitment to diversity, inclusion, belonging & antiracism | Transferable experience special collections & archives | Demonstrated understanding of archival and library theory and practice | Demonstrated ability to work productively, both independently and collaboratively | Project management; demonstrated ability to plan, manage, and complete multiple concurrent projects | Tota l | Notes |
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# 2.6 Candidate Communications Samples

## Phone Interview Invitation

*Please cc Assistant to the Dean. List interview team. You can include bios here or in the next email.*

**Subject:** GVSU Libraries: Job Title

Good [morning/afternoon],

We look forward to our upcoming conversation. I wanted to let you know a bit more about what to expect.

We will call you at the number that you have provided. If you need us to use an alternative number, please let us know ahead of your interview; today if possible.

We have planned for a 30 minute conversation. We will spend the first 20 minutes asking you questions. We will take turns asking the questions, but any of us may follow-up with a clarifying question. We are keeping the last 10 minutes to answer questions you may have for us.

We will send the majority of the phone questions 1 day ahead of your scheduled time to ensure as smooth an experience as possible. If you have questions you would like to ask me ahead of the interview, please feel free to book a time through my assistant (copied here).

If you require an accommodation, either for the phone interview or after, please advise us.

*Search committee*
There are four members on the search committee:

- Annie Bélanger, Dean of University Libraries (She/Her) - Chair
    - I see my role as the cheerleader, advocate, banker and culture lead. I am a Senior Librarian. I serve as Coordinator for the ACRL Diversity Alliance and Sponsor for the University Libraries Equity & Inclusion Committee. I joined GVSU in June 2017. I hold my MLIS from Western University in Canada.
- Guy Jones, Librarian, Liberal Arts (He/Him)
    - As the Liaison Librarian for the Psychology, Sociology, and Women, Gender, and Sexuality departments, Guy has been dedicated to the work of diversity and inclusion. They are an inclusion champion, a member of the University Libraries Equity & Inclusion Committee, an active participant in the Challenged Scholars program. He has been in his current role for the last six years. He holds an MLIS from the University of Wisconsin Milwaukee.

- Shawn Otieno, Associate Director of the Gayle R. Davis Center for Women and Gender Equity (They/Them) - Inclusion Advocate
  - Shawn works in the Division of Inclusion & Equity. They work directly with students and faculty to ensure greater gender equity and a supported experience. They have a BA from California State University, Chico in Liberal Studies. They have been in Michigan for the past 11 years, working at Grand Valley since they arrived. They act as an Inclusion Advocate and are a member of Positive Black Women.
- Jodie Smith, Library Specialist, Pew Campus Operations and Service Point (She/Her)
  - Primarily working in the Frey Learning Resource Centre (Health) in our downtown campuses, Jodie is instrumental in the delivery of high-quality user-focused services. She supports student workers as they work on the service desk. She joined the Libraries in 2017. She has a Bachelor of Arts with a concentration in English Language and Literature.

*Process & Timeline*

GVSU is an equal opportunity employer (Affirmative Action Statement: [http://www.gvsu.edu/affirmativeactionstatement.htm](http://www.gvsu.edu/affirmativeactionstatement.htm)). Once the search committee makes its selection for on campus interviews, the names and rationale will be submitted to the Human Resources Department for review and approval and then to the Inclusion and Equity Division's Affirmative Action Director's for review and approval. This review and approval process takes approximately 1-3 weeks. Once we receive confirmation, we will contact both the selected to schedule the on campus interviews. The system will generate an email to non-selected candidates; I will also reach out to see if you would like a feedback conversation as you continue your searches. As you invest time in us with this process, we will invest too.

We will be looking to book the on campus interviews from July 18-27. The interviews will take place over a full day (with a dinner the evening ahead) as well as travel so we will give as much lead time as possible to allow for travel arrangements to get to Grand Rapids.

If you are selected for an on campus interview, you will be provided with a schedule for the interview, who you can expect during each interaction, and the purpose of the interaction. We will build in breaks as well as small group interactions, including a dinner. There will also be a 1:1 time with me as the appointing officer. There will also be a slot of time for you to select what you would like to do. For example, a campus tour, meet with an affinity group, a library tour, etc.

Ahead of your interview, we will share your CV/Resume with the Library staff. We will redact any contact information. You will be able to interact with them through an open presentation. You will receive the topic one week ahead of your interview. The room we will be using has microphones, computers, dual screens, and an accessible podium.

Other things you might want to know about us:

- Our mission, vision, and values in action [URL]

- Our IDEA commitment [URL]

We will support longer distance travel arrangements and hotel bookings as needed. We do reimburse travel, hotel, and a per diem for food for all interview travel. We will do flight and hotel bookings to reduce the financial burden on candidates.

And if you have not reviewed it, the Hiring FAQ (https://www.gvsu.edu/library/hiring) may be useful. There are slight differences for visiting faculty, and we could talk about those in person.

We look forward to get to know you better through this process,
Best,
Annie
Annie Bélanger
Dean, University Libraries
Grand Valley State University
1 Campus Drive, Allendale, Mi
www.gvsu.edu/library
(616) 331-2621
@annie_belanger
She/her/hers

## Email One Day Ahead of Phone Interview

*Please cc Assistant to the Dean and include your previous email below the sign-off.*

**Subject:** RE: GVSU Libraries: [JOB TITLE]

Hello again,

We look forward to speaking with you on [DATE] at [TIME].

We will do a name introduction so you can associate voices with names and then we will move to the questions.

Here are the core of the questions:
- [Include the questions]

Again, there will be time at the end for you to ask any questions. If you have any concerns about the interview, don't hesitate to email me.

Best,
Annie

## On Campus Interview Invitation

*If there is a presentation, send that as close to 2 weeks, but at least 2 weekends ahead. Please cc the Assistant to the Dean. List interview team.*

**Subject:** GVSU Libraries: [JOB TITLE]

Good [morning/afternoon],,

I hope this finds you well. We are really looking forward to meeting you in a few weeks. I am sending you the presentation topic. I am including again what to expect for the interview and the process for your convenience.

*Presentation*

The topic is: *How does your perspective on Inclusion and Equity inform your understanding of the values and practice of Librarianship?*

It may be helpful for you to consider your daily practice, long-term philosophy, aspirations, and preferred area of practice.

The expectation is that you will present for 20 minutes and then open it up to a question period. All Library Faculty and Staff have been invited to attend. The room has a computer, microphones, projectors, and an accessible podium. The computer has hard-wired internet access. If you wish to include a video, the room is capable of handling that.

The presentation has several purposes:

- Demonstrate public speaking skills
- Show the candidate's idea development and content selection approach
- Reveal knowledge on how to develop presentation materials
- Highlight ability to interact in an open group setting

For some tips on preparing your presentation, consider:
https://www.ala.org/tools/presentation-skills or
http://arlisnap.arlisna.org/2009/06/surviving-the-presentation/.

*What to expect in the Search Committee portion*

There will be a section of time with the search committee. There are four members on the search committee:

- Annie Bélanger, Dean of University Libraries (She/Her) - Chair
    - I see my role as the cheerleader, advocate, banker and culture lead. I am a Senior Librarian. I serve as Coordinator for the ACRL Diversity Alliance and Sponsor for the University Libraries Equity & Inclusion Committee. I joined GVSU in June 2017. I hold my MLIS from Western University in Canada.
- Guy Jones, Librarian, Liberal Arts (He/Him)

    - As the Liaison Librarian for the Psychology, Sociology, and Women, Gender, and Sexuality departments, Guy has been dedicated to the work of diversity and inclusion. They are an inclusion champion, a member of the University Libraries Equity & Inclusion Committee, an active participant in the Challenged Scholars program. He has been in his current role for the last six years. He holds an MLIS from the University of Wisconsin Milwaukee.
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    - Shawn works in the Division of Inclusion & Equity. They work directly with students and faculty to ensure greater gender equity and a supported experience. They have a BA from California State University, Chico in Liberal Studies. They have been in Michigan for the past 11 years, working at Grand Valley since they arrived. They act as an Inclusion Advocate and are a member of Positive Black Women.
- Jodie Smith, Library Specialist, Pew Campus Operations and Service Point (She/Her)
    - Primarily working in the Frey Learning Resource Centre (Health) in our downtown campuses, Jodie is instrumental in the delivery of high-quality user-focused services. She supports student workers as they work on the service desk. She joined the Libraries in 2017. She has a Bachelor of Arts with a concentration in English Language and Literature.

As we ask you the questions, please give examples from your class work or prior jobs. Tell us specifically what you did and the results you achieved. Any member of the search committee may ask a follow-up question. Possible prompts might be "Tell me a little more about what you did. What happened when you …? Help me understand what you meant by …"

There will be a portion of time for you to ask questions of the committee again as well as time to do so when meeting with rotation mentors, the Department, and the Dean.

*Process & Timeline*
GVSU is an equal opportunity employer - Affirmative Action Statement: [http://www.gvsu.edu/affirmativeactionstatement.htm](http://www.gvsu.edu/affirmativeactionstatement.htm)).

After the interviews, we will seek feedback from those that had a chance to interact with the candidates. The search committee will define the strengths and growth areas for all candidates to recommend to the Dean. Once the Search Co-Chair and Dean (in this case, one and the same) makes its selection for preferred candidate(s), the Search Chair proceeds with reference checks. The preferred candidate(s) are then submitted with a rationale to the Human Resources Department for review and approval and then to the Inclusion and Equity Division's Affirmative Action Director's for review and approval and finally to the Provost's Office. This review and approval process takes approximately 1-3 weeks. Once we receive confirmation, we will contact the selected candidate to make a verbal offer. Once a contract letter is signed by the candidate, we will contact all other candidates for a conversation. As you invest time in us with this process, we will invest too.

We hope to have the hires in place in September. And if you have not reviewed it, the Hiring FAQ (https://www.gvsu.edu/library/hiring) may be useful.

*Pick-ups*

Transportation will be provided by a member of the search committee, details will be arranged closer to your visit. We will provide you with a name, physical description, description of the car, and the license plate number to ensure your safety.

*Questions or Accommodations*

If you have questions about the interview, please contact me. If you have travel and logistics questions, please reach out to my assistant.

If you require any accommodations or specialized food, please let us know.

Best,
Annie

## 2.7 Open Presentation Observation Form

This form can be handed out to all attendees to help to shape relevant feedback

Date:
Candidate:

| [INSERT TOPIC]<br><br>[INSERT EVALUATION CRITERIA or PURPOSE] | |
|---|---|
| **HEARD** | **OBSERVED** |

## 2.8 Feedback on Candidate Survey Sample

Colleagues,

Thank you for engaging with the candidates. Your feedback is important to us as a search committee.

- Q1. Please select the candidate name you are providing feedback for. (Drop-down menu of names)
- Q2. Please select all the ways you interacted with the candidate. (Check boxes of all interview components)
- Q3. Qualifications demonstrated. (Likert scale for each qualifications of the job ad from “Not Demonstrated”, “Demonstrated Somewhat”, “Demonstrated fully”, “Exceptionally Demonstrated” with a N/A option)
- Q4. What else would you like the search committee to hear about the candidate? (Paragraph box)
- Q5. Your name in case we have further questions (Optional text box)

## 2.9 Reference Check Script

Reference checks are an important component of the hiring process. They help to ensure that candidates’ self-representation is accurate, identify concerns in former workplaces, and highlight key areas to focus on when onboarding and planning the goals in the first six months. It is key to leverage this opportunity to ensure not only that this is the right hire, but also to support their success after hiring.

*The form below is intended to be used as a guide and can be modified to meet your particular needs. Remember to give candidates advanced notice that you will be checking their references. When giving notice for the reference check, if a degree is a requirement, ask for the unofficial transcripts to be sent to you or to [HR EMAIL] with the position number in the subject line.*

### Setting it up

1. Confirm permission from the candidate to proceed with the Reference Check.
2. Email, or leave a voicemail, for each reference with a suggested time frame to be contacted.
    a. Create a word document that contains the reference check questions to attach to the email.
    b. Leave adequate space for the reference to provide a response.
    c. Personalize the questions to include the candidate’s name and any details the reference might need to know to assist them in his/her response.

3. Ensure you have access to a space and time that will ensure confidentiality during the phone call.

Preferably, reference checks are done over the phone. This allows you to hear the tone of the reference's voice and to easily ask follow up questions depending on his/her responses. It is important to listen also to what is not said, and respectfully prompt. In some cases, conducting references via phone is not feasible.

## Sample Email Reference Request

*Modify the template text to your needs.*

Subject: [INSTITUTION] Libraries: Request for a Reference Check

Dear <reference name>,

My name is <your name> and I am the <position title> at [INSTI]. Your contact information has been provided to me by <applicant’s name>.I am writing to conduct a reference check for <name of applicant> who is being considered for a <position title> position within our <department> within the University Libraries.

I have attached a Word document that contains questions about <applicant’s name> for your consideration. I am hoping that we can connect by phone to explore your answers. Here is my current availability in the next week:

- <Day and time spans>
- <Day and time spans>

If you are unable to connect with me during these times, consider answering by email. Please provide as much detail as possible. Please provide your response by <DATE>.

I appreciate you taking time to complete this reference for <applicant’s name>; your responses will assist us in making a hiring decision.

Best,

<first name>
<Email signature>

## How to Conduct a Reference Check

Use the following guidelines when you are conducting all telephone reference checks, whether the candidate is an internal employee or an external applicant:

- Introduce yourself and state the purpose of your call.

    - Introduction example: *“GVSU Libraries is considering [Name] for the position of [position name]. S/he provided you as a reference and has given us permission to verify information received during the recruitment process.”*
- Confirm that it is a convenient time to talk
- Provide a brief overview of the position to which the candidate is being considered.
- Confirm the relationship between the person giving the reference and the applicant.
- Ask questions related to duties and responsibilities of the position you are hiring for.
    - Refrain from prohibited pre-employment inquiries.
- Ask the same questions of all references (there may be some variation based on the relationship of the reference to the candidate or follow-up questions for clarification purposes).
- Pay attention to unusual hesitations, ambiguous or evasive responses, overly negative or overly enthusiastic responses. Ask follow-up questions if necessary for clarification.
- Take notes on relevant info. Carefully evaluate and assess the reference after the phone call.
    - Weigh the information equally; what disqualifies one should be the basis for disqualifying any others.

## Questions:

*General*

1. Describe how you know <candidate’s name> and in what capacity.
    a. *Why ask this question?* This is a simple question that gets the ball rolling, and highlights what relationship they have with the candidate. The conversation you are likely to have with a former manager of the candidate versus a former colleague is going to be different.
2. What would you say are <candidate’s name>’s top 3 strengths?
    a. *Why ask this question?* This demonstrates our commitment to being a strengths-based organization while hearing the reference’s opinion of top strengths. It is an opportunity for you to compare your perceived strengths from your interviews with the candidate to what their reference believes to be their strengths. Ask the reference to give examples of how those strengths were manifested.
3. (If leadership is a duty) How would you describe <candidate’s name>’s approach to leadership? OR Can you describe this person's experience working as a member of a team?
    a. *Why ask this question?* This is a critical question for those that are expected to lead and manage. Listen for the resonance, or lack thereof, from different types of references.
4. How did <candidate’s name> respond to feedback, criticism and interpersonal conflict?

    a. *Why ask this question?* The ability to receive feedback and manage interpersonal conflict is key to a healthy workplace. If this is a growth area, coaching can be implemented early.
5. In stressful situations, describe how <candidate’s name> reacted. Be specific.
    a. *Why ask this question?* High-pace situations will occur in any job. In some, it will be even more critical.
6. What areas of growth in the future should <candidate’s name> focus on?
    a. *Why ask this question?* This ensures you know what growth areas/weaknesses to expect from the candidate. It is key that these are things you are comfortable with, and can be developed within the scope of the role.
7. What feedback could you give me to be the best manager for <candidate’s name> that I could be?
    a. *Why ask this question?* This will both demonstrate a whole person approach based in empathy and help you understand the type of support/partner relationship that the candidate will need. It can help the manager prepare ahead of arrival for flexing style if needed.
8. We observed the following strengths: <insert candidate strengths>. How might we best support <candidate name> in exploring their career path?
    a. *Why ask this question?* This demonstrates the long term commitment we are making to our colleagues. This can help you understand what motivates the candidate.

*Job specific*

In addition to the above questions that address general approach and performance, questions addressing specific duties of this particular position can be included here. For example, such questions might cover one or more of the following areas:

- Technical knowledge or skills applicable to this type of work
- Experience in the applicable professional field
- Management experience
- Programmatic/project development experience

*Other questions to consider*

9. Can you please describe <candidate’s name> listening and communication skills?
    a. *Why ask this question?* Communication is at the core of many of our jobs and interactions. Ask follow ups where the reference gives you examples of the candidate successfully applying these skills.
10. Did the candidate mainly work independently or with a group of people?
    a. *Why ask this question?* Depending on the job, these abilities can be critical to success.

b. If they primarily worked independently, then you should follow up with questions focused on how good they are with being self-directed. Do they need a lot of management and direction?
c. If they worked in a group, make sure you ask about how they performed while working with others. Did they take the lead? What was their role in the group?

*Concluding*

11. Anything else you would like me to be aware of?
12. May we share the contents of this reference with the candidate?

## 2.10 Verbal Offer Script Sample

Thank you for the time to connect about the position of TITLE, TYPE OF APPOINTMENT

COMPENSATION

- **Starting salary for AY would be $$$. It is a 12 month appointment with a 40-hours per week expectation**
- The university provide 12% of salary in an investment for retirement; it becomes vested after 2 years, which means that it remains yours if you were to leave for another position
- 4 weeks of vacation are provided a year. Additionally, we close between Christmas Day and New Year, so there is additional compensated time off
- Pay raises start [TIME OF YEAR]. They are merit, compression in rank, and market-equity based.
- The university provides free parking and your staff id gives you access to the Grand Rapids Transit.

STARTING

- As soon as possible and no later than mid-October. What would work for you?
  - To ensure pay is done appropriately, a date near a pay calendar date is helpful. [RELEVANT URL]
- We will provide up to $[AMOUNT] towards your relocation
- Ahead of your start date, you would be asked to select a laptop from IT selection. A screen and docking station would also be provided.

BENEFITS - *EDIT AS NEEDED*

- There are [NUMBER] healthcare benefits packages: [INCLUDE BRIEF OVERVIEW]
  - [URL FOR PLANS]
- There is also a dental plan with a premium, which covers dental cleaning as well as repairs with a cap per year
- There is an optional vision package with a premium as well

- We have salary continuation when you are ill. If for a longer period, there are multiple leave types with compensation
- 100% tuition waiver and the ability to take 1 class per year on work time
- Life insurance is available to a maximum of 3 times your pay.
- Access to wellness hours to go to exercise classes

More information on the HR website under benefits: [APPROPRIATE URL]

DEVELOPMENT and SUPPORT

- Access to professional funding is available in the libraries for [AMOUNT] a year. Training opportunities are treated separately and must be core to professional effectiveness work. We also bring many opportunities to the libraries so more can benefit.
- There are also leadership development and other opportunities offered either through [RELEVANT OFFICES]

PROBATION, CONTINUING APPOINTMENT, TENURE

- [Probation] It lasts [NUMBER OF MONTHS] months.
- [Continuing Appointment] Continuing appointment will occur in [YEAR]
- [Tenure] The first contract renewal will be in [SEMESTER YEAR] and tenure will occur in [SEMESTER YEAR]

NEXT STEPS

Once we agree to terms of employment, a formal letter will be issued for you to sign. Finalization of employment will require a background check (HR does this) and receipt of official transcripts.

Please confirm verbal acceptance and your start date.

If you have questions, please don't hesitate.

## 2.11 Non Selection Feedback Script

Good [morning/afternoon],

*Confirm it is the right person*. Is this [NAME]? It is [NAME] from [INSTITUTION NAME] Libraries.

Is this still a good time to speak?

I wanted to let you know you have not been selected for the position. You invested time in us, and we would like to give back. The search committee has drafted a list of strengths we saw and some opportunities for future interviews. If you would like, I am happy to share these and have a dialogue about questions you might have.

*HIGHLIGHT STRENGTHS*

*What stood out to the committee as particularly important strengths the candidate was able to demonstrate through the process.*

*HIGHLIGHT OPPORTUNITIES FOR GROWTH IN FUTURE INTERVIEWS*

*Think of weaknesses that can be flipped into growth statements. Use positive language. For example, if terminology used left things to be desired, it could be flipped as advice to consider the language that the organization uses on their materials as a way to better demonstrate organizational alignment.*

What resonated for you? What questions do you have?

If you have questions in the near future, feel free to reach out.

Thank you for your time.