EXPLORING ACADEMIC LIBRARIAN CANDIDATES' EXPERIENCES ON THE JOB MARKET

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INTRODUCTION

The library profession has a diversity problem. Over the last decade, and especially in the wake of George Floyd's murder and inequality highlighted by the COVID-19 pandemic in 2020, there have been greater attempts to move the library profession forward in terms of increasing diversity, striving toward equity, and fostering inclusive library environments. A few examples of this work include the Core Division's recent publication of the Best Practices for Academic Library Interviews and the ARL SPEC Kit focusing on Diversity & Inclusion, which included strategies on recruiting and retaining minoritized library workers.[1]

The LIS literature is replete with articles focusing on hiring in academic libraries, but unfortunately the vast majority of this literature focuses on the organizational perspective or offering job-seeking advice to candidates—advice that often echoes the organizational perspective on hiring. Very little of the LIS literature focuses on the candidate side of the process. More specifically, there is a distinct lack of research related to how candidates experience the hiring process at academic libraries, including how the process could be improved to be more supportive and inclusive for candidates. While there are case studies and calls in the LIS literature for doing more research in this area, there are few, if any, cross-sectional studies of candidate experiences of interviews. The authors of this paper conducted a survey in order to help fill this gap, and to shed more light on academic librarian interview processes, with the goal to discover opportunities to improve hiring practices.

The authors chose to focus on the final stage of academic librarian interviews for this study. Candidates who participate in final round interviews are often expected to take part in a highly structured process that often includes in-person campus visits with presentations, meals with potential future colleagues, and meetings with a variety of library and university stakeholders. Many of these components have come under scrutiny in recent years as libraries begin to critically examine their hiring processes for diversity, equity, and inclusion. The final round interview is also one of the final decision points for both libraries and candidates regarding whether they are the best person for the advertised position. Due to the relatively under-examined process of final round interviews and a lack of candidate voices about their interview experiences found in the literature, the authors decided to focus their research on the final stage of the academic library interview. By participating in this study, candidates could have the opportunity to shed light on what they were experiencing, including challenges related to interviewing as a

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minoritized individual, and how their experiences informed their views of the hiring organization. The authors also seek to highlight specific practices that have been implemented across a variety of academic library types. The authors hope the experiences and trends uncovered in this paper will serve to encourage hiring libraries to reconsider their interview processes and to redesign them to intentionally incorporate candidate-centered practices, leading to more inclusive and empathetic hiring in academic libraries.

POSITIONALITY

The authors' positionality has strongly influenced our interest in this research topic. We identify as members of the LGBTQ2SIA+, chronically ill, invisibly disabled and other minoritized communities, and have experienced firsthand, as both candidates and members of hiring committees, how exclusionary this process can be. It is our hope that by centering candidates' voices in our research, we can not only expose situations that cause harm when processes are developed without considering the needs of candidates, but also provide ideas and options for changing the process and helping hiring libraries to do better. Doing better in this case means creating a more candidate-centered process that empowers them and sets them up for success. In essence, this research is a form of advocacy—highlighting the need for change and providing specific, actionable steps (based on candidate feedback) that can be implemented to transform the interview experience for the better.

LITERATURE REVIEW

Hiring in academia is notoriously slow and opaque, and this extends to hiring in academic libraries. While there is a significant body of literature that focuses on hiring in libraries—academic or otherwise—much of what has been written focuses on the hiring organizations' perspective or offering advice to job seekers (Howze, 2001; Alexander et al., 2009; Hodge & Spoor, 2012; Davis, 2015; Franks et al., 2017).[2] Unfortunately, there is very little in the LIS literature that examines or even discusses how candidates experience the hiring process in academic libraries. When candidates' experiences are the focus in the literature, it tends to be a case study focusing on a specific experience rather than a broader examination of how candidates navigate the process (Sproles & Detmering, 2010).[3]

Even a cursory glance at the LIS hiring literature will reveal the need to reconsider the hiring process from the candidate's perspective. Aside from the previously mentioned lack of literature, exclusionary concepts such as a hiring for "fit" are pervasive and often drive how hiring libraries structure and facilitate their hiring processes (Gaspar & Brown, 2015; Wang & Guarria, 2010).[4] This, in turn, has led to a critical examination of how concepts such as fit can have an exclusionary influence on hiring in academic libraries (Cunningham, Guss, and Stout, 2019).[5]

There are also studies that focus on the outcomes of academic library hiring. For example, recent LIS graduates were surveyed and asked about their success on the job market, but this study focuses on the overall success of candidates (i.e., receipt of an offer) on the job market rather than their interview experiences at hiring libraries (Eckard, Rosener, Scripps-Hoekstra, 2014).[6] There are also examples in the literature that examine candidates' experiences and behaviors with specific aspects of the process, such as the offer negotiation stage (Lo & Reed, 2016; Silva & Galbraith, 2018).[7] While studies such as these do examine what candidates experience and highlight the need for change in the hiring process, they do not take a holistic view.

The authors of this study are contributing to LIS recruitment literature by providing a broader examination of the candidate experience. Our research seeks to answer the following questions:

1. What components of final round academic librarian interviews are candidates expected to participate in, and are those components designed to be inclusive and empathetic?
2. How do candidates perceive and reflect upon their recent hiring experience for an academic librarian position?
3. What opportunities exist for academic libraries to transform their hiring process to be more inclusive of all candidates?

METHODS

A survey was designed to gather information on the experiences of candidates who participated in final round interviews for academic librarian positions. The survey asked participants to answer the questions based on a single interview experience they had in the past five years, and was composed of a mixture of multiple choice and free-text questions. The survey was designed in Qualtrics software and contained display logic in order to eliminate unnecessary questions for some participants and expand on information gathering for others, depending on the procedures during their interview. The survey asked about different scenarios that may or may not have occurred during a final round interview, and focused on practices often cited as barriers to creating hiring experiences that demonstrate a commitment to diversity, equity, and inclusion.

The survey was organized into eight sections in order to help keep participants oriented throughout the survey and to gather reflections on broad practices seen in most academic interviews through a free-text question at the end of each section. The sections were titled: personal demographics, institution & position details, scheduling & itinerary, meals & breaks, presentation, accessibility & inclusion, and outcome stage. Participants were also asked two broad reflection questions at the end of the survey. In an effort to be as inclusive as possible, most of the personal demographic questions provided free-text response options, and this qualitative data will need further analysis as this research project progresses. The final reflection questions will be qualitatively analyzed along with the more specific free-text demographic questions and reflection questions asked at the end of the sections. Questions were developed through a combination of reviewing published and gray literature—including association toolkits and conference proceedings—on hiring practices; critical scholarship and personal accounts of library hiring, culture, and onboarding; and personal experiences.

After receiving Institutional Review Board approval, the anonymous survey link was distributed to various academic library listservs and promoted on the investigators' personal social media accounts. A snowball method was incorporated by asking potential participants to share the call with others who fit the recruitment criteria. The survey ran from December 14, 2022 to January 20, 2023.

This paper presents highlights from an initial analysis of trends within the quantitative survey data collected. A more detailed analysis of the quantitative data, along with analysis of the qualitative data, will be published at a later date in the library literature.

RESULTS

The survey received 348 unique responses. None of the questions required answers and several were activated through question logic, leading to varied numbers of responses to individual questions throughout the survey.
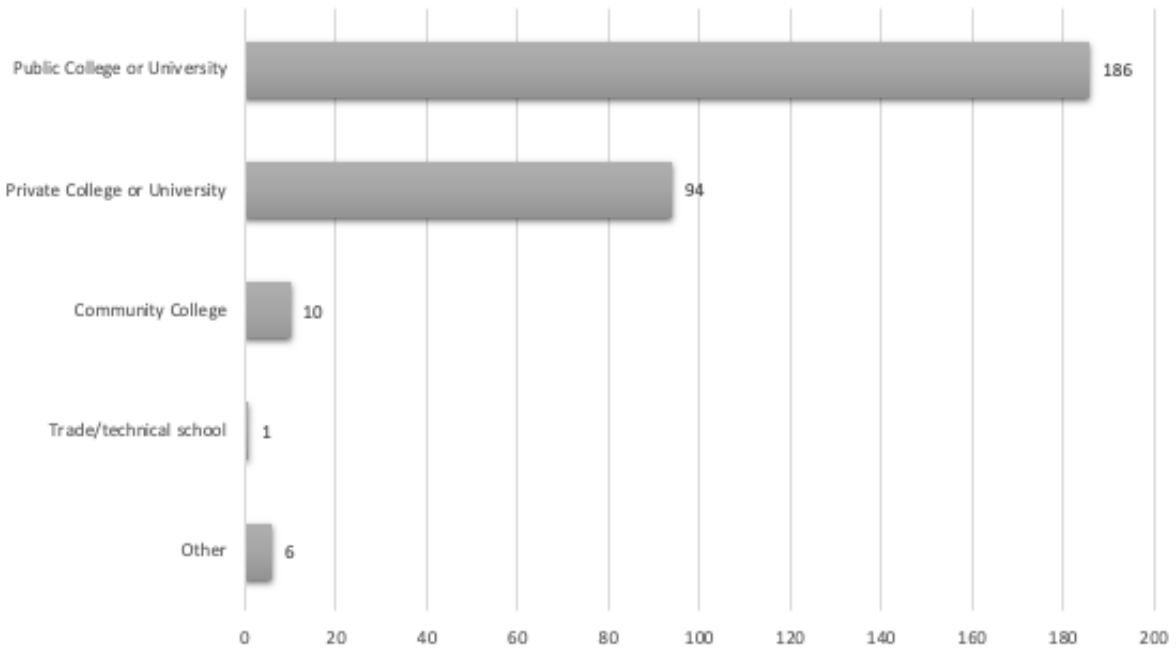
Institution & Position Details

Academic librarians work in a variety of institution types, and experiences with respect to final interviews will likely vary from one institution type to the next. As depicted in Figure 1, the majority of respondents indicated they interviewed at public colleges or universities, followed by private colleges or universities, community colleges, and trade/technical schools. Figure 2 highlights the differences in institution size that candidates interviewed at, with 106 indicating they interviewed at institutions enrolling between 10,000 and 29,999 degree-seeking students. An additional 69 candidates indicated they had interviewed at institutions with more than 30,000 degree-seeking students.

In order to better understand more about the positions candidates interviewed for, survey respondents were asked to indicate how the position was advertised in terms of career stage. As depicted in Figure 3, 191 respondents indicated they participated in final interviews for non-management roles and a combined number of 78 respondents indicated they had interviewed for either a middle management or senior management position. Figure 4 highlights the responsibilities/focus of the positions candidates were interviewed for, and positions focusing on instruction, reference, and liaison/subject specialist were the most common.

FIGURE 1

The Number Institutions Where Candidates Interviewed, by Classification

What was the classification of the hiring institution?

Classification	Count
Public College or University	186
Private College or University	94
Community College	10
Trade/technical school	1
Other	6

FIGURE 2

The Number of Institutions Where Candidates Interviewed, by Size

What was the size of the hiring institution?

Size	Count
Unsure	13
More than 30,000 degree-seeking students	69
10,000 - 29,999 degree-seeking students	106
3,000 - 9,999 degree-seeking students	54
1,000 - 2,999 degree-seeking students	40
Fewer than 1,000 degree-seeking students	12
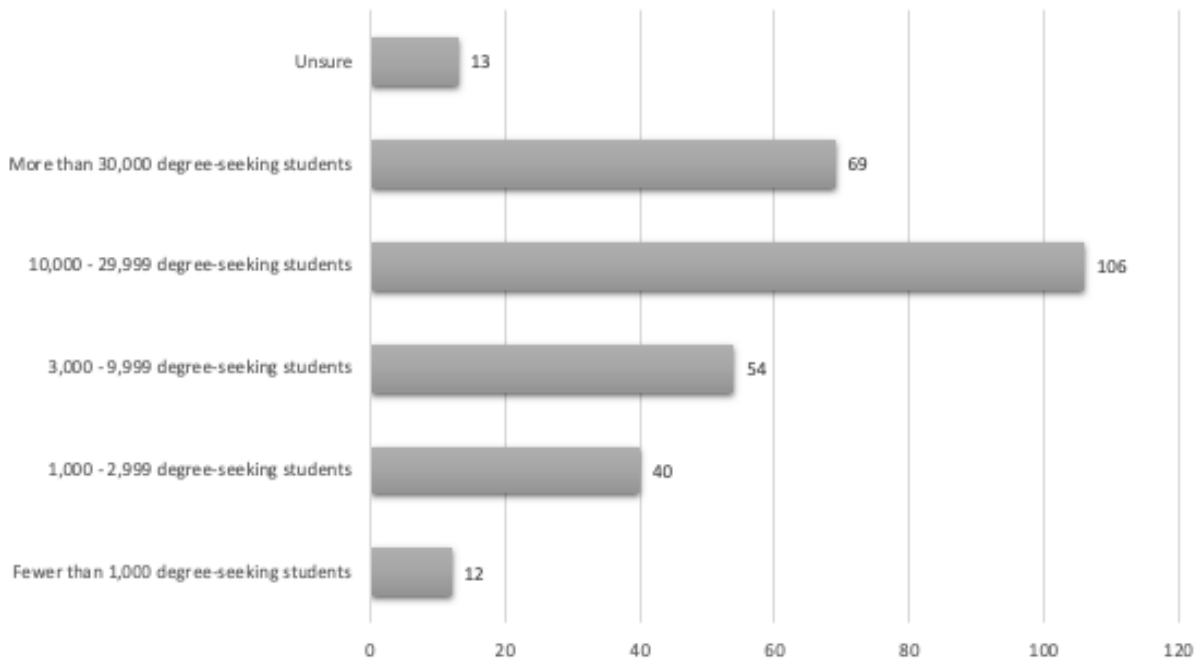
FIGURE 3

The Number of Positions Candidates Interviewed for by Career Stage

What career stage was this position advertised as?

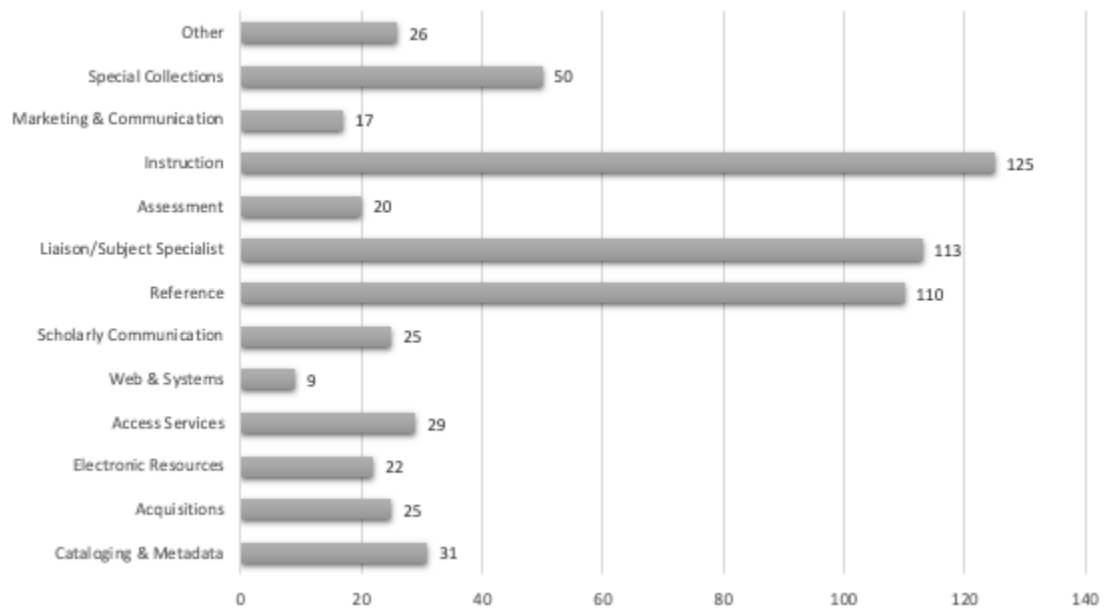| Career Stage	Number
Non-management	191
Middle Management	53
Senior Management/Administraton	25
Unsure	20
Other	7
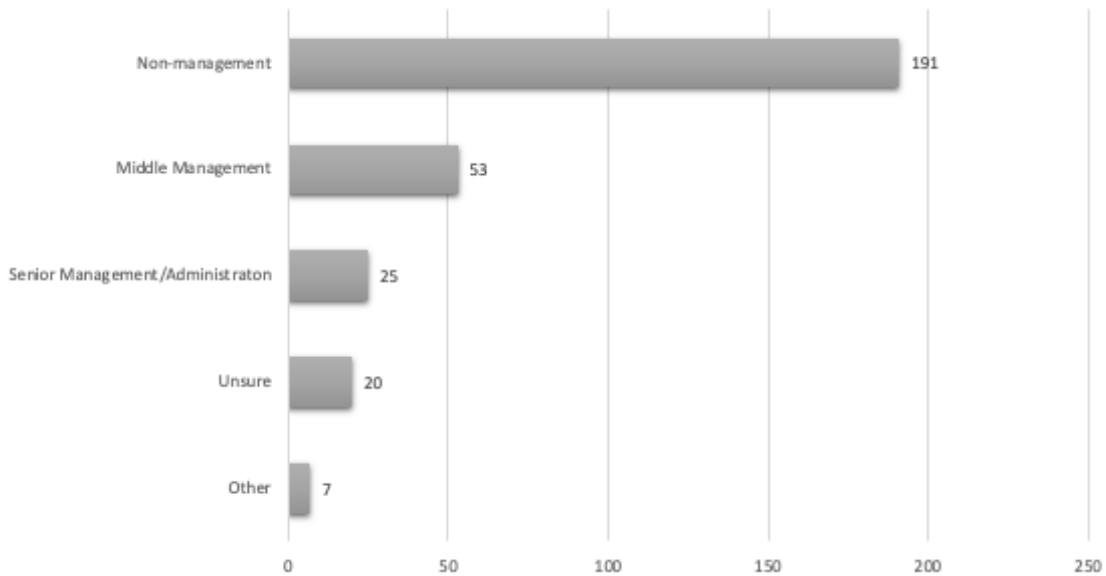
Note: In "Other" respondents indicated that positions were advertised as entry level or management, but not necessarily middle management.

FIGURE 4

Focus Areas of the Position Candidates Interviewed for

What area of responsibility was the focus of the position?

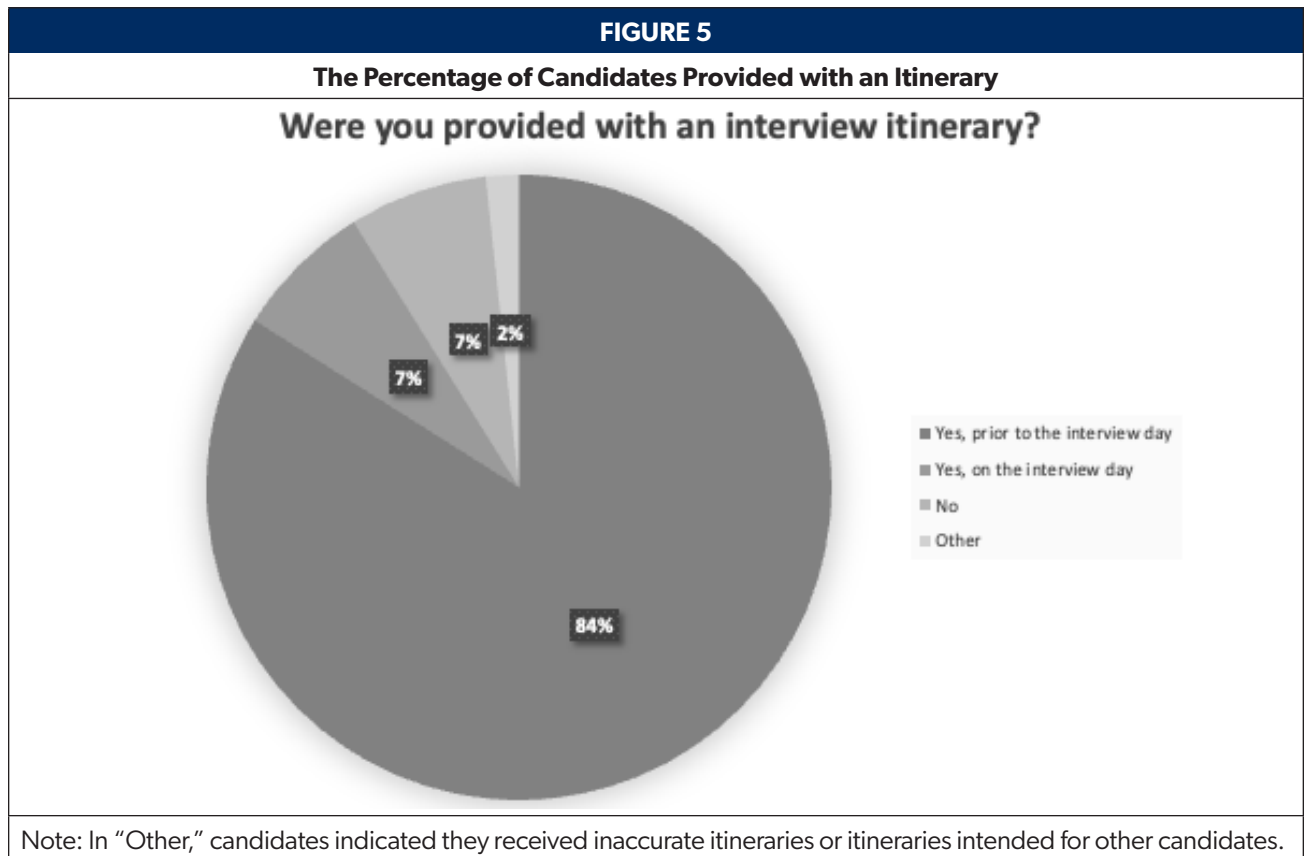| Area of Responsibility	Number
Other	26
Special Collections	50
Marketing & Communication	17
Instruction	125
Assessment	20
Liaison/Subject Specialist	113
Reference	110
Scholarly Communication	25
Web & Systems	9
Access Services	29
Electronic Resources	22
Acquisitions	25
Cataloging & Metadata	31

Note: In "Other" respondents indicated that positions were advertised as administrative, or in other areas such as emerging technologies and open educational resources

Scheduling & Itinerary

Responsibility for developing the interview schedule and itinerary may vary across institutions and position types, but typically search committees are involved as they will likely have direct and frequent contact with candidates. By asking questions related to scheduling and the interview itinerary, we were seeking to understand how common it is for candidates to receive itineraries, to find out when they receive itineraries, and what feedback—if any—they were asked to provide on the itinerary.

As Figure 5 illustrates, nearly 84% of respondents indicated that they received an itinerary prior to their interview day. Nearly 14% of respondents indicated they either did not receive an itinerary or they received it on the day of their interview.

FIGURE 5

The Percentage of Candidates Provided with an Itinerary

Were you provided with an interview itinerary?

- Yes, prior to the interview day
- Yes, on the interview day
- No
- Other

84%   7%   7%   2%

Note: In "Other," candidates indicated they received inaccurate itineraries or itineraries intended for other candidates.

Those who indicated they had received an itinerary were asked if they were given opportunities to provide feedback on it. 86% of respondents indicated that they were not given an opportunity to provide feedback on the interview itinerary (fig. 6).

As depicted in Figure 7, candidates received itineraries containing a variety of information. Most common among the information included on the itinerary were the duration of meetings (244), scheduled breaks (220), and the names of people who would be in attendance at meetings (197). Less common were meeting descriptions/purpose (134) and room locations (138). 50% of respondents indicated that they received no information about the search committee prior to the interview, while 39% indicated they received some information about the committee members they would be interviewing with (fig. 8).

Of the respondents who indicated that they had received information about search committee members prior to their interview, the most common information they received was the names (112) and the job titles (109) of search committee members.

FIGURE 6

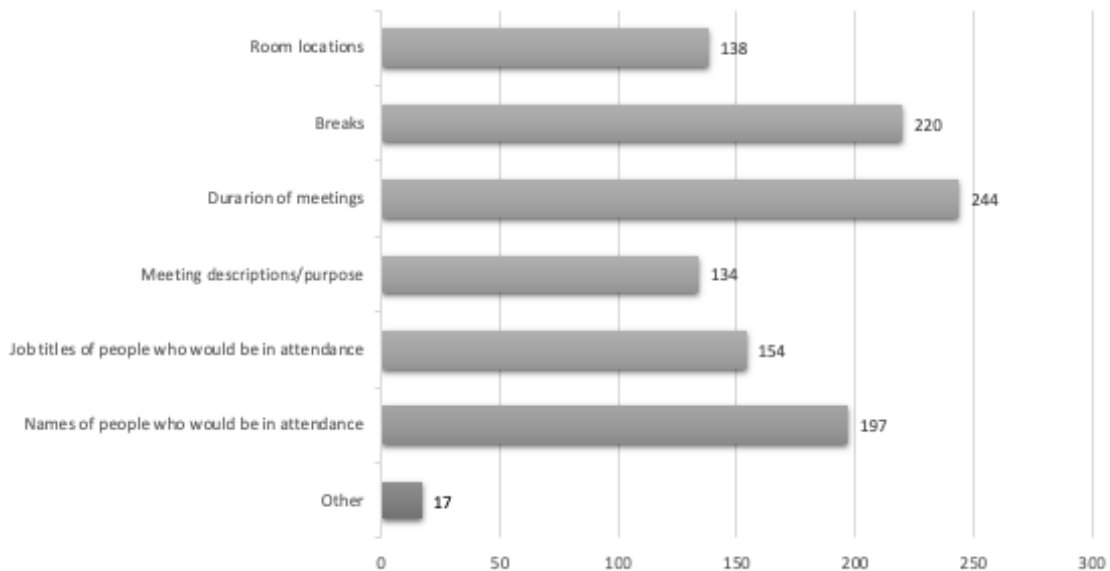**The Percentage of Candidates Who were asked to Provide Feedback on the Itinerary**

Did the hiring organization offer you the opportunity to provide input on the interview itinerary?

14%

86%

■ Yes
■ No
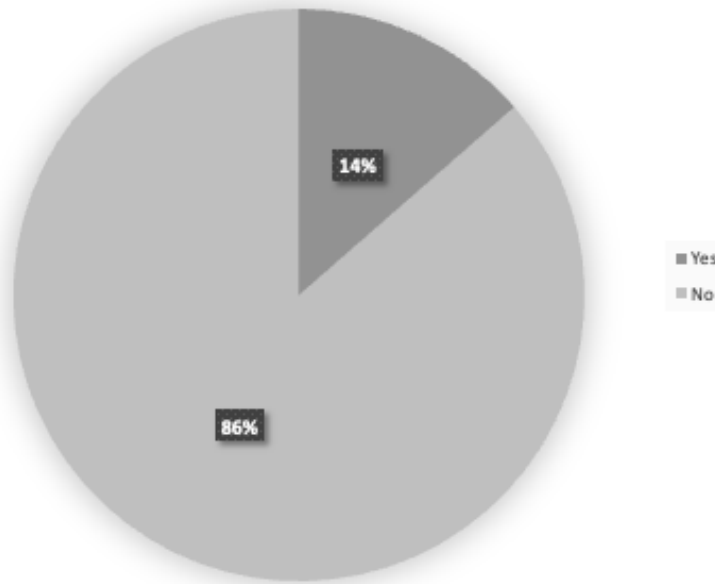
FIGURE 7

The Types of Information Included on the Interview Itinerary

What descriptive information was included on the interview itinerary?

| Category	Value
Room locations	138
Breaks	220
Duration of meetings	244
Meeting descriptions/purpose	134
Job titles of people who would be in attendance	154
Names of people who would be in attendance	197
Other	17

Note: In "Other" candidates indicated that itineraries contained meal location information, directional information, and web conference links.

FIGURE 8
Percentage of Candidates who Received Information about Search Committee Members

Did the hiring organization provide information about members of the entire search committee prior to the interview?

Legend: Yes, No, Unsure, Other
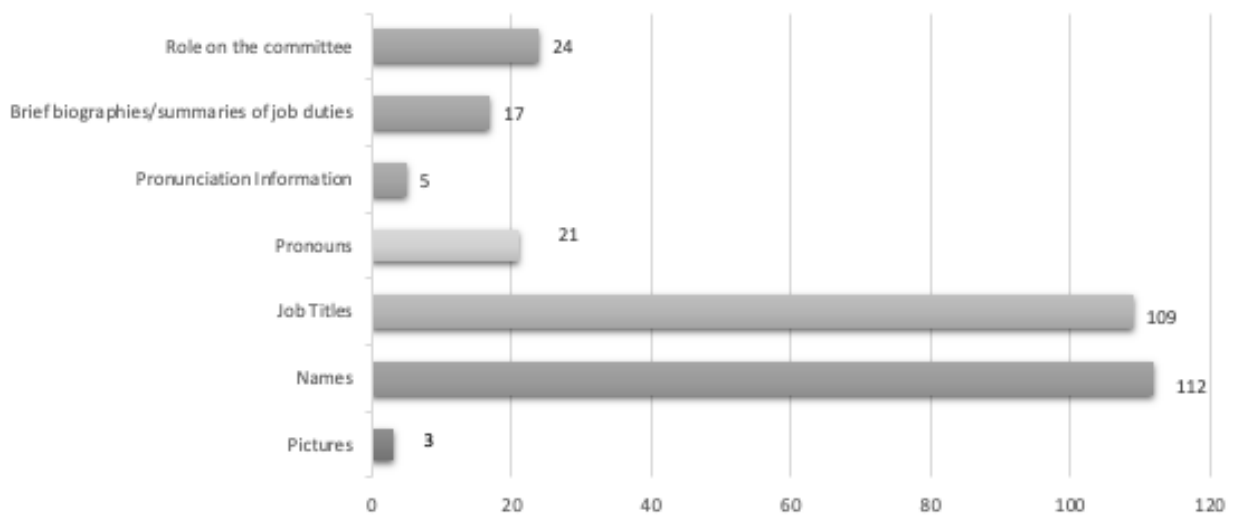
- Yes: 39%
- No: 50%
- Unsure: 8%
- Other: 3%
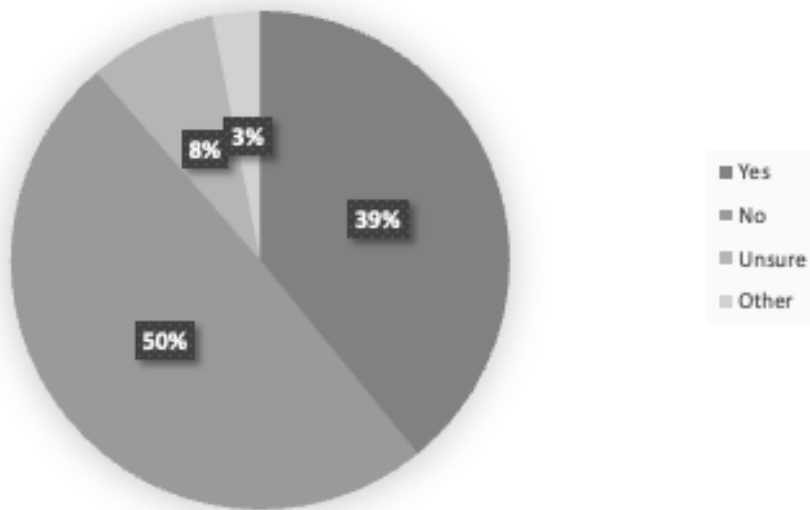
Note: In "Other" respondents indicated that they had to ask and information was provided or only names of committee members were provided.

FIGURE 9
The Types of Information Provided to Candidates About Search Committee Members

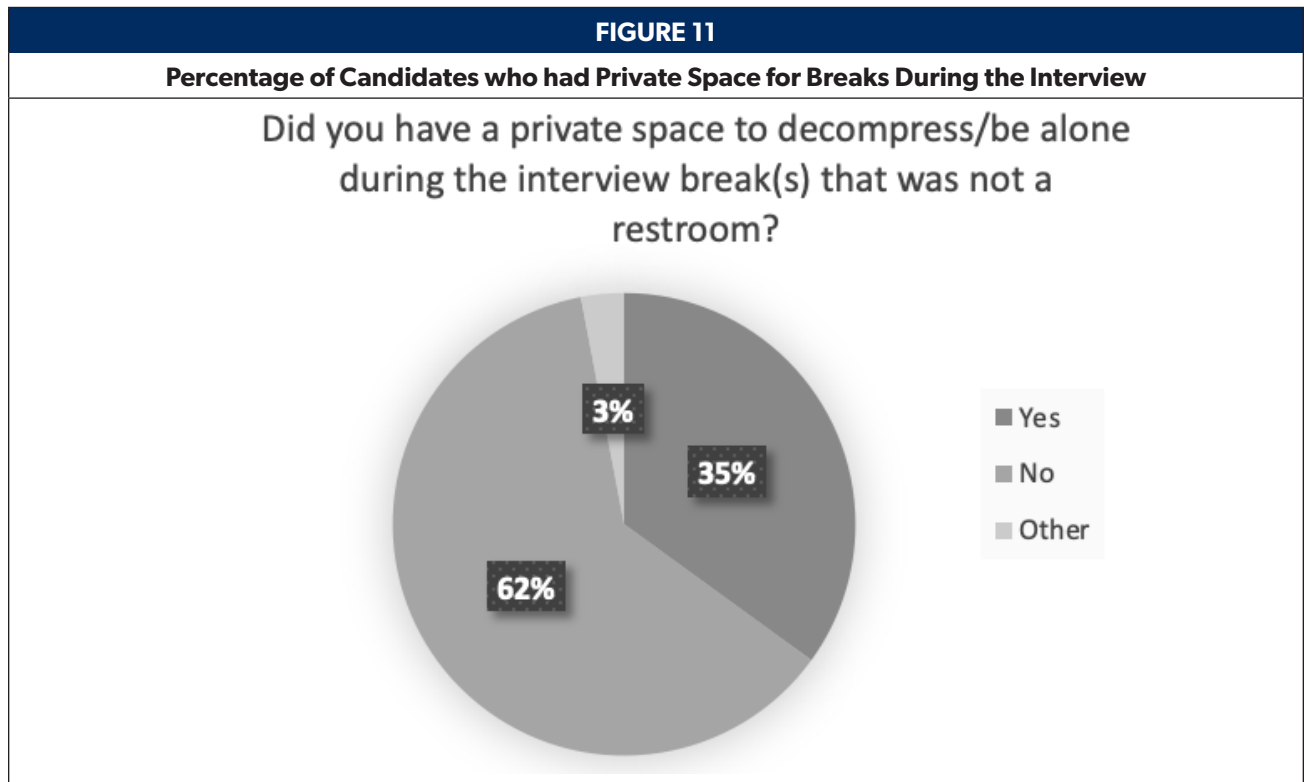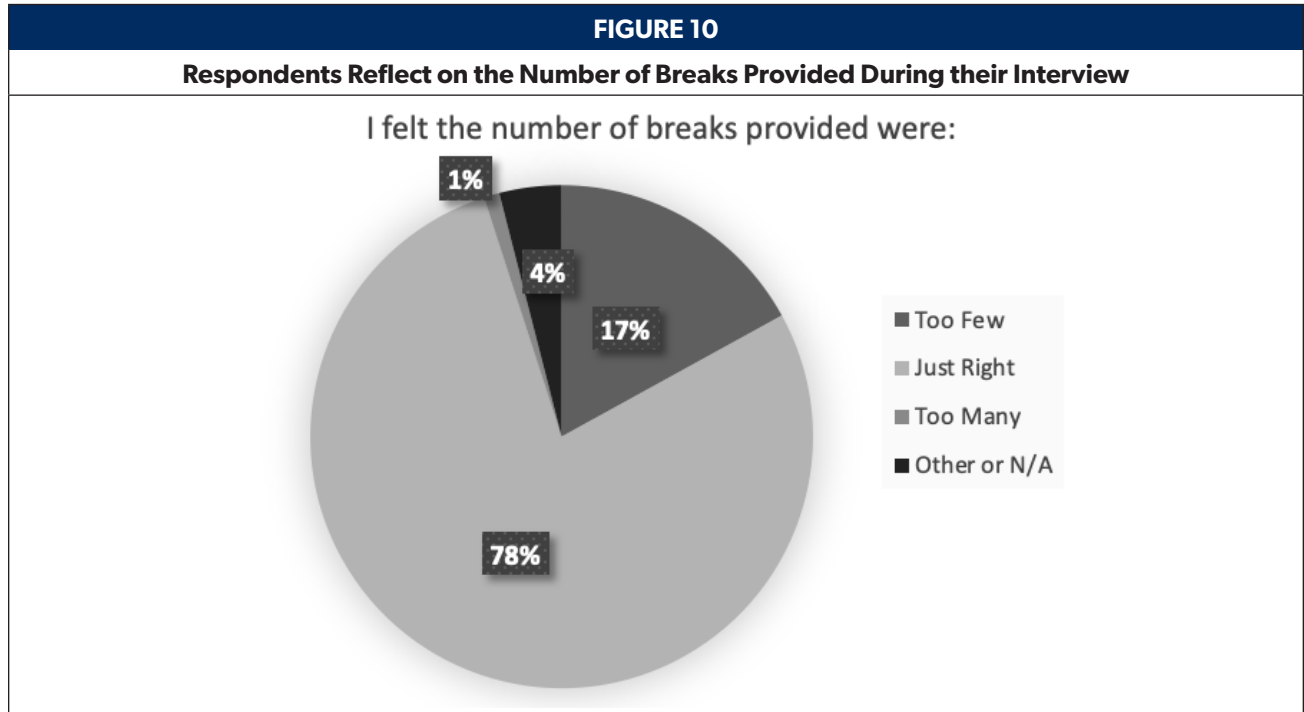### What kind of information was provided about the search committee members?

- Role on the committee: 24
- Brief biographies/summaries of job duties: 17
- Pronunciation Information: 5
- Pronouns: 21
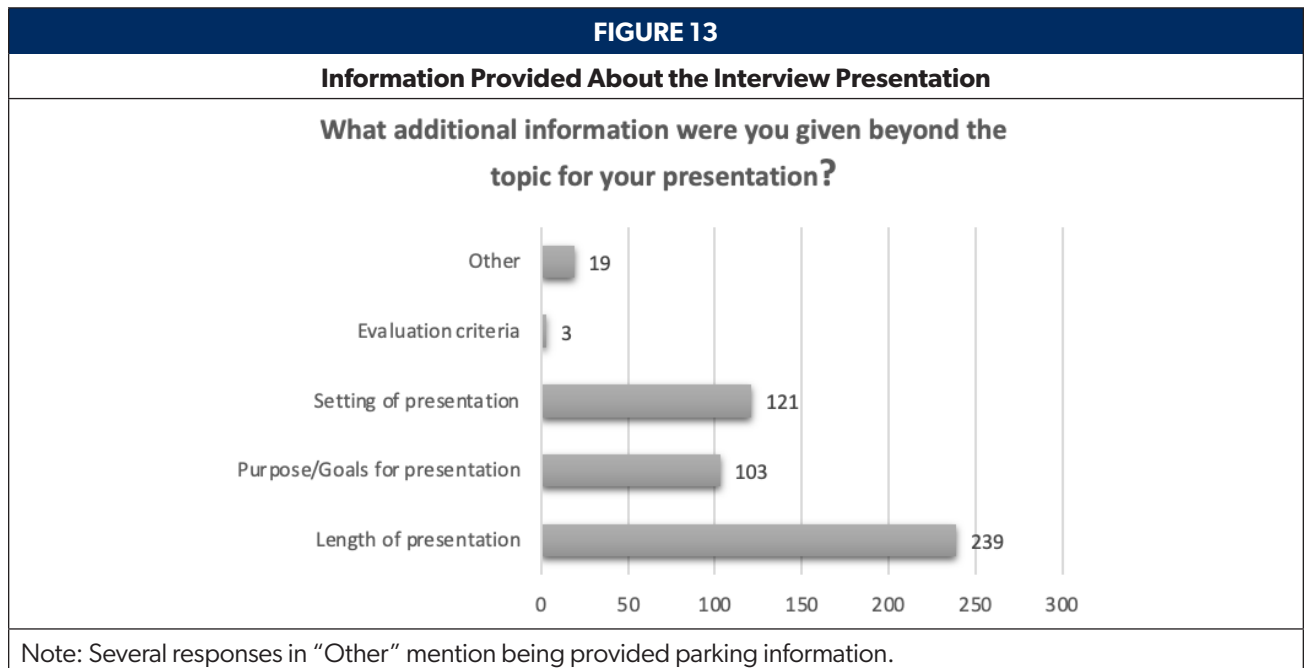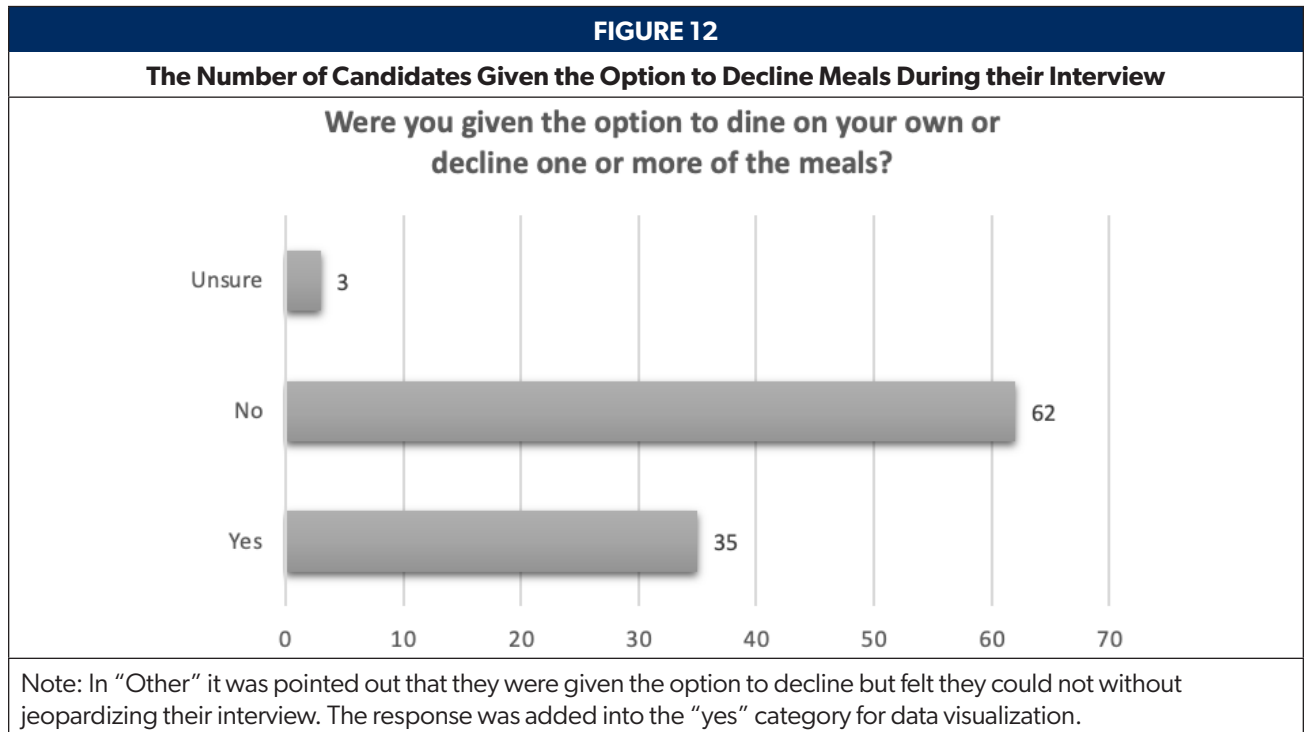- Job Titles: 109
- Names: 112
- Pictures: 3

Breaks & Meals

Most in-person interviews are a full day or longer, which means candidates may encounter a variety of meal options and daily schedules. Figure 10 indicates that 78% of respondents stated that they had just the right amount of breaks during their interview day, but 17% still stated that there were too few breaks.

FIGURE 10

Respondents Reflect on the Number of Breaks Provided During their Interview

I felt the number of breaks provided were:

- Too Few
- Just Right
- Too Many
- Other or N/A

1%
4%
17%
78%

FIGURE 11

Percentage of Candidates who had Private Space for Breaks During the Interview

Did you have a private space to decompress/be alone during the interview break(s) that was not a restroom?

- Yes
- No
- Other

3%
35%
62%

Note: In "Other" was a description of a candidate being given a space, but still facing interruptions.

While candidates indicated that they generally received enough break time throughout their interview experience, only 62% of respondents indicated that they were given a private space for their breaks (fig. 11). One free text respondent specifically indicated that most of their down time ended up being during restroom break, and another indicated that though there was intent for private space, people from the organization kept interrupting their break time.
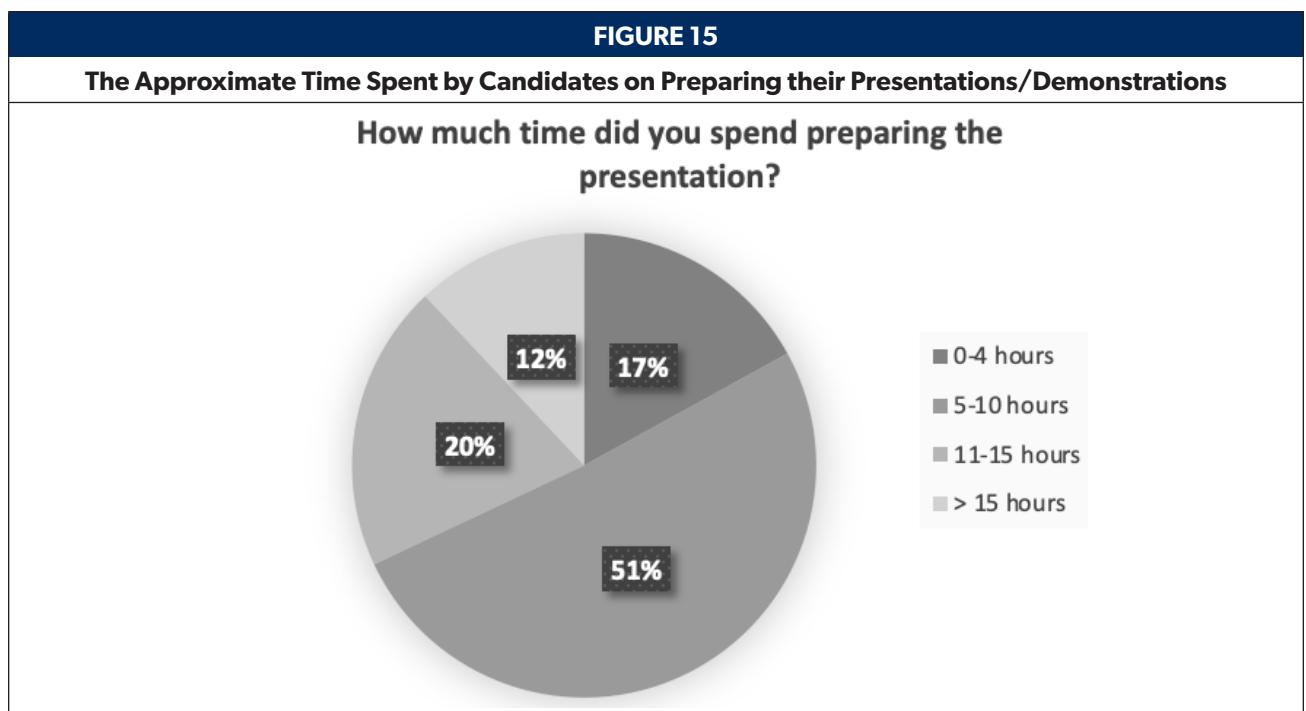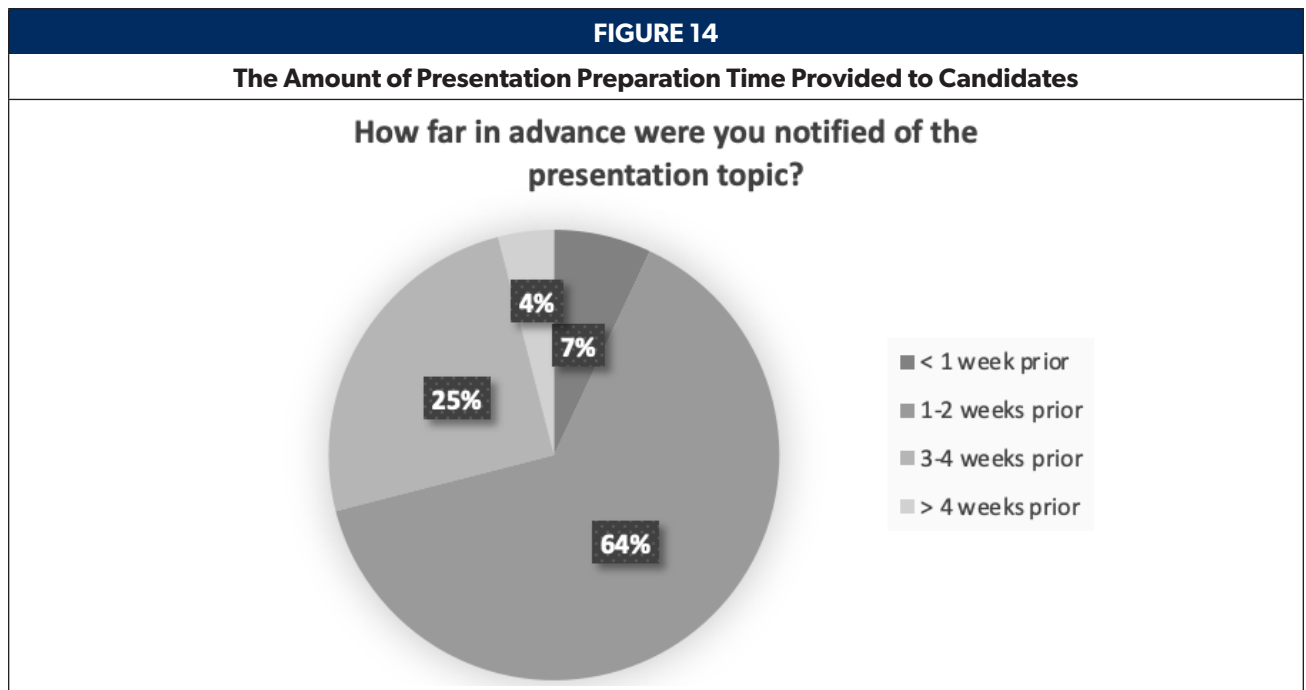
Hiring libraries often view providing meals as an important aspect of hospitality towards candidates, but due to various factors, many candidates find this one of the least pleasant and most stressful portions of the interview. Figure 12 shows that there is a trend for libraries to allow candidates to decline meals, with 35% of re-

FIGURE 12

The Number of Candidates Given the Option to Decline Meals During their Interview

Were you given the option to dine on your own or decline one or more of the meals?

Category	Value
Unsure	3
No	62
Yes	35

Note: In "Other" it was pointed out that they were given the option to decline but felt they could not without jeopardizing their interview. The response was added into the "yes" category for data visualization.

FIGURE 13

Information Provided About the Interview Presentation

What additional information were you given beyond the topic for your presentation?

Category	Value
Other	19
Evaluation criteria	3
Setting of presentation	121
Purpose/Goals for presentation	103
Length of presentation	239

Note: Several responses in "Other" mention being provided parking information.

spondents indicating that they were given the option to decline. However, free text responses indicated that candidates feel pressured to participate in meals to make a good impression, even when given the option to decline.
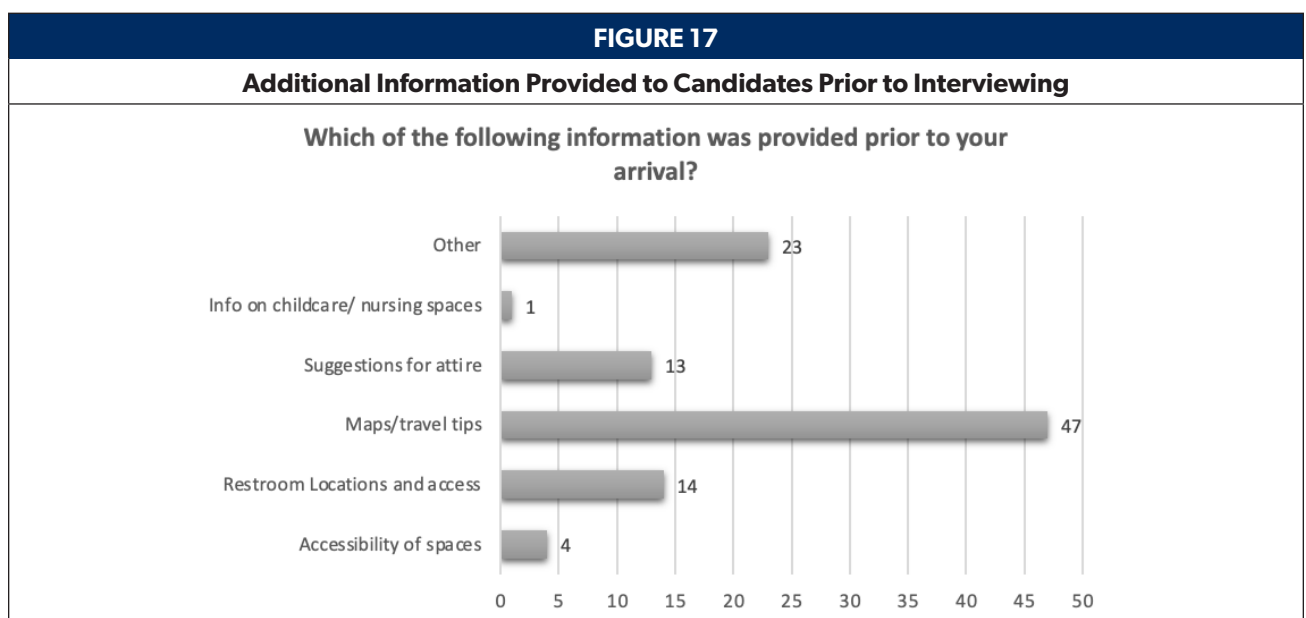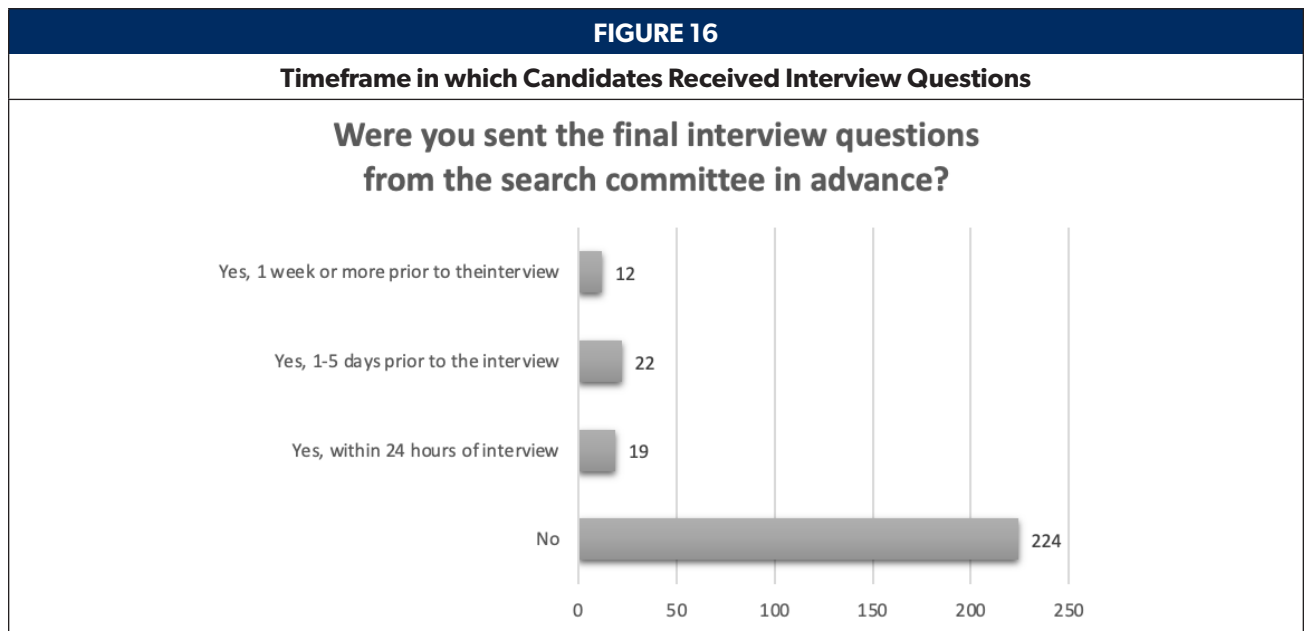
Presentations

Approximately 90% of respondents were asked to give a presentation or prepared demonstration during their final round interview. When asked about any additional information provided besides the topic, only three individuals indicated that they were told how they would be evaluated (fig. 13).

FIGURE 14

The Amount of Presentation Preparation Time Provided to Candidates

How far in advance were you notified of the presentation topic?

- < 1 week prior
- 1-2 weeks prior
- 3-4 weeks prior
- > 4 weeks prior

4%
7%
25%
64%

FIGURE 15

The Approximate Time Spent by Candidates on Preparing their Presentations/Demonstrations

How much time did you spend preparing the presentation?

- 0-4 hours
- 5-10 hours
- 11-15 hours
- > 15 hours

12%
17%
20%
51%

When asked how far in advance they were provided the presentation details, 64% of respondents indicated they received it 1-2 weeks in advance and 25% said they received it 3-4 weeks in advance (fig. 14). Additionally, we found that 51% of respondents estimated they spent 5-10 hours preparing their presentations, with 20% spending 11-15 hours and 12% spending over 15 hours in preparation (fig. 15).

Accessibility & Inclusion

There were several questions throughout the survey that asked about proactive accessibility measures taken by the hiring organization. Of those who gave an in-person presentation, 67% were not required to use a microphone and 62% were not provided a chair or stool unless they requested one. Eighty-one percent of respondents were not provided final interview questions from the search committee in advance (fig. 16).

FIGURE 16

Timeframe in which Candidates Received Interview Questions

FIGURE 17

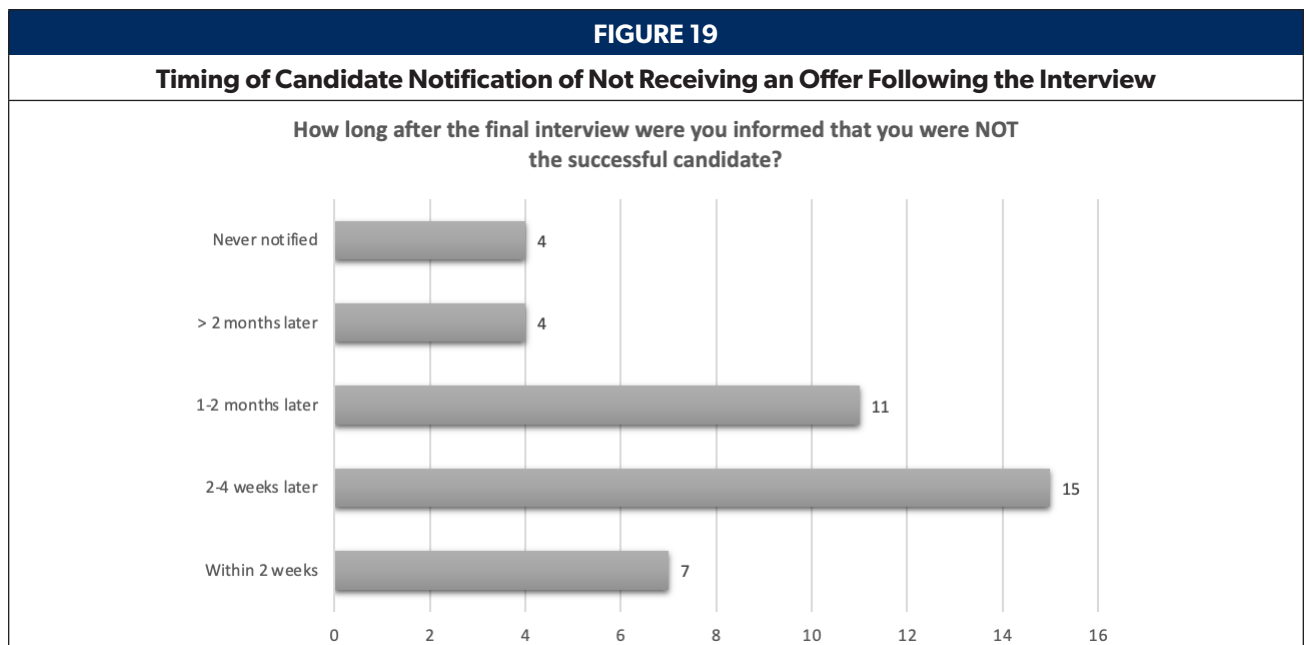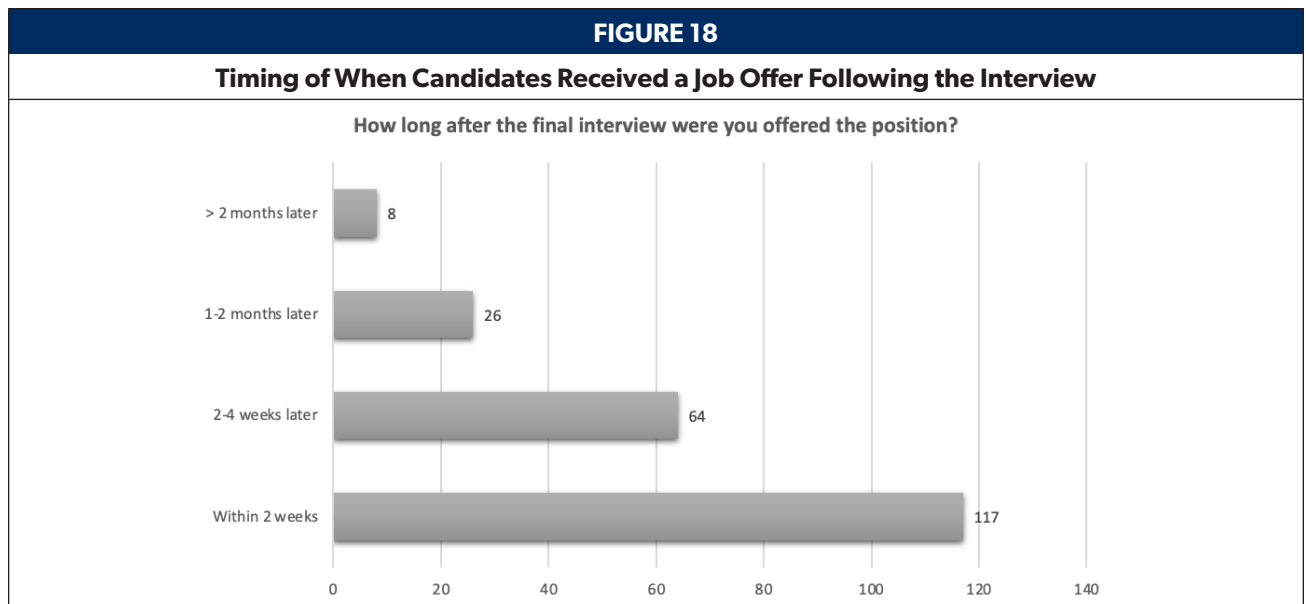**Additional Information Provided to Candidates Prior to Interviewing**

Only eight respondents revealed that they requested accommodations for their interview, but all indicated that they had their requested accommodations met or partially met.

According to respondents, most organizations did not provide much information about the physical location and conditions of the interview prior to their arrival (fig. 17). The most shared information were campus maps and parking information, and only one organization provided information on lactation rooms or childcare.

Interview Outcome

Figure 18 shows that a majority of successful candidates were offered a position within two weeks of their interview, and approximately ⅓ of successful candidates heard back from organizations between two and four weeks. Figure 18 shows that a majority of unsuccessful candidates were informed between 2 weeks and 2 months after their interview.

FIGURE 18

Timing of When Candidates Received a Job Offer Following the Interview

How long after the final interview were you offered the position?

Category	Value
> 2 months later	8
1-2 months later	26
2-4 weeks later	64
Within 2 weeks	117

FIGURE 19

Timing of Candidate Notification of Not Receiving an Offer Following the Interview

How long after the final interview were you informed that you were NOT the successful candidate?

Category	Value
Never notified	4
> 2 months later	4
1-2 months later	11
2-4 weeks later	15
Within 2 weeks	7

Respondents were asked to rate the influence of several factors and benefits of the position on their decision to accept an offer (Table 1) or to decline an offer (Table 2). Salary, location and job duties were the top 3 influencing factors for both accepting and declining a position, and the interview experience ranked 5th for both. This is a simple ranking of means and has not undergone statistical analysis.

TABLE 1	
Factors Influencing Acceptance of an Offer Ranked by Mean	
Influencing Factor	**Mean Score (5 highest)**
Location/Geography	4.32
Job Duties	4.29
Salary	3.88
Benefits	3.64
Interview Experience	3.40
Vacation Leave	3.18
Professional Development Funding	3.10
Start Date	2.87
Sick Leave	2.80
Other	
Note: Trends in "Other" responses included if the organization demonstrated diversity or a commitment to DEI; positive impressions from future colleagues; set/steady working hours; and flexibility in working location or hours including remote/hybrid, alternative schedules, and/or <12 month contracts.	

TABLE 2	
Factors Influencing Rejection of an Offer Ranked by Mean	
Influencing Factor	**Mean Score (5 highest)**
Salary	3.91
Location/Geography	3.80
Job Duties	3.63
Benefits	3.33
Interview Experience	3.20
Vacation Leave	2.33
Professional Development Funding	2.17
Sick Leave	2.00
Start Date	1.83
Other	
Note: Trends in "Other" responses included lack of flexibility in working hours and locations and lack of diversity or demonstrated commitment to DEI	

DISCUSSION

Statistical and comparative analysis has not yet been conducted on the survey results, but several areas where hiring processes could be made more inclusive and supportive of candidate success already appear. Particular

notes of interest are in providing candidates key information before their arrival to campus; such as interview questions, information about physical layout of their interview itinerary, and the names and photos of individuals candidates will be interacting with throughout the day. More thoughtful information such as the purpose of meetings, evaluation criteria of presentations, time to fix any technical issues semi-privately, and the option to decline public meals are an even deeper-level of consideration for candidates that help create more inclusive interview experiences.

Scheduling and developing an interview itinerary are key points in the process that set the tone for the interview and could serve as early indicators of a hiring library's commitment to inclusion. At a bare minimum, every hiring library should provide candidates with an interview itinerary *before* the day of their interview. Shockingly, nearly 14% of survey respondents indicated they either received the itinerary on the day of the interview or they received no itinerary at all. How can we expect candidates to successfully navigate the interview when they do not even know what the interview entails? Candidates should know how their interview will be structured so they can plan accordingly. Furthermore, candidates should be consulted as itineraries are developed. Of those who indicated they had received an itinerary, 86% said they were not given the opportunity to provide feedback on the itinerary. This is a simple, yet effective, way for hiring libraries to communicate to candidates that they care about their needs and interests. Candidates should have the opportunity to meet representatives from affinity groups and programs of interest, especially if candidates would interact with those groups in the role. Additionally, candidates should be able to provide feedback on the number and duration of breaks, meal locations and times, and other aspects of the interview where their needs should be considered.

Candidates should also be made aware of who they will be interviewing with, yet 50% of respondents indicated that they were given no information about the search committee prior to the interview day. Candidates would benefit from having the names and job titles of those they are interviewing with, as well as additional information about each member of the search committee's role in the organization and their role on the committee (e.g., representing a specific unit or user group). By not providing this information, candidates are left unprepared and unable to speak to the specific interests that committee members may have with respect to the groups or interests they are representing on the committee. This would also make the process more transparent and communicate a positive message to candidates about the hiring library's commitment to transparency.

There is little LIS research on library staff who identify as disabled or neurodivergent, but the U.S. Bureau of Labor Statistics indicates that 21.2% of workers in 2021 were disabled[8] and there are estimates that 15-20% of the worldwide population are neurodivergent.[9] In light of these numbers, the authors advocate that hiring processes be re-examined with a universal design approach so that a large percentage of candidates can have a successful experience without having to discuss personal health information. According to our results, there are several opportunities for libraries to be proactive in creating a more accessible interview experience. If candidates are expected to give any sort of presentation or interact with a larger audience like a town hall question and answer session, a seat should be available and a microphone should be used. Many people refuse microphones thinking they can project or that the room size does not warrant it, but microphones are an accessibility device for listeners and should not be an option for presenters if an organization wishes to model inclusion for all. At a minimum, information about the physical characteristics of every location on the itinerary should be included, with information about where there are elevators vs. stairs, which doors have automatic opening mechanisms, and restrooms that are handicapped accessible, have changing stations, and/or are gender neutral. Information about public transit or paratransit available between a hotel and the library should be provided, as well as general information about what type of weather and activities to expect so attire that suits the needs and abilities of the candidates can be chosen. By providing this information and these options in advance, you are accommodating a candidate without them feeling obligated to disclose personal health information to the library or search committee.

Data indicate that libraries could improve the candidate experience of less-structured time (i.e. meals and breaks) with only a few modifications. While 78% of candidates indicated they felt they had just the right amount of breaks in their day, 17% felt they did not have enough, and 62% of respondents indicated they were not provided a private space for their breaks. Intentionally scheduling breaks, finding private space for the candidate, and strictly keeping to time for meetings and other sessions are all solutions to the issue of having rushed or missed breaks. Many institutions are mindful of dietary restrictions, but ensuring candidates are asked before

finalizing meals is an important step in scheduling. 62% of candidates were not given the option to dine alone, and even when this option was mentioned, one respondent wrote that they felt they could not decline without jeopardizing their interview. Previous research has shown that meals and other "social" meetings lead to problematic and unusable feedback from employees, and even to asking questions of candidates that are illegal under U.S. hiring law. It is clear that examining the inclusion of meals and social meetings is warranted, and at the least, the goals of these sessions should be determined and clearly communicated to all participants.

The authors find it frustrating that the majority of hiring organizations are not sending finalized interview questions in advance of the candidate visit. This is a simple way to be inclusive and show hospitality to candidates. It shows that the organization is interested in setting candidates up for success, rather than viewing the interview as a test or gauntlet. Several fallacies often come into arguments around providing questions in advance, some of the most prominent being personal preferences of committee members regarding prepared vs. candid answers, and the fallacy that providing questions in advance means that there is no opportunity to ask candidates unscripted questions. Most candidates prepare answers for interview questions in advance to the best of their ability. Simply providing information to candidates that follow-up questions and situational questions throughout the day of the interview will arise and cannot be provided in advance will allow for plenty of opportunities for candid answers.

When asked to rank the importance of several factors in their decision to accept or reject a job offer, candidates ranked the final interview experience as a top 5 contributing factor. This is important information, as the interview experience is one of the few aspects of a role that is almost completely within the hiring organization's control. The timing of giving an offer or notice of rejection is often dependent on the speed of departments outside of the library, and the policy of reimbursement or pre-payment for candidates is largely determined by campus or state governments, but the rest of the interview experience is under the control of the library organization. There are many opportunities to create an empathetic and inclusive interview experience for candidates that demonstrates a library's commitment to not only diversity, equity and inclusion, but also the success of candidates and new librarians within the organization.

CONCLUSION

The library profession has work to do if it is to become an inclusive field and career option, especially for BIPOC, neurodivergent, gender non-conforming, and chronically ill or disabled individuals. The demographic composition of librarianship clearly indicates a lack of racial and ethnic diversity among librarians, with little known about the numbers of neurodivergent or chronically ill and disabled librarians. In recent years, academic libraries have taken some steps to increase the diversity of their workforce, including making changes to their recruitment processes.

Creating an inclusive hiring process is only the first step in a strategy that organizations should implement to move toward more equitable, inclusive, and diverse library environments; with onboarding, mentoring, evaluation, retention, and promotion processes also needing to be critically evaluated. However, candidates are often first introduced to library organizations through the hiring process, so it is crucial that a library's hiring practices demonstrate a commitment to the success of all candidates. It is also vitally important that what comes after the hiring process also demonstrates a commitment to the candidate and their success in the organization.

The authors of this paper advocate for academic libraries to critically examine their recruitment practices from start to finish—from position development to salary negotiations—to better understand why their process is structured the way it is, if elements of the process are even necessary, and how the process could be improved. When undertaking this examination, it is vital to include the voices of minoritized candidates in order to create an experience that affords all candidates the opportunity to perform at their best.

NOTES

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