Task Force for Diversity in Recruitment
Report
February 2018

“Duke is not about receiving excellence, but building excellence.”
– Abbas Benmamoun, PhD (Vice Provost, Faculty Diversity and Faculty Development)

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Executive Summary

The Task Force for Diversity in Recruitment (DRTF) was charged in August 2017 to review current Duke University Libraries (DUL) search processes and to make recommendations that would help better embody the DUL principle *Diversity Strengthens Us* through successful recruitment of a diverse workforce. The following report includes recommendations for the DUL’s Executive Group, Library Human Resources, and DUL staff serving on search committees.

The DRTF was informed by current literature on recruitment of underrepresented groups, documentation of DUL recruitment processes, conversations with key members of the Duke community, interviews with a sample of recent search committee members, and open meetings with DUL staff. A common theme among these sources is the need for intentional recruitment.

Intentional recruitment extends beyond the boundaries of an individual search. It encompasses building an inclusive community in the DUL and communicating that culture to potential applicants. Building an inclusive community involves ongoing conversations and investment in development, mentoring, and retention of previously recruited staff.

With active intentional recruitment, search committees should be able to identify candidates through previously built relationships with underrepresented groups. Our inclusive community should be an asset that attracts candidates to seek employment at DUL. As a search progresses, the search committee should have access to best practices learned from previous searches and campus partners.

Fostering an inclusive community is ongoing, full-time work. In order to fully embrace the ideal of an inclusive community, the DRTF recommends the following:

- DUL’s Executive Group exhibit a visible commitment to, and adopt an official position statement regarding diversity and inclusion;
- DUL’s Executive Group form an implementation task force to evaluate and implement recommendations found in the ‘Building an Inclusive Community’ section of this report;
- Library Human Resources work closely with offices around campus to implement recommendations in ‘The Search Process’ section of this report;
- Additional staff be allocated to Library Human Resources to support staff engagement and development, including diversity and inclusion initiatives;
- A standing committee on Implicit and Unconscious Bias be charged under the auspices of the DUL Librarians’ Assembly to undertake regular training and provide trained committee members to search committees.
There is much work to be done to increase representation of underrepresented groups at DUL. Some changes can be implemented in the near term, while others, such as building relationships between DUL and underrepresented groups and supporting the growth of an engaged and committed workforce, will require a long-term commitment of both human and financial capital.
Introduction

Institutions throughout the United States are grappling with the need to ensure spaces and staff are inclusive to meet the needs of an increasingly diverse student body. The most effective way to implement change is through organizational goals and values that are championed and reinforced by leaders throughout the organization. One of the Duke University Libraries’ (DUL’s) guiding principles is Diversity Strengthens Us. Meaningful change must include resources to support the growth of existing work in this area and the development of new initiatives to push organizational goals for diversity and inclusion forward.

As we further the work of diversity and inclusion within the DUL, it is important to acknowledge that the lack of diverse staff is not exclusively a ‘pipeline problem,’ but that there are barriers and aspects of institutional racism that prevent people from being in our search pools. This must inform our understanding of how we write our positions, advertise, and recruit. In addition, DUL’s Executive Group (EG) and department heads must be cognizant of the ‘cultural taxation’ burden that individuals from underrepresented groups regularly face in academia. In furthering our diversity and inclusion goals and aspirations, EG and department heads should recognize that staff from underrepresented groups are regularly tapped for committee membership to ensure diverse perspectives, often placing significantly higher service expectations on underrepresented staff than on others. Cultural taxation can often be tied directly to lower retention of these staff members. Building a diverse and inclusive staff is a responsibility that each of us must undertake, not just those on committees or who are from underrepresented groups.

Building an inclusive community must be an institutional priority and a topic of interest for each member of staff, with opportunities to participate in and champion diversity and inclusion through daily work, projects, and involvement in national and regional organizations and conferences. Empowering DUL staff to participate in national and regional conversations as well as cultivate skills that contribute to an inclusive community in the DUL will demonstrate our commitment to a culture of inclusive excellence that will attract individuals from underrepresented groups to available positions.

The Task Force for Diversity in Recruitment (DRTF) used DUL’s Diversity, Equity, and Inclusion Council’s (DivE-In) definitions to ensure that our review, discussions, and recommendations were situated within the existing discussions taking place in the DUL.¹

**Diversity**: recognizing the value of the perspectives of community members of varying backgrounds and identities including, but not limited to, culture, race, ethnicity, gender,

¹[DivE-In](https://library.duke.edu/about/diversity)
age, religion, language, abilities/disabilities, sexual orientation, socioeconomic status, or geographic origin.

**Equity**: creating and supporting systems and behaviors that promote equality, fairness and justice.

**Inclusion**: creating an environment of equal access, belonging, respect, opportunity, and empowerment.

From September 2017 through January 2018 the DRTF reviewed literature on recruitment of underrepresented groups from professional organizations in libraries, information technology, and nursing. The DRTF’s research focused on descriptions of successful strategies for recruitment of a diverse workforce in academic libraries and related fields. Some of these strategies were incorporated into the DRTF’s recommendations in this report. We discovered relatively widespread consensus on several strategies, which we have summarized below.

In a report on a survey of libraries in the Association of Research Libraries (ARL), Anaya and Maxey-Harris shared the most successful recruitment strategies reported by responding libraries:

> [T]raining search committee members on how to develop a diverse candidate pool, targeting job ads to participants of diversity enhancement recruitment programs such as ARL’s Initiative to Recruit a Diverse Workforce (IRDW) and ALA’s Spectrum Scholars program, offering a post-LIS residency program, and supporting ARL initiatives that attract librarians from racially and ethnically diverse groups to the profession.²

The report also lists “leadership development, mentoring, supporting engagement with parent institution groups, and residency programs” as successful strategies for improving retention of library staff.³

In “Making Diversity Happen,” Colleen Flaherty reports on strategies Boston College and the University of California, Riverside, used to increase the number of faculty from underrepresented minority groups:

> Both institutions avoided setting hard numerical goals and opted instead for cluster hiring -- which has been proven to promote faculty diversity elsewhere -- and additional training and support for faculty search committees.⁴

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³ Anaya and Maxey-Harris, *Diversity and Inclusion*, 5.
To increase the number of women employed in technology positions, Katharine Zaleski stresses that companies “need to communicate that their workplaces have cultures where women are valued” and involve women in the hiring process, make interview panels diverse, and make sure female tech employees are available to speak to candidates about their experiences.\(^5\)

Proactive recruitment of candidates from target groups, sending staff to network at meetings attended by members of underrepresented groups, and looking within your own organization to recruit credentialed staff to professional positions are strategies encouraged by Jennifer Vinopal in “The Quest for Diversity in Library Staffing: From Awareness to Action.”\(^6\)

In addition, the DRTF reviewed current DUL search processes and recruitment initiatives, the DUL web presence and position postings, and recruitment practices at ARL member institutions. The DRTF met with the following University officials to learn about the resources offered and the work already underway in different offices at Duke University:

- Abbas Benmamoun, Vice Provost for Faculty Advancement;
- Inderdeep Chatrath, Assistant Vice President, Affirmative Action & Equal Opportunity;
- Johnna Frierson, Assistant Director, Development & Diversity, Pratt School of Engineering;
- Michelle Jones, Assistant Director for Recruitment, Human Resources;
- Denise Motley, Director of Recruitment and Staffing, Human Resources;
- Benjamin Reese, Vice President, Office for Institutional Equity;
- DivE-In, Duke University Libraries.

DRTF members met individually with DUL staff who had served on search committees in the past year. To conclude our information gathering, we held brown bag sessions for all DUL staff to provide feedback on recruitment of underrepresented groups.

In our report, the DRTF has provided a brief overview of existing DUL recruitment practices, recommendations to build an inclusive community that will attract and welcome all candidates, recommendations for updating our traditional approach to searches, and next steps.

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Task Force Charge

One of DUL’s guiding principles is that *Diversity Strengthens Us*. We believe that a diverse workforce is essential for the library to fulfill its mission. A workforce should be diverse in all aspects—age, race, gender, gender identity, sexual orientation, education, work experiences, life experiences, geographical perspective, etc.

Despite our desire for a more diverse workforce, and a variety of initiatives over the years, we have made little progress and remain 63% female and 81% white. The reality for most of our searches is that our positions are so specific that there is not a large national pool of qualified applicants.

This task force will:

- Review current DUL search processes and recruitment initiatives.
- Research and identify *effective* and *innovative* recruitment practices among libraries and other professions with similar demographics that DUL could adapt and pilot.
- Explore potential causes of the lack of diversity in our candidate pool.
- Review our postings (position descriptions) and web presence to identify unintentional biases, possible barriers to application or language that would negatively impact a prospective applicant’s interest in employment with DUL and/or Duke.
- Propose to LHR and EG any new initiatives that the Libraries could undertake to support the recruitment of a more diverse workforce.
- Propose to LHR and EG any recommendations to changes to our current recruitment processes and/or language that could lead to more diverse candidate pools.
Current Duke University Libraries’ Recruitment Practices

Duke University Libraries’ Human Resources (LHR) actively reviews recruitment sources and looks for additional sites that will help reach a more diverse pool for all postings. Some sites specifically geared toward underrepresented groups did not yield many qualified applicants and were not found to be cost effective. LHR solicits advertising suggestions in the position management document when forming a search and continues to explore opportunities that will bring in more diverse applicants and be cost effective. Sites that may be used for librarian positions, include:

- American Library Association (ALA) and occasionally the ALA-Diversity site;
- Educause;
- ARL;
- HigherEdJobs;
- Society of American Archivists (SAA);
- Society of North Carolina Archivists (SNCA);
- H-Net and related listservs.

For IT positions:

- Code4Lib;
- Educause;
- IvyPlus;
- EdSurge and related listservs.

Depending on the search LHR will send the announcement to various graduate programs and/or their alumni groups. All positions are posted on the DUL webpage and NC Jobs website. Duke Human Resources feeds to Indeed.com and INALJ.com. During the first search committee meeting, LHR asks committee members for additional advertising suggestions.

LHR has found that maintaining broad experience and education requirements as well as eliminating salary in job advertisements creates a larger and more diverse pool. This allows LHR to be more flexible when a candidate applies that might not fit the mold of what was originally wanted, but who will bring something interesting to the position.

At the beginning of each search, Kim Burhop-Service, Director of Library Human Resources, discusses diversity and unconscious bias with each committee. Teresa Tillman, Library Human Resources Specialist, discusses diversity with non-exempt hiring managers. LHR makes an effort to keep diversity in front of the search committee as they review and discuss candidates, without
interjecting individual assessments about specific candidates. LHR staff attends conferences, trainings, and classes on inclusion and diversity to better facilitate these conversations.

LHR is tracking the demographics of current staff and adding new hires as they come aboard. They maintain statistics of race and gender for each category of staff; non-exempt, exempt, and librarians.

LHR also maintains Equal Employment Opportunity (EEO) records for applicants who apply, phone screen, and interview for all positions. These statistics are maintained by Duke University’s Office for Institutional Equity and copies are kept in the LHR search files.

### Table 1. EEO data from Academic Jobs Online on applicants for DUL Librarian and Professional Library Staff positions, 2015-2017

<table>
<thead>
<tr>
<th></th>
<th>Total Appl</th>
<th>American Indian or Alaska Native</th>
<th>Asian</th>
<th>Black or African American</th>
<th>Native Hawaiian or Other Pacific Islander</th>
<th>Other</th>
<th>White</th>
<th>Declined</th>
<th>Unknown</th>
<th>Multiple Selected</th>
<th>Int’l Appl</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Male</strong></td>
<td>109</td>
<td>43%</td>
<td>10</td>
<td>48%</td>
<td>12</td>
<td>35%</td>
<td>1</td>
<td>100%</td>
<td>79</td>
<td>48%</td>
<td>59%</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>135</td>
<td>53%</td>
<td>11</td>
<td>52%</td>
<td>22</td>
<td>65%</td>
<td>3</td>
<td>100%</td>
<td>85</td>
<td>51%</td>
<td>47%</td>
</tr>
<tr>
<td><strong>Declined</strong></td>
<td>5</td>
<td>2%</td>
<td>1</td>
<td>1%</td>
<td>1</td>
<td>100%</td>
<td>1</td>
<td>1%</td>
<td>2</td>
<td>29%</td>
<td>71%</td>
</tr>
<tr>
<td><strong>Unknown</strong></td>
<td>6</td>
<td>2%</td>
<td>1</td>
<td>1%</td>
<td>1</td>
<td>1%</td>
<td>100%</td>
<td>2</td>
<td>100%</td>
<td>2%</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total Appl</strong></td>
<td>255</td>
<td>100%</td>
<td>21</td>
<td>8%</td>
<td>34</td>
<td>13%</td>
<td>1</td>
<td>1%</td>
<td>165</td>
<td>65%</td>
<td>38%</td>
</tr>
</tbody>
</table>

**AIO**

***“Int’l Appl” refer to those applicants with mailing addresses in other countries, and their responses are included in the overall summary data.***

According to the ARL Annual Salary Survey 2015-2016, 15% of professional staff in ARL institutions are from underrepresented groups. This increases to 19.2% for the South Atlantic region, of which Duke University is a part.

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7 Data provided by Library Human Resources.
Table 2. Minority Professionals by Region in U.S. ARL University Libraries, FY 2015–2016

<table>
<thead>
<tr>
<th>Race/Ethnicity Category</th>
<th>New England</th>
<th>Middle Atlantic</th>
<th>East North Central</th>
<th>West North Central</th>
<th>South Atlantic</th>
<th>East South Central</th>
<th>West South Central</th>
<th>Mountain</th>
<th>Pacific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>29</td>
<td>71</td>
<td>75</td>
<td>24</td>
<td>122</td>
<td>23</td>
<td>29</td>
<td>10</td>
<td>33</td>
</tr>
<tr>
<td>Hispanic</td>
<td>16</td>
<td>49</td>
<td>36</td>
<td>9</td>
<td>44</td>
<td>7</td>
<td>32</td>
<td>22</td>
<td>44</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>76</td>
<td>114</td>
<td>88</td>
<td>25</td>
<td>87</td>
<td>11</td>
<td>47</td>
<td>21</td>
<td>149</td>
</tr>
<tr>
<td>American Indian or Native Alaskan</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>.</td>
<td>5</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Minority Total</td>
<td>124</td>
<td>237</td>
<td>203</td>
<td>61</td>
<td>255</td>
<td>41</td>
<td>113</td>
<td>59</td>
<td>235</td>
</tr>
<tr>
<td>Minority Percent</td>
<td>9.3%</td>
<td>17.8%</td>
<td>15.3%</td>
<td>4.6%</td>
<td>19.2%</td>
<td>3.1%</td>
<td>8.5%</td>
<td>4.4%</td>
<td>17.7%</td>
</tr>
</tbody>
</table>

In comparison, according to numbers provided by Duke University’s Office for Institutional Equity, DUL is lower than other South Atlantic ARL members with 13% of professional staff from underrepresented groups.

Table 3. Office of the Provost - Professional Library Staff Profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>Ethnicity/Race</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
</tr>
<tr>
<td>2017</td>
<td>99</td>
</tr>
<tr>
<td></td>
<td>30%</td>
</tr>
</tbody>
</table>

Minorities include men and women who may have identified as American Indian, Asian, Black, Hispanic, Native Hawaiian/Pacific Islander, or two or more races.

AAP Year marks the year of the Affirmative Action Plan (AAP) in which these numbers were published (AAP data for Duke is based on Jan. 1 snapshots).

All percentages are based on the total.

Source: SAP.

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Looking across all job categories in the DUL, the numbers increase to 22% of staff from underrepresented groups.

Table 4. Office of the Provost - Library Affairs Staff Profile

<table>
<thead>
<tr>
<th>AAP Year</th>
<th>Total</th>
<th>All Women</th>
<th>All Minorities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>2015</td>
<td>243</td>
<td>150</td>
<td>62%</td>
</tr>
<tr>
<td>2016</td>
<td>248</td>
<td>152</td>
<td>61%</td>
</tr>
<tr>
<td>2017</td>
<td>245</td>
<td>152</td>
<td>62%</td>
</tr>
</tbody>
</table>

Minors include men and women who may have identified as American Indian, Asian, Black, Hispanic, Native Hawaiian/Pacific Islander, or two or more races.

AAP Year marks the year of the Affirmative Action Plan (AAP) in which these numbers were published (AAP data for Duke is based on Jan. 1 snapshots).

Source: SAP.

Current LHR Initiatives

Throughout the DRTF’s work, we have been supportive of LHR as it addressed the importance of this issue and sought to develop new recruiting initiatives, often as an outgrowth of our work. We want to acknowledge those initiatives as immediate steps for the Libraries:

- LHR will be looking at the directories and databases that were provided by Abbas Benmamoun, Vice Provost for Faculty Advancement. Although these are used for faculty positions, LHR believes it can capture librarians in this pool;
- LHR will work closely with Martay Smith, HR Manager in Office of Information Technology (OIT), to address the lack of diversity in our IT positions;
- LHR requested additional funding for advertising to explore additional avenues in FY19;
- LHR has started using more social media to reach underrepresented groups.

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10 Chatrath, “Provost - Library Affairs - Search Presentation.”
Recommendations

The DRTF found widespread agreement that intentional recruitment, which is a combination of targeted outreach and continuous recruitment programs, is the most effective method in reaching underrepresented groups.

Targeted outreach has been used by a number of institutions and professions with great success. Notably, Duke University’s Pratt School of Engineering is a model for targeted outreach. In 1999, after years of hearing that the lack of women in engineering stemmed from “pipeline problems,” incoming dean Kristina Johnson actively connected with professional organizations and committees for women and underrepresented groups in engineering. She made personal contact with candidates and discussed the climate and benefits of working at Duke University. Dr. Johnson established mentoring programs for students and faculty and worked toward creating public programs and resources that cultivated an environment of diversity and inclusion. Dr. Johnson was determined in her outreach, tripling the number of women faculty in the Pratt School of Engineering during her tenure at Duke University. Research libraries have long stated they face similar pipeline problems. We believe DUL can emulate the Pratt School of Engineering’s success through targeted outreach to underrepresented groups and the development of an environment of inclusive excellence.

The following recommendations include targeted outreach and continuous recruitment methods.

Building an Inclusive Community

Although beyond a strict reading of our charge, DRTF members quickly realized that stronger recruitment strategies alone were not sufficient to achieve the Libraries’ goals. At least as important as recruiting are the DUL’s answers to the potential applicant’s question, “What will help me succeed at Duke?” This section summarizes our findings, anticipating that the DUL’s subsequent efforts can build on our initial findings.

In the new and revived era of social movements and rallies, there is a need for more conversations, openness, and understanding about diversity, inclusion, equity, and privilege.

Using DivE-In’s definitions for diversity, equity, and inclusion the DRTF identified several strategies for signaling to prospective colleagues that the DUL actively seeks to build, and work as, an inclusive community. The DRTF recommends:

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12 Anaya and Maxey-Harris, Diversity and Inclusion.
13 DivE-In’s definitions are included in the Introduction of this report.
• DUL’s Executive Group exhibit a visible commitment to, and adopt an official position statement regarding, diversity and inclusion;\footnote{This recommendation mirrors the one provided to University leadership by the Academic Council’s Diversity Task Force in \textit{Report to the Academic Council Task Force on Diversity}, May 2015.}
• Feature a diversity and inclusion statement more prominently on the DUL website;\footnote{See section below, Diversity Website.}
• Highlight collections or initiatives that focus on specific groups and prioritize these groups when thinking of new collections and initiatives;
• Regular programming and discussions of diversity and inclusion at DUL and department levels;
• Highlight the work of DivE-In throughout the DUL;
• Send a DUL staff member to the National Center for Faculty Development and Diversity Faculty Success Program;\footnote{Duke University’s Office for Faculty Advancement sends faculty members to the National Center for Faculty Development and Diversity Faculty Success Program \texttt{<https://www.facultydiversity.org/fsp-bootcamp>} each year. Abbas Benmamoun stated in his meeting with the DRTF that they would consider a request from the Libraries to send an attendee.}
• Continuing the work of LHR, discourage use of statements such as “diversity hire” or “diversity recruitment” and replace them with terms such as, “building inclusive excellence.”

\textit{Conference Representation}

Organizations direct resources and funds to initiatives that are important to their institutional goals and aspirations. Budgeting for diversity, inclusion, and equity sends a clear signal that DUL is engaged and interested in these conversations. Representation at conferences targeted to underrepresented groups will further raise the DUL profile in this area, supporting both targeted outreach and continuous recruitment by showing DUL as an active participant in these conversations. Conference representation will also provide DUL staff with opportunities to build networks and identify future colleagues. The DRTF recommends:

• Encourage staff to consider conferences targeted to underrepresented groups for their professional development;
• Further subsidize travel funding for those speaking at or attending conferences targeted to underrepresented groups;
• Encourage DUL staff attending professional conferences to attend sessions addressing diversity and inclusion;
• Ensure that DUL sends representatives to conferences on diversity and inclusion. This demonstrates that these are areas of significant interest to DUL and its goals and vision.
Diversity Website

A statement about the DUL’s values and commitment to diversity and inclusion should be more prominently displayed on the DUL homepage. Currently, the first indication of DUL’s work in this area can be found through the ‘About’ page on the DUL website, linking to DivE-In. DivE-In is one part of DUL’s commitment to diversity and inclusion, but should not be seen as the only effort. Creating a separate link with the DUL statement on diversity and activities that build and support an inclusive community would make a stronger statement.\(^\text{17}\)

Retention and Mentoring

Publicizing retention support initiatives demonstrates to potential applicants as well as successful candidates the DUL’s determined commitment to building a diverse and successful staff. By pointing to programs such as these, DUL would be able to establish the seriousness of our intent. The DRTF recommends:

- Connect with Duke University’s Office for Faculty Advancement for onboarding and training of new professionals;
- Develop formal mentoring opportunities;
- Encourage staff to take advantage of coaching opportunities\(^\text{18}\);
- Encourage staff to attend Duke University Learning & Organizational Development (L&OD) courses, to help staff address particular tasks or objectives in a neutral setting;
- Highlight diversity resources available on-campus and through national professional support organizations\(^\text{19}\);
- Offer managerial training for entry-level and early-career staff members, whether professional, exempt, or non-exempt\(^\text{20}\);
- When leadership opportunities are not available for staff in DUL, encourage individuals to consider leadership roles in local, regional, and national organizations and support similar managerial training activities to enable staff to develop these skills;

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\(^{17}\) See, MIT Libraries “Statement on diversity” on their About our Organization page <https://libraries.mit.edu/about/organization/>; or Pratt School of Engineering’s Diversity and Inclusion webpage <http://pratt.duke.edu/about/diversity>; or Duke University Trinity College Office of the Dean <https://admin.trinity.duke.edu/dean/diversity-inclusion>.

\(^{18}\) Coaching differs from training opportunities offered by groups like L&OD or mentoring. In coaching, a staff member would sit down with a trained coach to discuss a workplace situation and develop a strategy to address it. Where mentors might recommend strategies to resolve the situation, coaches help ‘coachees’ discover viable strategies that are within their set of skills and more likely to be successful. L&OD may provide coaching to staff: https://hr.duke.edu/training/programs/duke-leadership-academy/coaches.

\(^{19}\) Pratt School of Engineering’s Diversity and Inclusion page <http://pratt.duke.edu/about/diversity> provides an excellent model for creating such a resource in the box “Diversity Resources”.

\(^{20}\) Note that the 2017 “Duke Libraries Manager Survey” identified the need for additional training for section managers and new managers to enable them to move up in the organization and profession.
• Provide additional support for professional activities in areas that would enhance the Libraries’ understanding of diversity and inclusion;
• Encourage interested staff to serve as mentors for early career librarians who may not be at Duke University;
• Recent reports from the Duke University Office of the Provost and professional literature discuss the cultural taxation of faculty from underrepresented groups. This same concept should be evaluated and monitored by the DUL’s Executive Group. “In Duke’s tradition of shared governance, faculty members voluntarily serve on a vast number of university, school and department committees. This is healthy in that it ensures that the perspectives of the faculty are heard in most major university decisions. The downside to this shared governance responsibility, however, is that with the proliferation of new initiatives comes a burgeoning of new committees, the serving on which takes faculty time away from their primary educational and scholarly responsibilities. This is particularly true of faculty from underrepresented groups who, though small in numbers, are regularly tapped for committee membership to ensure diverse perspectives. This “cultural tax” is particularly acute when the work of a committee involves diversity and inclusion.”

Residency Initiatives

Among its recommendations and conclusions, the ARL Spec Kit on Diversity and Inclusion states the following:

Libraries must continue to fund and implement library programs that research and experience show really work: mentoring, residency programs, professional development, affinity groups, and staff training.

Membership in the Association of College & Research Libraries (ACRL) Diversity Alliance includes a commitment to establish a residency program, which DUL administrators have discussed as a possibility. Membership in the Alliance would promote DUL as an institution seeking to diversify its workforce. DUL would also benefit by drawing on the experience of other Alliance institutions in efforts to diversify the DUL’s staff.

Committee on Unconscious / Implicit Bias

Ensuring that DUL comprises a diverse and inclusive staff is of signal importance to the Libraries’ success. To help our search committees approach their work alert to issues of inclusiveness, we recommend creating a standing committee, with rotating membership, under

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22 Anaya and Maxey-Harris, Diversity and Inclusion.
the auspices of the DUL Librarians’ Assembly. The committee would consist of 10-15 members trained by LHR, Duke Human Resources, and the Office for Institutional Equity to address issues of unconscious bias and other equity concerns. Such a committee would provide one member to each search committee, with the role of helping the search committee navigate the complexities of creating a diverse workplace and addressing unconscious bias.

The advantages of charging such a committee are significant. First, committee members would receive specific and up-to-date training. The committee itself should be charged to seek continuing opportunities to update and deepen its understanding. Committee members would form a cohort constantly renewing their understanding of the issues, and over the course of their term would develop important experience to benefit search committees. Committee members would help infuse their training and awareness into their own work and the work of their departments.

The Search Process

Position Description and Advertisement

LHR should actively work with hiring managers and department heads to craft a position description and an advertisement that provides information about the institutional culture and the Durham community, and focuses on broad competencies to attract a large and diverse pool of candidates. The DRTF recommends:

- Place the DUL diversity statement prominently in advertisements;23
- Adapt the diversity statement to encompass inclusion and indicate DUL’s commitment to building a diverse community;
- Provide additional information about the Durham and Duke University climate to prospective applicants;24
- Focus on broad competencies in position requirements;

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23 Barnard College uses the following statement, "The Barnard Archives and Special Collections recognizes that both our institution and the U.S. archives profession are predominantly white and acknowledges, in the language of Bergis Jules, the failure of care around the legacies of marginalized people in the Barnard Archives. Our collections document--through both the presence and absence of records--histories of exclusion and marginalization of students, faculty, and staff of color as well as disregard and displacement of Black, Latinx, and indigenous people. We commit to work that is reparative, redistributive, equitable, and anti-oppressive, which centers voices, knowledge, and memory-making practices historically excluded from the archival record. Our Library’s community agreements describe some of the ways in which we are committed to upholding values of inclusivity and anti-oppression, privacy, and support. Our offices are accessible to individuals with mobility disabilities. We have bathroom facilities available for all genders."

24 See, Duke University’s Human Resources Recruitment department e-cards, developed by Duke University’s Office of Communications, https://forms.hr.duke.edu/media/jobs/2017/interprofessional/
Before posting positions, ask department heads to review the “working conditions” section of each advertisement and consider whether that position requires a lifting requirement;

- Increase advertising funds for positions;
- Include a statement soliciting candidate recommendations from staff when LHR forwards Library position announcements to the DUL staff listservs;
- Establish programs or guidelines for the following and include information about what the institution can offer successful applicants:
  - Substantial and meaningful yearlong onboarding process;
  - Mentoring or buddy opportunities\(^\text{25}\);
  - Qualification for the Federal Loan Forgiveness Program;
  - Connections and networking with DUL, professional school staff, and TRLN colleagues.

**Recruitment**

During the DRTF’s research, we found that many organizations that increased the number of people from underrepresented groups in their applicant pools did so through intentional recruitment. This includes advertising with diversity listservs and professional organizations, asking colleagues in DUL and at other institutions to provide recommendations, and contacting qualified applicants directly to invite them to apply for a specific position. The DRTF recommends:

- Establish intentional recruitment best practices for search committees:
  - Advertise to diverse constituencies and professional organizations. Develop a list of advertising venues to share with all search committees\(^\text{26}\);
  - Ask colleagues for recommendations;
  - Consider previous conferences and identify colleagues that would fit the position advertised;
  - Approach qualified applicants with an invitation to apply or learn more about the position;
- Utilize institutional subscriptions in the 2017-2018 *Faculty Diversity Recruitment Resources: Directories, databases, and programs that provide information about potential candidates* provided by Duke University’s Office for Faculty Advancement. Identify library and information technology specific resources that could be added to this document;

\(^{25}\) See above, Building an Inclusive Community, Retention and Mentoring.

\(^{26}\) As a starting place, see advertising placement suggestions in the American Library Association’s “Recruiting for Diversity” <http://www.ala.org/advocacy/diversity/workforcedevelopment/recruitmentfordiversity>.
• Work with Duke University’s Human Resources Recruitment department to identify advertisers and venues that are not traditionally used by DUL for non-exempt positions, but have been successful for other campus units;
• Work with DivE-In, Duke University’s Human Resources, and the Office for Institutional Equity to develop a diversity and inclusion-related question or questions that could be asked of all candidates during the interview process. Inform candidates of the question in advance, to receive thoughtful responses;
• Maintain an active list of recruitment resources for department heads and search committees to draw on;
• Support funded travel to conferences targeted to underrepresented groups to raise DUL’s profile in this area, and to network with and identify future colleagues.

Search Committee

Benjamin Reese, Vice President, Office for Institutional Equity, and Abbas Benmamoun, Ph.D., Vice Provost for Faculty Advancement, each stated that they have had mixed success with redacted résumés. Redaction of résumés indicates belief that there is bias in the system. This bias should be addressed directly with members of the search committee and staff, not by mechanical means. The DRTF recommends:

• Thoughtfully put together each search committee to ensure balanced and diverse perspectives;
• For non-exempt searches, the department head should work closely with LHR and a member of the proposed Committee on Unconscious / Implicit Bias throughout the search process;
• Include training or resources at the start of each search to inform the committee’s work as well as infuse this training and understanding throughout the DUL;
  ○ Benjamin Reese has offered to speak with search committees about implicit bias;
  ○ Duke University’s Office for Institutional Equity has a handout on Duke faculty search practices and implicit bias training that can be shared with search committees;
• Search committee screening tools should be evaluated to ensure that the DUL’s diversity values are present;
• Institute a midpoint check that will allow search committees to compare their phone candidate selections against the larger pool demographics. The Office for Institutional

28 Diverse in this situation may include race, gender, educational background, and position levels (non-exempt, exempt, IT, librarian, administration), among other forms of diversity.
Equity will review candidate pools to assist search committees in aligning hiring practices with final hiring decisions.29

Interview

Duke University’s Office for Faculty Advancement has a large number of resources targeting faculty interviews and hiring. They have offered to work with DUL on developing similar resources for the Libraries. During the interview stage of a search, the DRTF recommends:

- Ask the same questions of each candidate;
- Share questions with candidates before the interview. This saves time during the interview, allowing more interesting information to come from the follow up questions;
- Committees should be reminded about inappropriate questions just before interviews;
- Schedule job talks when the most people can attend;
- Notice when women and minorities and members of underrepresented groups are challenged in job talks, as happens more frequently to people of these groups. Think about how to diffuse these situations;
- If someone on the committee is not able to attend the interview, tell the candidate why, as candidates assume people may not be interested;
- Include individuals outside of the DUL or the department in less formal ways during the campus interview to allow candidates the opportunity to ask about Durham and/or Duke University climate. It is especially important for candidates to be able to ask these questions of someone of their own race, orientation, etc.;
- Find ways for the candidates to meet with broader segments of the university to understand institutional culture.

Offer

The Duke Human Resources Recruitment department can provide support in making a successful offer to highly desired candidates. This department also offers a variety of information, including local and community information for candidates relocating to Durham.

The Office for Faculty Advancement recommends acknowledging that women and minorities are less aggressive in negotiating and that it is in the institution’s best interests to ensure that all offers are fair.

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29 This will require DUL to use Brass Ring, Duke’s hiring portal, for Professional Library Staff positions. Currently LHR uses Academic Jobs Online for these positions, if LHR chooses not to use Brass Ring, LHR would need to do this midpoint check for Professional Library staff searches.
Evaluation and Review

Following the completion of a search, it is important to evaluate what went well in the search process and what requires improvement. Reviewing statistics from search pools against advertising and recruitment methods employed in a given search will allow DUL to determine what has been most effective and continue refining our recruitment practices.

In addition, a post-interview survey for applicants who are not hired or do not accept an offer will allow the Libraries to determine what was and was not appealing about Duke University, DUL, and the search process, providing additional criteria for improvement.\(^{30}\)

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\(^{30}\) Duke University School of Nursing uses a similar survey.
Next Steps

1. **Commit.** The most effective way to implement change is through organizational goals and values that are championed and reinforced by leaders throughout the organization. One of DUL’s guiding principles is *Diversity Strengthens Us.* To strengthen the DUL commitment to diversity and inclusion the DRTF recommends that DUL’s Executive Group exhibit a visible commitment to, and adopt an official position statement regarding, diversity and inclusion.

2. **Create.** This report provides a wealth of information that the DRTF hopes will lead to further discussion, reflection, and action. While some of the recommendations in this report can be undertaken by LHR and department heads, many require strong administrative leadership working in partnership with other offices on campus and groups in the Libraries. DUL’s Executive Group should appoint an implementation task force to evaluate and implement recommendations found in the ‘Building an Inclusive Community’ section of this report.

3. **Support.** An additional staff member in LHR focused on developing and supporting an engaged and committed workforce would allow LHR to implement many of the recommendations in this report that fall within their purview, but are under supported due to demands in other areas. This might include onboarding, staff development initiatives, diversity and inclusion, and mentoring opportunities for Duke undergraduates from underrepresented groups that already work in the Libraries and may have an interest in librarianship.

4. **Recruit.** LHR should work closely with other offices on campus to evaluate and implement recommendations in ‘The Search Process’ section of this report. These range from minor adjustments to existing practices to items that have a large scale impact on DUL and thus should include other offices and groups in their formation and implementation. This should include assessment measures to provide data on initiatives that are working or could use improvement.

5. **Practice.** Appoint a standing committee on implicit and unconscious bias to take advantage of training and resources (readings, workshops, etc.) LHR and Duke HR have developed to address issues of unconscious bias and other equity concerns. Librarians’ Assembly, with its tradition of promoting staff excellence and fostering a collegial environment, and with its experience managing professional committees, is a natural home for such a committee.
Appendices

Appendix I: Search Committee and Department Head Interviews

The DRTF selected interview subjects from a list of 2017 search committee chairs and members compiled by LHR. The list contained interviewees who had served on different DUL searches and belonged to different departments. Efforts were made to ensure that the interviewees selected came from different searches and departments to gather varying perspectives.

Each member of the DRTF conducted 30-minute interviews with multiple people from the list. The interview questions were drafted by the DRTF and reviewed by Kim Burhop-Service, Director of Library Human Resources, and Emily Daly, Head of Assessment & User Experience. In our summary of the interviews, all interviewee responses were anonymized. We have also included the set of questions used at the end of this appendix.

Interview Summary

The DRTF’s interviews yielded several common themes about search committee members’ experiences concerning candidate diversity. The diversity of the candidate pool typically reflected the chosen candidates i.e.: a diverse pool yielded more diverse interviewees and vice versa. Small search pools were generally less racially diverse. In fact, many small pools included candidates from the same academic institutions. Several interviewees suggested eliminating Duke HR pre-screening as a way to increase diversity in candidate pools for non-exempt staff.

The diversity (age, background, exempt, non-exempt, from different DUL units) of search committees generally helped provide varied perspectives and encouraged interviewing less traditional candidates. These candidates generally had applicable experience outside of academic libraries.

Search committees that felt they were most successful composed a formal set of overarching principles for evaluating candidates. These principles helped the committee focus on the most valuable candidate assets for the position. Not all search committees actively considered the value of candidate diversity, however, as some prioritized “a good fit” for the institution over other factors. It has been suggested that future search committees define the nebulous phrase “a good fit” in order to sufficiently unpack implicit bias. In several successful searches, the search committee chair discussed the value the organization receives from staff with non-traditional backgrounds, whether that be underrepresented populations or non-academic libraries. Searches that successfully yielded a diverse candidate pool considered diversity as equally important to other qualities such as leadership skills, experience, and job specific skills.
Aspects that search members felt would have improved the search included, concerted efforts to increase the size of candidate pools, explicit conversations addressing specific recruitment and hiring objectives regarding diversity, unconscious bias training by an outside office, encouraging more library staff to attend interviews, and information on how to hire for potential when the position is entry level. A stronger recruiting strategy would include a standard set of places to advertise positions. These should include lists for people who have been through programs that support diversity (e.g., Spectrum Scholars), or that serve people who self-identify as from non-traditional groups.

**Interview Questions**

1. Describe how your committee addressed issues of diversity and inclusion as you conducted the search. Are there things related to diversity and inclusion that you wanted to do but were not able to?
2. How did you, search committee members, or DUL staff members address unconscious bias during the search?
3. Which aspects of the search were particularly successful?
4. Which aspects of the search were particularly unsuccessful?
5. What role did diversity play in the committee’s recommendations to the Executive Group?
6. Think about the aspects of the search that were unsuccessful. What changes would have improved the overall search?
7. What additional resources or tools would you have liked to have had access to during the search?
8. Is there anything else you’d like to say about your experience on this search committee?
Appendix II: Brown Bags

On January 11, the DRTF sent an internal announcement to inform the DUL community that two Brown Bag events would be hosted to discuss Diversity in Recruitment. The first event was held on January 19 in the Rubenstein Library and the second one, on January 22 in the Smith Warehouse. Katie Henningsen (DRTF Chair) gave the audience an overview of the DRTF’s work, which included the following:

1. The need for intentional recruitment;
2. Training for Search Committees;
3. Making better use of Duke’s resources available outside the libraries;
4. Creating a culture of retention;
5. Establishing, collecting and reviewing measures (periodically);
6. Overview of recommendations.

The Discussion

The first comments came from staff interested in how to signal to applicants the desire for a new cultural reality at DUL. Some universities have explicit statements (Barnard was mentioned\(^31\)) that acknowledge that hiring has been biased in the past and that the University is looking for applicants from traditionally underrepresented groups. Such a statement would be on all position announcements, both exempt and non-exempt. Since North Carolina has been in the news recently for gerrymandering and intolerant laws such as HB2, our target audiences for such statements would be both local applicants (especially those from Durham) and people from outside the state who might be tempted by the position, but uncertain about the community climate. It was also suggested that LHR use exit interviews to gather impressions of how we could improve the Libraries’ environment in this regard.

The need for intentional recruitment of both exempt and non–exempt staff was another recommendation. Search committee chairs or committee members could contact people to apply or ask LHR to flag their application to ensure those applicants come into the pool. Search committees should also ask Duke HR and LHR for second round applications. Library position announcements forwarded to DUL staff could include a strong request for staff to recommend or contact people who they think would be good candidates for the position.

Training and new protocols for search committees was also a theme. Staff are curious to understand how applications are filtered by Duke HR. Many are aware of qualified applicants that don’t make the cut, but we don’t know what “filters” are being applied. It was also mentioned that non-exempt applicants appeared to get more filtering than exempt applicants. It

\(^{31}\) The Barnard College statement is written in full in footnote 23.
would be preferable if Duke HR were willing to share the methods used to filter applications and allow the hiring managers and search committee members to see the applications when requested. We need to break the inertia of the current process.

Some felt that anonymizing names and addresses is a mechanism to compensate for unconscious bias, rather than a means to address the underlying issue. There are other fundamental issues we must address. (The Office for Faculty Advancement are moving away from this process according to Abbas Benmamoun, Vice Provost for Faculty Advancement).

To take some of the burden off LHR, perhaps a CAP-like committee should meet with exiting staff. CAP has demonstrated that such a committee can maintain confidentiality. That committee would also have the ability to take any themes arising from these meetings into a library-wide conversation, not just one based in LHR, with appropriate anonymization.

There was some disappointment that DUL has to rely on Duke Endowment funds for diversity recruitment initiatives and that our own funds aren't supporting these efforts. The feeling is that our money goes where our priorities go, and DUL funding hasn't gone to addressing this issue. It was also mentioned that staff should start a groundswell from bottom-up in all departments to ask for more support for an additional LHR position to focus on culture and recruitment, which is a missing piece in the hiring and retention process. Currently, LHR staff are overwhelmed by ensuring that searches move forward efficiently; they cannot address culture. This concern reflects a belief that some individuals leave due to institutional culture.

Staff also expressed concerns about people who earn library degrees through online programs and the feeling that they are limited in their ability to network with practicing librarians. Those earning degrees online don’t get the same chance to make connections as people in face-to-face programs, and so many new librarians don’t have connections with other librarians. How do we help people develop networks?

Additional thoughts and recommendations that were shared by DUL staff during the Brown Bags:

- Consider talking about the value of our profession in high schools and reach out to students who may be unsure about the profession. A Diversity Internship program as outreach in order to develop people who could apply for positions.

- Many parts of the DUL work under a high stress level, and many staff work many hours a week; if someone is hired and doesn’t want that kind of culture, what happens? Result of dissatisfaction with high stress work environments might affect staffing balance of race, gender, and sexual orientation. Staff members have commented that they don’t make enough money to put up with the high stress level of working at DUL. What can
managers do to change the culture and stress level? This is a culture issue. We must demonstrate that we value work/life balance.

- DUL may lose some support staff who need mentoring and may not advance if they can’t get help with developing skills.

- As far as onboarding is concerned, it would be helpful if supervisors and department heads help educate employees about what to expect when hiring people from different cultures so that we can adapt to them rather than forcing them to adapt to us.

- What are the plans in looking for diverse candidates to fill Bob Byrd’s position? A collaboration with the Office for Faculty Advancement may bring up some fresh ideas. We need to overcome resistance to thinking that we are done advertising when we post the job in a handful of places. The pool may not be as diverse as we want in this case.

- The topic of generational considerations came up. Can we recruit people looking at second careers and better recognize non-library experience? This is difficult because pay is often tied to library experience.
Appendix III: Summary of Recommendations

Building an Inclusive Community

1. DUL’s Executive Group exhibit a visible commitment to, and adopt an official position statement regarding, diversity and inclusion.
2. Feature a diversity and inclusion statement more prominently on the DUL website.
3. Highlight collections or initiatives that focus on specific groups and prioritize these groups when thinking of new collections and initiatives.
4. Regular programming and discussions of diversity and inclusion at DUL and department levels.
5. Highlight the work of DivE-In throughout the DUL.
6. Send a DUL staff member to the National Center for Faculty Development and Diversity Faculty Success Program.
7. Continuing the work of LHR, continue to discourage use of statements such as “diversity hire” or “diversity recruitment” and replace them with terms such as, “building inclusive excellence.”

Conference Representation

8. Encourage staff to consider conferences targeted to underrepresented groups for their professional development.
9. Further subsidize travel funding for those speaking at or attending conferences targeted to underrepresented groups.
10. Encourage DUL staff attending professional conferences to attend sessions addressing diversity and inclusion.
11. Ensure that DUL sends representatives to conferences on diversity and inclusion. This demonstrates that these are areas of significant interest to DUL and its goals and vision.

Diversity Website

12. A statement about the DUL’s values and commitment to diversity and inclusion should be more prominently displayed on the DUL homepage.

Retention and Mentoring

13. Publicize retention support initiatives to potential applicants and DUL’s commitment to building a diverse and successful staff.
14. Connect with Duke University Office for Faculty Advancement for onboarding and training of new professionals.
15. Develop formal mentoring opportunities.
16. Encourage staff to take advantage of coaching opportunities.
17. Encourage staff to attend Duke University Learning & Organizational Development (L&OD) courses, to help staff address particular tasks or objectives in a neutral setting.
18. Highlight diversity resources available on-campus and through national professional support organizations.
19. Offer managerial training for entry-level and early-career staff members, whether professional, exempt, or non-exempt.
20. When leadership opportunities are not available for staff in DUL, encourage individuals to consider leadership roles in local, regional, and national organizations and support similar managerial training activities to enable them to develop these skills.
21. Provide additional support for professional activities in areas that would enhance the Libraries’ understanding of diversity and inclusion.
22. Encourage interested staff to serve as mentors for early career librarians who may not be at Duke University.
23. Recent reports from the Duke University Office of the Provost and professional literature discuss the cultural taxation of faculty from underrepresented groups. This same concept should be evaluated and monitoring by the DUL’s Executive Group. “In Duke’s tradition of shared governance, faculty members voluntarily serve on a vast number of university, school and department committees. This is healthy in that it ensures that the perspectives of the faculty are heard in most major university decisions. The downside to this shared governance responsibility, however, is that with the proliferation of new initiatives comes a burgeoning of new committees, the serving on which takes faculty time away from their primary educational and scholarly responsibilities. This is particularly true of faculty from underrepresented groups who, though small in numbers, are regularly tapped for committee membership to ensure diverse perspectives. This “cultural tax” is particularly acute when the work of a committee involves diversity and inclusion”.

Residency Initiatives

24. Investigate a residency program and join the ACRL Diversity Alliance.

Committee on Unconscious / Implicit Bias

25. Establish a Committee on Unconscious and Implicit Bias to undertake ongoing training and serve on DUL search committees.

The Search Process

Position Description and Advertisement

26. LHR should actively work with hiring managers and department heads to craft a position description and advertisement.
27. Place the DUL diversity statement prominently in advertisements.
28. Adapt the diversity statement to encompass inclusion and indicate DUL’s commitment to building a diverse community.
29. Provide additional information about Durham and Duke University climate to prospective applicants.
30. Focus on broad competencies in position requirements.
31. Before posting positions, ask department heads to review the “working conditions” section of each advertisement and consider whether that position requires a lifting requirement.
32. Increase advertising funds for positions.
33. Include a statement soliciting candidate recommendations on the Library position announcements that are forwarded to the DUL listservs.
34. Establish programs or guidelines for the following and include information about what the institution can offer successful applicants:
   1. Substantial and meaningful yearlong onboarding process;
   2. Mentoring or buddy opportunities;
   3. Qualification for the Federal Loan Forgiveness Program; and
   4. Connections and networking with DUL, professional school staff, and TRLN colleagues.

Recruitment

35. Establish intentional recruitment best practices for search committees:
   1. Advertise with diversity listservs and professional organizations;
   2. Ask colleagues for recommendations;
   3. Consider previous conferences and identify colleagues that would fit the position advertised; and
   4. Approach qualified applicants with an invitation to apply or learn more about the position.
36. Utilize institutional subscriptions in the 2017-2018 Faculty Diversity Recruitment Resources: Directories, databases, and programs that provide information about potential candidates provided by Duke University’s Office for Faculty Advancement. Identify library and information technology specific resources that could be added to this document.
37. Work with Duke University’s Human Resources Recruitment department to identify advertisers and venues that are not traditionally used by DUL for non-exempt positions, but have been successful for other campus units.
38. Work with DivE-In, Duke University’s Human Resources, and the Office for Institutional Equity to develop a diversity and inclusion-related question or questions that could be asked of all candidates during the interview process. Inform candidates of the question in advance, to receive thoughtful responses.
39. Maintain an active list of recruitment resources for department heads and search committees to draw on.
40. Support funded travel to conferences targeted to underrepresented groups to raise DUL’s profile in this area, and to network with and identify future colleagues.

Search Committee

41. Thoughtfully put together each search committee to ensure balanced and diverse perspectives.
42. For non-exempt searches, the department head should work closely with LHR and a member of the proposed Committee on Unconscious / Implicit Bias throughout the search process.

43. Include training or resources at the start of each search to inform the committee’s work as well as infuse this training and understanding throughout the DUL;
   1. Benjamin Reese has offered to speak with search committees about implicit bias;
   2. Duke University Office for Institutional Equity has a handout on Duke faculty search practices and implicit bias training that can be shared with search committees.

44. Search committee screening tools should be evaluated to ensure that the DUL’s diversity values are present.

45. Institute a midpoint check that will allow search committees to compare their phone candidate selections against the larger pool demographics. Office for Institutional Equity will review candidate pools to assist search committees in aligning hiring practices with final hiring decisions.

**Interview**

46. Work with Duke University’s Office for Faculty Advancement to learn about their resources and how DUL might develop similar resources for position recruitment.

47. Ask the same questions of each candidate.

48. Share questions with candidates before the interview. This saves time during the interview, allowing more interesting information to come from the follow up questions.

49. Committees should be reminded about inappropriate questions just before interviews.

50. Schedule job talks when the most people can attend.

51. Notice when women and minorities and members of underrepresented groups are challenged in job talks, as happens more frequently to people of these groups. Think about how to diffuse these situations.

52. If someone on the committee is not able to attend the interview, tell the candidate why, as candidates assume people may not be interested.

53. Include individuals outside of the DUL or the department in less formal ways during the campus interview to allow candidates the opportunity to ask about Durham and/or Duke University climate. It is especially important for candidates to be able to ask these questions of someone of their own race, orientation, etc.

54. Find ways for the candidates to meet with broader segments of the university to understand institutional culture.

**Offer**

55. Work with Duke Human Resources Recruitment department to take advantage of their resources when support is needed to make a successful offer to a highly desired candidates.

56. Duke University’s Office for Faculty Advancement recommends acknowledging that women and minorities are less aggressive in negotiating and that it is in the institution’s best interests to ensure that all offers are fair.
Evaluation and Review

57. Evaluate what went well in the search process and what requires improvement.
58. Review statistics from search pools against advertising and recruitment methods employed to determine what has been most effective.
59. Conduct a post-interview survey for applicants who are not hired or do not accept an offer to provide additional criteria for improvement.

Next Steps

60. DUL Executive Group exhibit a visible commitment to, and adopt an official position statement regarding, diversity and inclusion.
61. Appoint an implementation task force to evaluate and implement recommendations found in the ‘Building an Inclusive Community’ section of this report.
62. Add a staff member in LHR focused on developing and supporting an engaged and committed workforce to allow LHR to implement many of the recommendations in this report that fall within their purview.
63. LHR should work closely with other offices on campus to evaluate and implement recommendations in ‘The Search Process’ section of this report.
64. Begin assessment measures of searches.
65. Appoint a standing committee on implicit and unconscious bias.
Selected Resources


