

INDEX

- Academic libraries, 86
 accommodation process, 124
 autism spectrum disorders (ASDs), 113
 campus career services department, 95
 democracy, 9
 ethnicity, 87
 exclusion, 27–29
 human resources practices, 122
 information and knowledge resources, 6
 interviews, 119
 leadership level, 87
 librarian power, 7–8
 Library and Information Science (LIS). *See* Library and Information Science (LIS)
 marginalization, 27–29
 mentoring, 97
 nonmeritocratic system, 112
 onboarding, 121
 power dynamics. *See* Power dynamics
 public spheres, 6, 8–9
 racial microaggressions, 87, 102
 theoretical context, 9–11
 user empowerment, 8
 Web 2.0 technologies, 6, 9
 widening access and participation (WP), 26
- Accessibility Legislation, 122
Advocacy feminism, 49–50
American Library Association (ALA), 2
Aspirational capitals, 32
Association of Library and Information Science Education (ALISE), 94
- Autism spectrum disorders (ASDs)
 behaviors, 117
 definition, 113
 diagnosis, 117
 interviewing, 119–121
 job seekers, 117
 modeling and simulation, 123
 onboarding, 121
 performance management and promotion, 125–126
 positive behavioral support (PBS), 117
 recruitment, 117–119
 retention and development, 123–125
 social interaction, 114
 statistics, 113
 symptoms, 113
 Zwicker’s analysis, 115
- Banking model, 31
Behavioral interviewing, 148
Black, Asian, and minority ethnic (BAME), 25
- ClimateQUAL, 103
Communication, 17, 45, 55, 57, 59–60, 113
Competency modeling, 149–150
Consensus-based decision-making, 58–59
Critical information literacy, 31
Critical librarianship, 131
Critical reflection, 35
Critical Success Factors (CSFs)
 definition, 15
 library management, 15
 service delivery processes, 16
 user empowerment, 16

- Web 2.0, 16, 17
- Critical theory, 12–14, 22, 30–31, 34–36
- Critlib leadership, 29–31
- Cultural recognition, 31–33
- Democracy, 9
- Descriptive power, 8
- Diversity and inclusion (D&I), 88–90
- Diversity, equity, and inclusion (DEI), 88, 97, 99
- Education workers, 33–34
- Emotional intelligence, 45
 - Emotional Quotient Inventory, 153
 - interpersonal skills component, 154
 - role of, 150–152
 - teamwork skills, 152
- Empowerment, 8
- Equity, diversity, and inclusion (EDI), 88–89
 - create roadmap, 92
 - establish timeline, 92
 - imagine future, 92
 - measure progress, 92
- Exclusion, academic libraries, 27–29
- Facebook, 6
- Familial capitals, 33
- Family and Medical Leave Act (FMLA), 131–132, 134
- Family-friendly policies, 133, 135
 - paid maternity leave, 137–138
 - remote work/working from home, 139
- Feminist leadership
 - advocacy, 49–50, 53–54
 - anti-oppression work, 45
 - caregiving responsibilities, 50–52
 - communication, 45, 55, 57, 59–60
 - decision-making, 57–61
 - demographic descriptors, 46
 - emotional intelligence, 45
 - institutional characteristics, 47
 - intersectional feminism, 49
 - knowledge, 48
 - organizational structure, 54–57
 - reform feminism, 48–49
 - revolutionary feminism, 49
 - self-identify, 42
 - sharing power value, 42
- Intellectual crisis, 9
- Intersectional feminism, 49
- Leadership skills, 144
- Librarian power, 7–8
- Library and Information Science (LIS)
 - critical theory, 12–14
 - ontological approaches, 11–12
 - scholars, 9–10
 - significant theoretical contributions, 10
 - social epistemology, 11
- Library management, 15
- Library of Congress (LOC), 1
- Linguistic capitals, 32
- Lyon Declaration principles, 8
- Marginalization, 27–29
- Maternity leave, 131, 133, 135
 - benefits, 136
 - British women, 136
 - coaching, 139–140
 - family-friendly policies, 137–138
 - flexback, 138
 - German mothers, 139
- Mentoring, 97–98, 100
- MetLife, 92–93
- Misrecognition, 31–33
- Motherhood, 132–134
- National Autistic Society, 118
- Navigational capitals, 33
- Neurodevelopmental condition, 113
- Neutral social science, 27

- Ontological approaches, Library and Information Science (LIS), 11–12
- Paid maternity leave, 135
- Participatory pedagogy, 30
- People of color (POC), 88, 97–101
- Personnel selection, 148, 154
- Positive behavioral support (PBS), 117
- Power dynamics
 - Critical Success Factors (CSFs), 15–17
 - Library and Information Science (LIS), 11
 - theoretical/philosophical approaches, 9
 - Web 2.0, 14–15
- Pregnancy, 132
- Problem-posing education, 31
- Public spheres, 6, 8–9

- Race/ethnicity comparisons, 86
- Re-conceptualizing academic libraries, 17
- Recruitment strategy, 93, 95, 103
- Reform feminism, 48–49
- Remote work, 139
- Residency programs, 96
- Resistant capitals, 33
- Retention, 92, 94, 97, 100
- Return-to-work, 136, 137, 139
- Re-use model, 12
- Revolutionary feminism, 49

- Safe learning spaces, 29
- Schedule adjustments
 - flexible work schedule, 138
 - infant-at-work program, 140
 - job sharing, 139
 - maternity coaching, 139–140
 - part-time, 138–139
 - remote work, 139
- Self-identify, 42
- Self-managing work teams, 146
- Service delivery processes, 16
- Shared conceptualization, 11
- Sharing power value, 42
- Situational interviewing, 149
- Social capitals, 33, 123
- Social epistemology, 11
- Social exchange theory, 135
- Social justice
 - access to, 73–75
 - institution, 68–71
 - street-level bureaucracy, 66–68
 - sustainable communities, 75–79
 - traditional library services, 71–72
- Supervisors
 - advocate, better leave policies, 134–135
 - discussions before leave, 136–137
 - family-friendly policies, 137–138
 - inclusive atmosphere, 137
 - policies, 135–136

- Target Corporation, 88, 89
- Team-based organizations, 144, 145
- Teamwork skills, 147
 - and emotional intelligence, 152
 - integrative taxonomy, 148
 - verbal and nonverbal communication, 153
- T-Mobile, 101–104
- Twitter, 6

- Under-represented groups, United Kingdom, 24
- University of Houston (UH) Libraries, 153
- University of North Carolina at Greensboro (UNCG), 94
- User empowerment, 8, 16
- User knowledge-sharing community, 12

- Web 2.0 technologies
 - academic libraries, 6, 9

- Critical Success Factors (CSFs),
 - 16, 17
- democracy, 9
- power dynamics, 14–15
- Widening access and participation (WP)
 - academic libraries, 26
 - Black, Asian, and minority ethnic (BAME), 25
 - critically reflective practice, 35
 - Critlib leadership, 29–31
 - cultural recognition, 31–33
 - dividing practices, 23
 - education workers, 33–34
 - England, 23–26
 - misrecognition, 31–33
 - shock of recognition, 22
 - under-represented groups, 24
 - United Kingdom, 23–26
 - working-class students, 22
- Wi-Fi hotspots, 8
- Working mothers, 132, 133, 136