

William L. Clements Library

Diversity, Equity and Inclusion Strategic Plan | FY 2025

The staff have collectively contributed to the proposed areas of emphasis for the Clements Library's strategic plan for DEI 2.0 included below. Those areas build on the library's collaboratively developed 2022 strategic plan, in which DEI priorities figured prominently. The overarching theme of our plan is "Access": Access to Clements Library collections, access to a welcoming environment in the building, access to collections by diverse audiences on multiple platforms, and staff access to the resources they need to succeed.

Strategic Plan Overview

Selected text from President's Diversity, Equity & Inclusion Charge:

"our dedication to academic excellence for the public good is inseparable from our commitment to diversity, equity, and inclusion"

As a special collection library that collects, preserves, and makes available materials related to the American past, the Clements Library's mission is to support academic excellence in the study of our nation's history and culture in order to tell inclusive, honest stories about our shared past that will support the public good as we work toward a more equitable future.

Goals:

Diversity – We commit to increasing diversity in race and ethnicity, gender and gender identity, sexual orientation, national origin, age, (dis)ability status, and other areas, along many dimensions: the materials that we collect and make available; the composition of our staff and board; the types of research that our collections support; the students and faculty who visit the library; and the audiences that we seek to reach.

Equity – We commit to working actively to challenge and respond to bias, harassment, and discrimination. We are committed to a policy of equal opportunity for all persons and do not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation,

gender identity, gender expression, disability, religion, height, weight, or veteran status. We also commit to increasing equity in providing staff and students with the resources that they need to be successful in their work.

Inclusion – We commit to pursuing deliberate efforts to ensure that the Clements Library is a place where differences are welcomed, different perspectives are respectfully heard, and where every individual feels a sense of belonging and inclusion. We understand that many aspects of our nation’s history are challenging, and we seek to create a physical and intellectual space where staff, students, and researchers from a variety of backgrounds will feel free to pursue questions that matter to them in an environment that reflects the diverse stories that make up our collective past.

Rationale:

The Clements Library’s mission is to collect, preserve, share, and promote the study and discussion of primary sources related to all aspects of the history and culture of North America and the Caribbean to 1900. The core values that inform that mission are:

- **Access** - *We provide members of the University of Michigan community, scholars around the world, and the general public with access to the library’s intellectual, digital, and physical resources.*
- **Stewardship** - *We are committed to the ethical acquisition, preservation, and continuing availability of diverse primary source materials that can tell the full story of our history, and to ensuring their availability to future generations of students and scholars.*
- **Research** - *We support research in our collections sparked by intellectual curiosity, ongoing critical evaluation, an emphasis on equity and inclusion, and a desire to discover and present new knowledge about the past, rooted in the belief that much of our history remains to be written.*
- **Inclusion** - *We seek to foster a warm, welcoming, and inclusive environment where all staff and visitors feel safe, valued, and respected, and where equitable and creative work is valued.*
- **Partnership** - *We collaborate with public and academic communities through substantive conversations and partnerships rooted in mutual trust and awareness of the limits of our own ability and knowledge.*

Our aspiration is for the Clements Library to be a dynamic hub for the exploration and study of early American history and culture, where users from all backgrounds and disciplines feel comfortable accessing collections, thinking expansively about them, asking challenging questions, and building collaborations in the community and across campus to tell their stories. As part of our strategic planning process, we have identified five key goals that will help us achieve this aspirational future state. Diversity, equity, and inclusion are central elements of each of these goals.

1. Heightened National Profile: *The Clements Library will increasingly be seen as a must-visit destination for scholars, broadly defined, interested in American history and culture. The library’s reputation for excellence in supporting research will rest on the patrons’ interactions with staff as well as the strength and discoverability of the collections.*

2. Student Experience: *University of Michigan students will be aware of the Clements Library, its contents,*

and that the library exists to support their objectives. Students will learn that they are welcome to the Clements and will experience a supportive learning environment when they visit.

3. Instruction: *Instructors at the University of Michigan and elsewhere will have a clear understanding of what resources the Clements can offer to their classes and will think of the Clements first when planning classes that intersect with our collections.*

4. Community Outreach: *Through community outreach the Clements Library will build authentic relationships with a variety of diverse constituencies, creating programs with them, and becoming a key partner in their work.*

5. Organization and Development: *The Clements Library will foster a supportive institutional culture with a structure and processes in which staff feel valued and empowered. This includes providing Clements Library staff with opportunities to engage in professional and scholarly organizations in their fields and will have the financial and organizational support to attend, network, gain skills and knowledge, or present work that increases awareness of the library and its holdings.*

Key Strategies & Constituencies:

There are many constituencies that are part of our overall strategic plan, given that our unit exists to support the work of many different constituencies on campus, in Michigan, and around the world. The constituencies that are part of our plan include:

- *Clements Library staff*
- *Supporters of the Clements Library, including the Clements Library Associates Board of Governors*
- *Instructors at the University of Michigan and beyond*
- *Students at the University of Michigan, both undergraduate and graduate*
- *Researchers in the field of pre-1900 U.S. history and culture, including scholars who use our digitized resources, people who visit the library to conduct research in person, and those who apply for and receive our research fellowships*
- *Community members in Ann Arbor and beyond (including historians, collectors, K-12 teachers)*

We have identified a focused set of strategic objectives that will help us achieve our unit goals in support of the university's larger priorities for diversity, equity, and inclusion. While not all of these objectives have specific metrics associated with them (given the small size of our staff and the limitations of our data-gathering capacity), we are committed to working to developing improved methods of measuring our progress. All of our strategic objectives and related actions included in our plan will be pursued in accordance with the law and University policy.

Planning Process Used

Planning Leads:

Paul Erickson (Randolph G. Adams Director) and Meg Bossio (Reading Room Supervisor)

Planning Team:

- *Meg Bossio (Reading Room Supervisor)*
- *Shneen Coldiron (Business Manager)*
- *Paul Erickson (Randolph G. Adams Director)*
- *Christopher Ridgway (Digitization Specialist)*

Planning Process Summary:

The planning committee met roughly bi-weekly to discuss ongoing goals and issues related to DEI within the library. In addition to a very collaborative strategic planning process in 2022 that involved feedback from all members of the staff and that included robust discussion of DEI issues, the committee conducted targeted outreach to each division within the library and organized a town-hall forum. Additional ideas emerged from conversations with the Clements Library Associates Board of Governors, colleagues in other collecting units on campus, and weekly staff meetings.

Throughout Year One, all-staff meetings regularly included check-ins and discussions related to DEI 2.0 objectives and metrics. Meg Bossio led multiple sessions dedicated to listening to staff comments, challenges, questions, and concerns that the DEI planning committee could incorporate into annual planning. The DEI Co-Leads disseminated information related to ODEI events, such as the DEI Summit, and encouraged staff participation.

In terms of data collection, we relied on the following sources:

- *Ongoing tracking of acquisitions, in order to measure additions to the collection of materials focused on underrepresented communities*
- *Climate survey data (this was of very limited utility, as the small size of our staff meant that we only received data on about half of our employees)*
- *Statistics of class visits to the Clements by department and topic (we do not have access to student demographic data)*
- *Demographic information related to our pool of fellowship applicants*
- *Statistics on our audiences for our online programming, including the Clements Library Bookworm*

Year 1 Implementation Highlights:

During Year One of the DEI 2.0 process, the Clements Library successfully created structures for tracking baseline statistics that will continue to inform our strategic direction in future years. The Library collected data documenting the diversity of new acquisitions, the numbers of students encountering the Clements through Instruction, increasingly detailed data about the demographics of the accepted fellowship pool, numbers of new finding aids and catalog records making the lives of underrepresented communities accessible, and public programs reaching broader local community

members. In addition to the important step of establishing workflows for data collection, the Library continued to increase the number of opportunities through which a broad spectrum of users could interact with our collections. Partnerships with various university departments, new donors and board stakeholders, and researchers resulted in expansive collaboration on and off campus.

One of the most important partnerships took place in the Library's collaboration with the Ann Arbor Public School District, a culmination of long-term efforts to establish better public outreach efforts to local schools. The Library hosted a week-long professional development workshop in June 2024 in which twelve teachers from AAPS received stipends to enhance their knowledge of and strategies for working with primary sources from Clements collections. The workshop featured four guest speakers from various institutions of higher education, including University of Michigan faculty, and dedicated time for the teachers to design lesson plans utilizing Clements material. When surveyed after the workshop, 100% of the participants agreed that the opportunity was invaluable to their professional development and that they would highly recommend the workshop to other teachers.

Over the course of Year One, the Library incorporated action items from the DEI 2.0 plan into daily efforts, and made progress on many of them. However, a key learning was that significant objectives, such as increasing both the number and the demographic of library users, also require significant resources and time. Viewing the DEI 2.0 Plan as a gradual process, rather than as an instant shift, will continue to be necessary to achieving future objectives.

The Library is also a unit that operates somewhat independently, in that it is not aligned with a specific department (and in fact, our aim is to serve a wider breadth of departments and offices in the University community). As such, we have learned that our DEI actions would benefit from the support of a central university office who might facilitate the connection of DEI objectives across units and colleges. Without knowing the objectives of various schools and colleges, it becomes more difficult to align our instructional goals with their unique and distinct needs. Throughout Year Two, we will continue to rely on university resources to help communicate various unit objectives, which are imperative in shaping the Library's trajectory as a service-oriented unit.

Data and Analysis: Key Findings

Summary of Data:

As we have discussed with staff at ODEI, our key challenges with regard to data and analysis are in two areas, both related to the People distal objective: the small size of our staff (23 FTE, with no students and relatively little turnover) and our lack of demographic data on several of our key constituencies (students who visit for classes, scholars who use our digitized resources online, audience members for our online programs). We increased the diversity of perspectives represented on the Clements Library Associates Board of Governors through partnering with the Alumni Association to publicize board service as a volunteer opportunity and expanding our scope to include student members for the first time; this increased outreach and expansion also resulted in increased diversity of board membership in terms of race and ethnicity, sexual orientation, and age. We have also created public exhibits (both online and in person on diverse

topics, including the library's first-ever exhibit on disability history.

In terms of Process, we have continued to prioritize the acquisition of materials related to underrepresented communities, and have informed that work through asking targeted faculty members for feedback about our collections and potential opportunities for improvement. We have added two endowed short-term fellowships designed to support research on underrepresented communities (the Alfred Cave Fellowship and the Julius S. Scott III Fellowship). These fellowships join other innovative offerings, including our Digital Fellowships (initiated before the COVID-19 pandemic) that offer fellowships to support remote research in our collections by scholars who for any reason find it difficult to travel to Ann Arbor for research. We have also worked to develop guidelines for the reparative cataloging of items whose previous descriptions or catalog records may have been harmful.

With respect to Product, we have reported on our success in acquiring materials related to underrepresented communities, as well as on our prioritization of making those materials available digitally to researchers around the world. We have also taken steps to address harmful language in our catalog records and finding aids.

Key Findings, Themes and Recommendations:

Much of what the Clements Library does is difficult to measure. Students visit the library to look at materials in the reading room and then submit their final project to their instructor. Researchers spend weeks in the reading room, and in three years finish a dissertation or publish a book. A group from an outside organization visits to view an exhibit and meet with staff, and what they see at the Clements informs a program that they offer to their audience. In all of these cases, Clements staff and collections have had an impact on future work—work that we most often never see.

Developing procedures that will help us assess our efforts to be more inclusive, to assemble and describe collections that represent broadly diverse voices, is in itself one of our primary goals that underlies all of our other proposed goals in this plan. The very work of identifying what we are able to measure about the impact of our work will enable us to review and adjust our work to better serve the audiences that we hope to reach. Simply put, we have found that the work of trying to measure the impact of what we do is itself a crucial part of our DEI work. The work of evaluation cannot be separated from the work itself, and our day-to-day work across the library at the end of DEI 2.0 should include better mechanisms to measure the impact of what we do that are built into how we work, instead of standing apart from how we work.

Our key takeaways from the data that we have and our planning process engagement activities are as follows:

- *Based on our analysis of the data that we have as well as conversations with ODEI staff and leadership, our primary effort should continue to be on increasing overall numbers—size of audience, number of class and student visits, size of fellowship applicant pool, etc.—on the assumption that a larger N in all of these areas will by*

- definition include a more diverse audience (broadly defined). In the absence of demographic data for most of these groups, this seems to be the best course to follow.*
- *Staff are concerned about the focus on metrics—they worry about having to translate all aspects of their work into quantifiable form. We do not want to change the work that we do just to make it more easily quantifiable.*
 - *That said, we can be more intentional and innovative about finding things that will act as quantifiable indicators of this more qualitative work. We need to consistently dedicate effort to identifying either qualitative stories or quantitative data that will tell us whether or not we are succeeding.*
 - *Will continue to pursue conversations with other campus units and ODEI about methods for measuring demographic data for online audiences that would not involve direct survey methodologies that would risk alienating those audiences. Are there ways that we can learn more about who is using our online resources or attending our online programs without asking people to fill out a form?*
 - *Building diverse collections will attract more diverse instructional and research and student use of the library. Being more intentional about asking for feedback about the collections and then acting on that feedback will help us engage more effectively with diverse communities and will raise our national profile as a place where people can do research on topics other than the Revolutionary War.*

Strategic Objectives, Measures of Success and Action Plans*

Introduction:

The William L. Clements Library plan covers library staff, University of Michigan instructors and students, visiting scholars, and remote audiences for our collection materials and online programs. The strategic objectives needed to further the university-wide goals of diversity, equity and inclusion have been aggregated into three distal objectives determined by the University. Each of these strategic objectives is accompanied by metrics that will be tracked over time, as well as descriptions of single and multiple-year actions we will take to accomplish those objectives. For additional detail on assignments, timelines and accountabilities, see the Action Planning Table.

**All strategic objectives and related actions will be pursued in accordance with the law and University policy.*

PEOPLE (Recruit, Retain & Develop a Diverse Community)

STAFF

Strategic Objective 1:

Increase the diversity of unit staff

Constituencies: *Staff*

Metrics:

Number of staff who receive training in addressing unconscious bias in hiring practices

Shift in demographic profile of applicant pools over time with updated procedures

Shift in demographic profile of finalist pools over time with updated procedures

Percentage of new hires that are from underrepresented populations

Actions:

- 1. Assess makeup of applicant pools, interview pools and yield for all Clements Library positions over a three-year period with regard to race/ethnicity, sex, veteran status and disability status (as applicable)*
- 2. Work with Talent Acquisition to create position inclusive position descriptions*
- 3. Provide workshops for all library staff members on unconscious bias*
- 4. Standardize procedures for recruitment and review of job candidates*
- 5. Work with Talent Acquisition and other partners to post positions in places that will reach broadly diverse candidate pools*

Primary DEI Goal: *Diversity*

VISITING RESEARCHERS**Strategic Objective 2:**

Increase the diversity of visiting researchers

Constituencies: *Research community (national and global)*

Metrics:

Increase in overall numbers of fellowship applicants

Shift in demographic profile of applicant pool for visiting fellowships

Shift in demographic profile of fellowship recipients

Shift in disciplinary profile of fellowship applicants and recipients

Shift in proposed areas of research for fellowship applicants and recipients

Increase in number of specific thematic fellowships offered

Actions:

- 1. Assess makeup of fellowship applicant pools (to the extent possible) for past three years*
- 2. Assess disciplinary diversity and range of proposed topics among fellowship applicant pools for past three years*
- 3. Identify gaps in application topics relative to collection strengths*
- 4. Develop plans to reach these communities of researchers, including presence at key conferences, outreach to specific advisors/departments, publicizing key collections on listservs/social media*
- 5. Refine fellowship parameters to emphasize accessibility for researchers from broadly diverse backgrounds and with unique working conditions*
- 6. Ensure diversity of perspectives among members of fellowship selection committees*
- 7. Continue to improve fellowship exit interview process and other data gathering efforts*

8. *Continue to work to increase funding for thematic fellowships*

PROCESS (Create an Equitable and Inclusive Campus Climate)

FACULTY, UNDERGRADUATE STUDENTS, AND GRADUATE STUDENTS

Strategic Objective 1:

Increase U-M campus awareness of and access to Clements Library collections related to underrepresented populations

Metrics:

Increase in range of departments scheduling class visits at the Clements Library

Increase in number of classes focusing on materials related to underrepresented populations visiting the Clements Library

Increased frequency of faculty and student research visits to work with collection materials

Increased satisfaction with class visits among faculty and students

Actions:

1. *Conduct outreach to schools, colleges, and departments (e.g., via faculty meetings) to highlight the breadth of Clements Library collections*
2. *Conduct targeted outreach to faculty based on course guide*
3. *Develop methods of better connecting with new faculty during their orientation process*
4. *Develop methods of better connecting with new graduate students during their orientation process*
5. *Partner with staff from the office of Multi-Ethnic Student Affairs (MESA) to offer thematic pop-up exhibits for student groups supported by MESA over the course of the year*
6. *Pursue plans to offer internal faculty fellowships, perhaps in partnership with OVPR*
7. *More strategically use student employees for work with specific collection materials for which they may have relevant language (or other) skills*
8. *Collaborate with the Center for Campus Involvement to raise awareness of Clements resources for both academic and non-academic student organizations*
9. *Develop tool for getting feedback from students on library visits*

Primary DEI Goal: *Inclusion*

Strategic Objective 2:

Develop a plan for the reparative cataloging of collection items whose current descriptions may be perceived as harmful.

Metrics

Number of staff receiving training in reparative cataloging

Number of catalog records/finding aids reviewed

Number of catalog records/finding aids revised

Usage of items that have had revisions to descriptive language

Actions:

1. *Offer collection processing staff professional development opportunities related to reparative description*
2. *Curators, catalogers, and reference staff work together to identify areas of the collection that are likely to have potentially problematic descriptions*
3. *Develop internal guidelines for practices and extent of reparative description*
4. *Develop timeline for reviewing descriptions*
5. *Develop system to track changes while preserving record of original language*
6. *Establish priorities for reparative description*

Primary DEI Goal: Inclusion**COMMUNITY BEYOND U-M****Strategic Objective 3:**

Increase Clements Library engagement with communities beyond the university

Metrics:

Increase in number and diversity of community groups visiting the library

Increase in diversity of community groups requesting talks or other forms of engagement with Clements Library staff

Increased participation from the community in Clements Library public programs, events, crowdsourcing efforts, and fundraising campaigns

Actions:

1. *Conduct outreach to community groups in Washtenaw County and beyond, particularly those who are interested in the histories of underrepresented populations*
2. *Increase number of online and in-person public programs related to the histories of underrepresented populations; develop such programs in partnership with community organizations*
3. *Develop partnerships with area museums that would lead to a more active loan program for Clements Library materials*
4. *Support local programming for public libraries, community groups, and non-profit organizations serving broadly diverse populations through staff involvement with lectures, events, and initiatives*
5. *Develop a curriculum planning fellowship for K-12 public school teachers in Michigan who teach U.S. history*

Primary DEI Goal: Inclusion**STAFF****Strategic Objective 4:**

Increase professional development opportunities for staff

Metrics:

*Increase in percentage of staff taking advantage of professional development opportunities
Increase in staff satisfaction metrics in climate survey*

Actions:

- 1. Increase funding available for professional development for all staff members (not only bargaining unit staff)*
- 2. Raise funds specifically for professional development activities*
- 3. Ensure that staff are aware of opportunities for professional development, both on and off campus*
- 4. Formalize policies regarding frequency of application for professional development funds in order to ensure equitable distribution*
- 5. Establish promotion guidelines for non-faculty staff that include professional development*
- 6. Encourage participation in professional development for staff at all levels*

Primary DEI Goal: *Equity*

Strategic Objective 5:

Achieve parity in staff salaries with similar positions in peer units on campus

Metrics:

*Median salaries in parity with similar positions in other cultural collections units on campus
Increase in staff satisfaction metrics in climate survey*

Actions:

- 1. Raise endowment funds for key positions that will free up base allocations for increases where needed*
- 2. Benchmark salaries for similar job bands across peer units on campus*
- 3. Establish plan for increasing salaries of lowest-salaried staff members by at least 20% above the university-wide merit pool until parity with median salaries is achieved*

Primary DEI Goal: *Equity*

Strategic Objective 6:

Ensure that staff understand and feel free to report conflicts and concerns within the Clements Library or with external constituents.

The Clements Library strives to create a work atmosphere that is equitable and inclusive, treating each other, our researchers and visitors, and others with respect, civility, and professionalism. Given that Clements Library employees often interact with external constituents, for instance, researchers, dealers, donors, collectors, board members, and visitors, staff need the skills to manage these varied forms of interactions and to report any concerns that may arise.

Metrics:

*Build awareness of conflict resolution processes
Completion of training programs on conflict resolution*

Actions:

1. *Have members of the senior managers group periodically reach out to ask staff about concerns, including through regular departmental staff meetings, informal check-ins, and at other times as needed.*
2. *Publicize existing University pathways for reporting concerns (including the provisions in the LEO-GLAM contract for bargaining unit employees) and to encourage staff to report concerns for resolution.*
3. *Encourage staff to report concerns for resolution to management and/or the Equity, Civil Rights and Title IX Office (ECRT), as needed.*
4. *Ask staff to complete Campus Commitments training*

Primary DEI Goal: Equity**ALL CONSTITUENCIES****Strategic Objective 7:**

Raise funds to meet key DEI goals

Metrics:

Increase in number of specific thematic fellowships offered

Increase in overall numbers of fellowship applicants

Shift in demographic profile of applicant pool for visiting fellowships

Shift in demographic profile of fellowship recipients

Increased participation from the community in Clements Library public programs, events, crowdsourcing efforts, and fundraising campaigns

Increase in percentage of staff taking advantage of professional development opportunities

Increase in staff satisfaction metrics in climate survey

Median salaries in parity with similar positions in other cultural collections units on campus

Actions:

1. *Continue to work to increase funding for thematic fellowships*
2. *Identify areas of strength in collections for thematic fellowships*
3. *Track topic areas of interest in current applicant pools*
4. *Highlight success of current thematic fellowships to prospective donors*
5. *Publicize thematic fellowship opportunities more directly to potential audiences via listservs and social media*
6. *Support local programming for public libraries, community groups, and non-profit organizations serving broadly diverse populations through staff involvement with lectures, events, and initiatives*
7. *Increased and more directed outreach to potential partner organizations and non-profits with allied missions*
8. *Build on partnerships with other organizations to increase size of Clements audience*
9. *Focus work of annual giving officer on increasing the number of supporters of the Clements*

- from this expanded audience*
10. *Raise funds specifically for professional development activities*
 11. *Highlight to potential donors the benefit to the library of professional development of staff*
 12. *Publicize to donors and to university community the engagement of Clements staff in national-level professional development efforts, including conferences and seminars*
 13. *Include support for professional development of staff in potential endowments for staff positions*
 14. *Raise endowment funds for key positions that will free up base allocations for increases where needed*
 15. *Highlight to donors where the Clements stands in compensation relative to peer units on campus*
 16. *Highlight to prospective donors what donated funds currently support vs. what General Fund allocations currently support*
 17. *Develop documents that connect the opportunity to process uncatalogued material with DEI and outreach goals (processing work can only be done through freeing up base funds)*

Primary DEI Goal: *Inclusion*

PRODUCTS (Support Innovative and Inclusive Teaching, Research, and Service)

Strategies and action items for **Products** are designed to integrate DEI solutions into our educational program offerings and teaching methodology, and to ensure scholarly research on diversity, equity and inclusion, and the scholars who produce it, are valued and supported.

ALL CONSTITUENCIES

Strategic Objective 1:

Strategically enhance the impact of Clements Library collections through improved acquisition and description processes

Metrics:

Chart acquisition progress in key areas against identified division needs (see below)

Increase in use of digitized sources related to underrepresented communities

Increase in access to currently uncatalogued collections across all divisions

Track acquisition funds expended on DEI-specific purchases

Increased support for collection processing

Actions:

1. *Conduct assessment of holdings in all Clements Library divisions to assess gaps/areas of weakness relative to histories of underrepresented communities*
2. *Conduct annual review of progress; re-prioritize as needed*
3. *Conduct regular outreach to faculty on campus to identify new instructional priorities, and incorporate those needs into acquisition plans*

4. *Survey collections currently held at the Clements Library that are not discoverable to researchers*
5. *In each division, prioritize invisible collections for description, based on a defined set of standards, which will include whether or not such collections include materials related to underrepresented communities*
6. *Prioritize acquisition and digitization plans*
7. *Assign responsibility for outreach to dealers to highlight needs and for regular review of auction catalogues*
8. *Set goals for processing those collections, and clearly identify the resources needed to achieve those goals.*

Primary DEI Goal: *Inclusion*

STUDENTS AND INSTRUCTORS

Strategic Objective 2:

Grow on-campus awareness and use of the Clements as an academic resource for teaching and resesarch

Metrics

Track number of individual departments on campus partnered with each semester.

Measure interactions with on-campus stakeholders such as student groups, interdisciplinary workshops, and other academic units

Actions:

1. *Create pre-AY outreach plan for introducing the Clements to new faculty, staff, and students.*
2. *The Clements will survey faculty from various departments who bring their classes into the library.*
3. *The Teaching Team will review these objectives at the close of each semester and revise the Strategic Objective and metrics as necessary.*

Primary DEI Goal: *Inclusion*

Strategic Objective 3:

The Clements Library will develop instruction materials to increase the accessibility and discoverability of materials related to users from multiple disciplines and with varying degrees of familiarity with special collections. These materials will increase the efficacy of outreach to faculty and students and provide easy-to-navigate options for new library users.

Metrics:

- *The Librarian for Instruction and Engagement will aim to create at least five new lesson plans each semester focused on topics that can flexibly accommodate different skill levels and disciplines. These lesson plans will (over time) accumulate into a resource library that makes the Clements Library's collections more easily navigable for faculty without experience*

teaching with primary sources, but who have a desire to use the library materials in their teaching in a wide range of disciplines.

Actions:

- *The Clements Library’s instruction program will employ student workers with subject interests in the histories of underrepresented groups. These student workers will assist the Librarian for Instruction and Engagement in the creation of lesson plans and materials lists covering a broad range of subjects and topics in the Clements Library collections. These lists will be archived in the Clements Library Shared Drive for staff to access and share with library stakeholders.*

Primary DEI Goal: *Inclusion*

Strategic Objective 4:

Library instructors report increased skill, confidence, and comfort with inclusive/equity-focused teaching practices in a library setting, based on participation in inclusive/equity-focused teacher training, peer observations and feedback, and personal reflection.

Metrics:

The Clements will create surveys to assess staff confidence in their own teaching practices and the number of opportunities that staff have to develop in their own knowledge of inclusive teaching.

Actions:

4. *Clements Library instructors will track the number of professional development opportunities they participate in that help them to continually improve their skills in teaching to diverse student groups.*
5. *Each instructor will undergo a peer observation of their teaching, with feedback provided to help them gauge their efficacy and continually improve.*

Primary DEI Goal: *Inclusion*

Goal-related Metrics – Clements Library Measures Tracked Over Time (updated May 2, 2023)

School, College or Unit Metrics:

*In this section, each school, college or unit should list data that is provided by central administration in their annual DEI metrics report. This includes demographic composition data, graduation and enrollment data for students (academic units), as well as tenure status for faculty (academic units). Climate survey indicators should also be listed. **These metrics have been endorsed by senior university leadership and are expected to appear in all DEI 2.0 unit level plans.***

Staff

Demographic Composition*:

- Headcount
- Race/ethnicity
- Sex
- Age (Generation cohort)

**NB: we do not receive this information from administration for all members of our staff*

Climate Survey Indicators*:

- Satisfaction with unit climate/environment in work unit
- Assessment of semantic aspects of the general climate in work unit
- Assessment of semantic aspects of the DEI climate in work unit
- Feeling valued in work unit
- Feeling of belongingness in work unit
- Assessment of work unit commitment to diversity, equity, and inclusion
- Perceptions of equal opportunity for success in work unit
- Feeling able to perform up to full potential in work unit
- Feelings of professional growth in work unit
- Feelings of discrimination in work unit

**NB: we do not receive this information from administration for all members of our staff*

Action Planning Tables with Details and Accountabilities

PEOPLE (Recruitment, Retention & Development)

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
Staff	Increase diversity of unit staff	Number of staff who receive training in addressing unconscious bias in hiring practices Shift in demographic profile of applicant pools over time with updated procedures	Assess makeup of applicant pools, interview pools and yield for all Clements Library positions over a three-year period with regard to race/ethnicity, sex, veteran status and disability status (as applicable)	Unit HR, Director

		<p>Shift in demographic profile of finalist pools over time with updated procedures</p> <p>Percentage of new hires that are from underrepresented populations</p>	<p>Work with Talent Acquisition to create inclusive position descriptions</p> <p>Provide workshops for all library staff members on unconscious bias</p> <p>Standardize procedures for recruitment and review of job candidates</p> <p>Work with Talent Acquisition and other partners to post positions in places that will reach broadly diverse candidate pools</p>	
<p>Research community (national and global)</p>	<p>Increase the diversity (broadly defined) of visiting researchers</p>	<p>Increase in overall numbers of fellowship applicants</p> <p>Shift in demographic profile of applicant pool for visiting fellowships</p> <p>Shift in demographic profile of fellowship recipients</p> <p>Shift in disciplinary profile of fellowship applicants and recipients</p> <p>Shift in proposed areas of research for fellowship applicants and recipients</p> <p>Increase in number of specific thematic fellowships offered</p>	<p>Assess makeup of fellowship applicant pools (to the extent possible) for past three years</p> <p>Assess disciplinary diversity and range of proposed topics among fellowship applicant pools for past three years</p> <p>Identify gaps in application topics relative to collection strengths</p> <p>Develop plans to reach these communities of researchers, including presence at key conferences, outreach to specific advisors/departments, publicizing key collections on listservs/social media</p>	<p>Librarian for Instruction and Engagement; Curators; Director</p>

			<p>Refine fellowship parameters to emphasize accessibility for researchers from diverse backgrounds and with unique working conditions</p> <p>Ensure diverse makeup of fellowship selection committees</p> <p>Continue to work to increase funding for thematic fellowships</p> <p>Continue to improve fellowship exit interview process and other data gathering efforts</p>	
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PROCESS (*Promoting & Equitable & Inclusive Community*)

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
Faculty, UG & Grad Students	Increase U-M campus awareness of and access to Clements Library collections related to underrepresented populations	<p>Increase in disciplinary range of departments scheduling class visits at the Clements Library</p> <p>Increase in number of classes focusing on materials related to underrepresented populations visiting the Clements Library</p> <p>Increased frequency of faculty and student research visits to work with collection materials</p>	<p>Conduct outreach to schools, colleges, and departments (e.g., via faculty meetings) to highlight the breadth of Clements Library collections</p> <p>Conduct targeted outreach to faculty based on course guide</p> <p>Develop methods of better connecting with new faculty</p>	Librarian for Instruction and Engagement; Curators; Reader Services; Director

		<p>Increased satisfaction with class visits among faculty and students</p>	<p>during their orientation process</p> <p>Develop methods of better connecting with new graduate students during their orientation process</p> <p>Partner with staff from the office of Multi-Ethnic Student Affairs to offer thematic pop-up exhibits for student groups from different communities over the course of the year</p> <p>Pursue plans to offer internal faculty fellowships, perhaps in partnership with OVPR</p> <p>More strategically target student employees for work with specific collection materials based on language (or other) skills</p> <p>Develop tool for getting feedback from students on library visits</p> <p>Collaborate with the Center for Campus Involvement to raise awareness of Clements resources for both academic and non-academic student organizations</p>	
Faculty, UG & Grad Students	Develop a plan for the reparative cataloging of collection items whose current	<p>Number of staff receiving training in reparative description</p> <p>Number of catalog records/finding aids</p>	<p>Offer collection processing staff professional development opportunities related to reparative</p>	<p>Curators; Reader Services; Cataloging staff</p>

	<p>descriptions may be perceived as harmful.</p>	<p>reviewed</p> <p>Number of catalog records/finding aids revised</p> <p>Usage of items that have had revisions to descriptive language</p>	<p>description</p> <p>Curators, catalogers, and reference staff work together to identify areas of the collection that are likely to have potentially problematic descriptions</p> <p>Develop internal guidelines for practices and extent of reparative description</p> <p>Develop timeline for reviewing descriptions</p> <p>Develop system to track changes while preserving record of original language</p> <p>Establish priorities for reparative description</p>	
<p>COMMUNITY BEYOND U-M</p>	<p>Increase Clements Library engagement with communities beyond the university</p>	<p>Increase in number and diversity (broadly defined) of community groups visiting the library</p> <p>Increase in diversity of community groups requesting talks or other forms of engagement with Clements Library staff</p> <p>Increased participation from the community in Clements Library public programs, events, crowdsourcing efforts, and fundraising campaigns</p>	<p>Conduct outreach to community groups in Washtenaw County and beyond, particularly those who are interested in the histories of underrepresented populations</p> <p>Increase number of online and in-person public programs related to the histories of underrepresented populations; develop such programs in partnership with community organizations</p> <p>Develop</p>	<p>Development and Communications</p>

			<p>partnerships with area museums that would lead to a more active loan program for Clements Library materials</p> <p>Develop a curriculum planning fellowship for K-12 public school teachers in Michigan who teach U.S. history</p> <p>Support local programming for public libraries, community groups, and non-profit organizations serving diverse populations through staff involvement with lectures, events, and initiatives</p>	
STAFF	Increase professional development opportunities for staff	<p>Increase in percentage of staff taking advantage of professional development opportunities</p> <p>Increase in staff satisfaction metrics in climate survey</p>	<p>Increase funding available for professional development for all staff members (not only bargaining unit staff)</p> <p>Encourage participation in professional development for staff at all levels</p> <p>Ensure that staff are aware of opportunities for professional development, both on and off campus</p> <p>Formalize policies regarding frequency of application for professional development funds in order to ensure equitable distribution</p> <p>Raise funds</p>	Unit HR

			<p>specifically for professional development activities</p> <p>Establish promotion guidelines for non-faculty staff that include professional development</p>	
STAFF	Achieve parity in staff salaries with similar positions in peer units on campus	<p>Median salaries in parity with similar positions in other cultural collections units on campus</p> <p>Increase in staff satisfaction metrics in climate survey</p>	<p>Benchmark salaries for similar job bands across peer units on campus</p> <p>Raise endowment funds for key positions that will free up base allocations for increases where needed</p> <p>Establish plan for increasing salaries of lowest-salaried staff members by at least 20% above the university-wide merit pool until parity with median salaries is achieved</p>	Development; Director
STAFF	Ensure that staff understand and feel free to report conflicts and concerns within the Clements Library or with external constituents.	Completion of training programs on conflict resolution	<p>Have members of the senior managers group periodically reach out to ask staff about concerns, including through regular departmental staff meetings, informal check-ins, and at other times as needed.</p> <p>Publicize existing University pathways for reporting concerns (including the provisions in the LEO-GLAM contract for bargaining unit employees) and to encourage staff to</p>	Senior Managers; Unit HR

			<p>report concerns for resolution.</p> <p>Encourage staff to report concerns for resolution to management and/or the Equity, Civil Rights and Title IX Office (ECRT), as needed.</p> <p>Ask staff to complete Campus Commitments training</p>	
ALL CONSTITUENCIES	Raise funds to meet key DEI objectives	<p>Increase in number of specific thematic fellowships offered</p> <p>Increase in overall numbers of fellowship applicants</p> <p>Shift in demographic profile of applicant pool for visiting fellowships</p> <p>Shift in demographic profile of fellowship recipients</p> <p>Increased participation from the community in Clements Library public programs, events, crowdsourcing efforts, and fundraising campaigns</p> <p>Increase in percentage of staff taking advantage of professional development opportunities</p> <p>Increase in staff satisfaction metrics in climate survey</p> <p>Median salaries in parity with similar positions in other cultural collections</p>	<p>Continue to work to increase funding for thematic fellowships</p> <p>Identify areas of strength in collections for thematic fellowships</p> <p>Track topic areas of interest in current applicant pools</p> <p>Highlight success of current thematic fellowships to prospective donors</p> <p>Publicize thematic fellowship opportunities more directly to potential audiences via listservs and social media</p> <p>Support local programming for public libraries, community groups, and non-profit organizations serving broadly diverse populations through staff involvement with</p>	

		units on campus	<p>lectures, events, and initiatives</p> <p>Increased and more directed outreach to potential partner organizations and non-profits with allied missions</p> <p>Build on partnerships with other organizations to increase size of Clements audience</p> <p>Focus work of annual giving officer on increasing the number of supporters of the Clements from this expanded audience</p> <p>Raise funds specifically for professional development activities</p> <p>Highlight to potential donors the benefit to the library of professional development of staff</p> <p>Publicize to donors and to university community the engagement of Clements staff in national-level professional development efforts, including conferences and seminars</p> <p>Include support for professional development of staff in potential endowments for staff positions</p>	
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			<p>Raise endowment funds for key positions that will free up base allocations for increases where needed</p> <p>Highlight to donors where the Clements stands in compensation relative to peer units on campus</p> <p>Highlight to prospective donors what donated funds currently support vs. what General Fund allocations currently support</p> <p>Develop documents that connect the opportunity to process uncatalogued material with DEI and outreach goals (processing work can only be done through freeing up base funds)</p>	
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PRODUCTS (*Education, Scholarship & Service*)

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
All Constituencies	Strategically enhance the impact of Clements Library collections through improved acquisition	<p>Chart acquisition progress in key areas against identified division needs (see below)</p> <p>Increase in use of digitized sources related to underrepresented communities</p>	Conduct assessment of holdings in all Clements Library divisions to assess gaps/areas of weakness relative to underrepresented communities	<p>Curators</p> <p>Business Manager</p> <p>Development</p> <p>Director</p>

	and description processes	<p>Increase in access to currently uncatalogued collections across all divisions</p> <p>Track acquisition funds expended on DEI-specific purchases</p> <p>Increased support for collection processing</p>	<p>Conduct annual review of progress; re-prioritize as needed</p> <p>Conduct regular outreach to faculty on campus to identify new instructional priorities, and incorporate those needs into acquisition plans</p> <p>Survey collections currently held at the Clements Library that are not discoverable to researchers</p> <p>In each division, prioritize invisible collections for description, based on a defined set of standards, which will include whether or not such collections include materials related to underrepresented communities</p> <p>Prioritize acquisition and digitization plans</p> <p>Assign responsibility for outreach to dealers to highlight needs and for regular review of auction catalogues</p> <p>Set goals for processing those collections, and clearly identify the resources needed to achieve those goals.</p>	
STUDENTS AND INSTRUCTORS	<i>Grow on-campus awareness</i>	Track number of individual departments on	Create pre-AY outreach plan for introducing the Clements to new	Librarian for Instruction and Engagement

	<i>and use of the Clements as an academic resource for teaching and research</i>	<p>campus partnered with each semester</p> <p>Measure interactions with on-campus stakeholders such as student groups, interdisciplinary workshops, and other academic units</p>	<p>faculty, staff, and students</p> <p>The Clements will survey faculty from various departments who bring their classes into the library.</p> <p>The Teaching Team will review these objectives at the close of each semester and revise the Strategic Objective and metrics as necessary.</p>	
STUDENTS AND INSTRUCTORS	The Clements Library will create instruction materials to increase the accessibility and discoverability of materials related to diverse users. These materials will increase the efficacy of outreach to faculty and students and provide easy-to-navigate options for new library users.	The Librarian for Instruction and Engagement will aim to create at least five new lesson plans each semester focused on topics that can flexibly accommodate different skill levels and disciplines. These lesson plans will (over time) accumulate into a resource library that makes the Clements Library's collections more easily navigable for faculty without experience teaching with primary sources, but who have a desire to use the library materials in their teaching of diverse topics.	The Clements Library's instruction program will employ student workers with subject interests in the histories of underrepresented groups. These student workers will assist the Librarian for Instruction and Engagement in the creation of lesson plans and materials lists covering a broad range of subjects and topics in the Clements Library collections. These lists will be archived in the Clements Library Shared Drive for staff to access and share with library stakeholders.	Librarian for Instruction and Engagement
STUDENTS AND INSTRUCTORS	Library instructors report increased skill, confidence, and comfort with	The Clements will create surveys to assess staff confidence in their own teaching practices and the number of opportunities that staff have to develop in their	Clements Library instructors will track the number of professional development opportunities they participate in that	All library instructors

	<p>inclusive/equity-focused teaching practices in a library setting, based on participation in inclusive/equity-focused teacher training, peer observations and feedback, and personal reflection.</p>	<p>own knowledge of inclusive teaching.</p>	<p>help them to continually improve their skills in teaching to diverse student groups.</p> <p>Each instructor will undergo a peer observation of their teaching, with feedback provided to help them gauge their efficacy and continually improve.</p>	
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Plans for Supporting, Tracking and Updating the Strategic Plan

The Director of the Clements Library, Paul Erickson, is the unit’s DEI Strategic Plan Project Manager, and is the key contact for stewardship of the plan. He will be assisted by DEI co-lead Maggie Vanderford in tracking and supporting plan implementation. This group will conduct an annual review of the plan with all relevant constituencies and gather feedback and additional ideas to be implemented throughout the year. Quarterly all-staff meetings will be held to chart progress according to goals, and to inform the annual reporting process.