

**University of Michigan Library: Diversity, Equity, Inclusion, and
Accessibility Strategic Plan | Year 2 - AY 2025**



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Strategic Plan Overview

President's Diversity, Equity & Inclusion Charge:

It is central to our mission as an educational institution to ensure that each member of our community has full opportunity to thrive in our environment, for we believe that diversity is key to individual flourishing, educational excellence, and the advancement of knowledge.

Goals [Diversity Equity & Inclusion]:

Diversity – We commit to increasing diversity, which is expressed in myriad forms, including but not limited to race and ethnicity, gender and gender identity, sexual orientation, socio-economic status, language, culture, national origin, religious commitments, age, (dis)ability status, and political perspective.

Equity – We commit to actively challenging and responding 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.

Inclusion – We commit to pursuing deliberate efforts to ensure that our campus is a place where differences are welcomed, different perspectives are respectfully heard, and every individual feels a sense of belonging and inclusion. We know that by building a critical mass of diverse groups on campus and creating a vibrant climate of inclusiveness, we can more effectively leverage the resources of diversity to advance our collective capabilities.

Accessibility - We commit to creating an accessible environment for all individuals, regardless of their physical, sensory, cognitive, or technological abilities. We will work to create inclusive environments, products, spaces, and services that can be accessed, understood, and used by all library community members. By prioritizing accessibility, we will break down barriers to inclusion and belonging for all library users and community members.

Introduction

This plan expresses what the U-M Library says, learns, and does about diversity, equity, inclusion, and accessibility.

What we say.

The U-M Library as an organization and all of its units, departments, committees, and initiatives, coalesce to express a commitment to diversity through various statements, declarations, and documents. These statements are reflections of the U-M Library's overarching diversity goal:

The U-M Library will become the place on campus that develops deep and broad skills,

both individually and collectively, in manifesting diversity.

What we learn.

We learn about ourselves and how to better serve our constituencies through purposeful engagement and assessment. While assessment informs all parts of the library and guides decision-making throughout the library, it is particularly important to our diversity work. We also learn about ourselves from the multiple professional associations and their standards.

What we do.

The U-M Library is highly engaged in and committed to diversity, equity, inclusion, and accessibility work. This plan provides a place to document and reflect on this work. As this plan grows and evolves over the 5-year planning and implementation period, new strategic objectives and action items informed by engagement and feedback from our community will be added to push our plan forward.

Background

Here at the U-M Library, we strive to develop and nurture the skills that will allow us to manifest diversity as engagement, innovation, and respect for all individuals. These skills are vital to the library, which offers its wide-ranging and diverse content, services, and expertise to the entire U-M community and beyond. We seek out and celebrate diversity in all of its forms, and more importantly, we embrace it as an organizational priority.

The U-M Library has a long history of actively engaging in diversity, equity, inclusion, and accessibility (DEI&A) work. We understand that it is vital to the overall success of an academic research library to infuse the tenets of diversity into our collections, services, spaces, and human talent. Some of the ways that DEI&A work is intrinsically embedded within the U-M Library include:

Collections:

Our vast collection reflects global diversity in many ways. We strive to ensure that our collections are accessible to all, and that researchers and learners are able to access information in deep and culturally aware ways.

Services:

Library services are user-centric and aimed at meeting researchers and learners where they are. Our services are intended to help library users to connect real-world experiences to our collections and resources.

Spaces:

The U-M library's physical and virtual spaces must be accessible, welcoming, and affirming to all. Great attention is given to ensuring that barriers to inclusion are identified and mitigated.

Human Talent:

We recognize the vast diversity of the communities we serve, and we strive to build, retain, and develop a vibrant community of people with broadly diverse identities, for we recognize that without such diversity, differences can be isolating rather than productive. Maintaining a positive and inclusive climate and culture within the library is critical, and we work to build this culture in several ways. The U-M Library is home to the longest-standing diversity council of all academic libraries, all library employees are prompted to consider diversity-related professional development goals as a part of their yearly individual planning process, and internal professional development has a strong focus on building intercultural competencies. While diversity is the work of all library staff, the U-M Library has established key positions to provide expertise in areas of diversity, equity, inclusion, and accessibility.

We fully embrace, support, and contribute to the University of Michigan's Diversity, Equity, and Inclusion efforts while at the same time honoring and leveraging the library's unique DEI&A history and perspective. Finding and building ways to blend our organizational culture of diversity with broader university efforts requires us to adapt our organic, bottom-up approach to diversity work into a more strategic one. We are excited by this opportunity to align our efforts with the university communities.

Rationale - Mission, Vision, and Values of The University of

Michigan Library:

We are a culture and place of sustained and supported innovation. We are indispensable partners in the world-changing work of the university as we continually reinvent the library as the platform that enables discovery, teaching, learning, health, invention, and creative expression.

Our mission is to support, enhance, and collaborate in the instructional, research, and service activities of faculty, students, and staff and contribute to the common good by collecting, organizing, preserving, communicating, sharing, and creating the record of human knowledge.

Values:

Ever-present ideals shared by the members of the Library community. Values influence and guide individual and team approaches, decision-making, and behavior in all situations.

Excellence.

Keep this library at the leading edge of redefining and reimagining the great research library in the context of an increasingly networked and digital world, while holding true to our broad and enduring mission. An integral part of this work is interrogating the notion of excellence and setting ethical, equitable, anti-racist standards for the research library that recognize who and what are left out of conventional ideas of excellence, innovation, or progress.

Engagement.

Deepen our engagement with the campus missions — discovery, learning, health care, and public service — by supporting and engaging in scholarship and pedagogy that embodies anti-racism as a core value. We understand that as an institution we have to work to be a trusted partner, and we commit to doing that work.

Diversity and Anti-Racism.

Develop a community that is inclusive, diverse, and embraces difference. Support the institution's goals related to anti-racism and aim to support research that uses ethical approaches that do not further perpetuate harm on communities disproportionately affected by historic and systemic racism and neglect. As much as possible, we will work to dismantle entrenched societal racism and support work that takes reparative approaches to counteract that historical and ongoing harm.

Interdependence.

Embrace interdependence and cultivate opportunities to collaborate internally with each other (One Library), locally with campus partners and the communities we are embedded in, across our three campuses, and with our peers nationally and internationally.

Humanity.

Embody integrity, compassion, empathy, inclusion, equity, anti-racism, and ethical behavior. Our humanity and commitment to these values will be embedded in every aspect of our services, our technologies, and our interactions with our communities.

Strategic Directions

Over the next five to seven years, in consultation with our communities, we will:

- Practice coordinated and intentional strategic planning, including establishing sustainable systems to document and communicate our norms, processes, practices, roles, and responsibilities.
- Clarify our understanding of both our commitments and resource capacity and actively work to align the two.
- Continuously strengthen and evolve our user-centered services, spaces, and collections (physical and digital).
- Cultivate a welcoming, compassionate, and inclusive workplace climate.
- Acknowledge, confront, and interrupt any structural or institutional racism that may shape our interactions with colleagues, patrons, and the larger community.
- Cultivate and encourage a learning and growth mindset that will move our organization toward values-informed change by holding space for and following up with difficult

conversations and facing challenging realities.

Strategic Objectives

In support of our strategic directions, over the next few years, we will:

- Develop and implement a shared library service philosophy and strategies that center user needs, acknowledge interconnectedness and multimodality, and ensure an inclusive and welcoming scholarly environment, regardless of the point of entry.
- Advance our digital scholarship service through strategic cross-divisional collaboration to develop infrastructure, policies, and best practices that work towards just, equitable, and inclusive outcomes.
- Evolve and adapt our instruction programs, resources, infrastructure, teams, and modes in response to campus directions, and engage in ongoing assessment with attention to diverse pedagogical needs and equitable learning opportunities.
- Collaboratively develop a well-documented collection services strategy.
- Prepare to build a preservation-grade physical materials repository.
- Implement and adopt recently developed digital preservation and access principles to strengthen our services, technologies, policies, and commitments to the long-term preservation of the scholarly and cultural record.
- Develop, cultivate, and support new publishing models that maximize access to high-quality scholarship, with a focus on sustainable monograph and journal publishing, reusable research data, and interoperable open infrastructure.
- Develop, fund, and implement a space and facilities strategy. This strategy will take a holistic approach (including library-managed, provost-managed, and academic unit-managed spaces and buildings) to ensure our people-centered spaces (open public, browsable collections, programmed, and employee workspace) are more flexible, functional, welcoming, accessible, and equitably allocated and managed.
- Support our commitment to accessibility by aligning library practices with U-M's official digital accessibility policy, adapting, or developing processes and policies where they are lacking.
- Continuously improve workplace culture and organizational climate in closer alignment with our library values.
- Coordinate cross-library data gathering and analysis to support high-quality services provision and a positive workplace climate.

Purpose:

This strategic plan for diversity is intended to improve workplace climate and organizational culture, support the library's recruitment and retention efforts, ensure equity in library services, and advance the library mission. For this purpose, we are committed to:

Diversity:

Increasing the presence, recognition, understanding, and positive impact of diversity in the U-M Library staff, collections, exhibits, publications, services, and spaces.

Equity:

Actively challenging and responding to bias, harassment, and discrimination. We do this by meeting people where they are and ensuring that policies and practices are built on fairness and justice, creating equal access and equal opportunity for all persons.

Inclusion:

Ensuring that the U-M Library is a place where differences are welcomed, different perspectives are respectfully heard, and where every individual is valued and feels a sense of belonging.

Accessibility:

Equitable access to our physical and virtual resources to enable full participation for all. We do this by actively understanding the needs of our communities, identifying, and removing barriers, and staying at the forefront of best practices.

Implementation Highlights and Planning Process Used

Planning Leads/Administrators of the Plan:

While the entire library is invited, encouraged, and in many cases, expected to contribute to the plan, there are two primary administrators of the plan. To learn more, please contact:

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Planning Team:

Jeff Witt, Director of Organizational Development & DEI
Lawrence Young, Diversity and Inclusion Specialist
Lisa Carter, Dean of Libraries
Donna Hayward, Associate Dean of Libraries
Meghan Musolff, Director of Strategic Planning
Craig Smith, Assessment Specialist

Implementation Highlights and Planning Process Summary:**Year 1 Implementation Highlights**

During the first year of our five-year strategic plan, we have been able to make significant progress

across each of our strategic objectives. Our overall theme or approach to implementation during this first year has been to prioritize actions and initiatives focused on community building and employee experience. Here is a list of implementation updates across all of our planning domains and strategic objectives. We recognize that there is still significant work to be done on each of the strategic objectives, and will continue to add actions items and update objectives as needed throughout each year of the planning process:

- Progress so Far – People
 - Strategic Objective 1: We implemented a student employee survey to help us to better understand and improve the student-employee experience. The data gathered from this survey is being leveraged to inform the creation of inclusive programs and initiatives by multiple departments and working groups within the library.
 - Strategic Objective 2: We identified new recruiting venues to attract (and potentially hire) critical talent from diverse applicant pools. The Asian/Pacific American Librarians Association (APALA), and the Black Caucus of the American Library Association (BCALA) have been identified as the caucuses with the most deployable resources for advertising our searches and sourcing talent.
 - Strategic Objective 3: We drafted and socialized a career development philosophy statement to help inform our approach to supporting the professional development of library employees.
- Progress so Far – Process
 - Strategic Objective 1: We implemented a successful search process for our new Accessibility Lead. Our digital accessibility team completed their outreach and fact-finding efforts to inform the next phase of implementation for their efforts to incorporate accessible technology into library spaces and programs.
 - Strategic Objective 2: Our director of development and dean created a list of library development goals connected to DEIA.
 - Strategic Objective 3: We successfully launched several community building initiatives to improve the employee experience and facilitate belonging and psychological safety. Programs that were implemented during the first year of our plan include: Community of Care Dialogues and Employee Resource Groups.
- Progress so Far – Products
 - Strategic Objective 1: We leveraged the systems analysis process to develop a set of expectations for people who supervise. These expectations are meant to serve as a support mechanism for people leaders in the library and will inform the creation of additional content for our management development series and other professional development resources.
 - Strategic Objective 2: We facilitated several workshops focused on intercultural development and expanded access to the Intercultural Development Inventory by having a second qualified administrator trained to support our community efforts to increase intercultural humility. Our Library Diversity Council also started the process of creating a Gender Inclusive Language and Pronouns toolkit, similar in scope and function to our Anti-Racism toolkit.
 - Strategic Objective 3: We hosted and facilitated a panel on reporting options and a training for Individuals with Reporting Obligations (IRO) and refreshed our feedback forms intranet page.

- Year 1 Implementation Takeaways
 - During this first year of implementation, the Library community has communicated a desire for more grassroots opportunities for involvement in DEIA programming and initiatives. Some of our community building initiatives such as Employee Resource Groups and Library Diversity Council Subcommittees are meeting this need, but there is an opportunity to make entry into DEIA planning and implementation more accessible to our employees to avoid leaning exclusively on top-down DEIA leadership. To meet this request, we plan to implement more opportunities for DEIA champions at every level of the library organization. We plan to accomplish this by leveraging more frequent engagements including town halls, open forums, focus groups, advisory boards, and increasing opportunities to join working groups, and special interest groups to inform our continued planning efforts.

The Cycle of Diversity Planning:

The cycle of diversity planning is perpetual and occurs over each one-year period of the five - year planning period:

1. Consider and assess professional standards and library competencies.
2. Listen to stakeholders through assessment efforts.
3. Analyze, organize, and communicate assessment data.
4. Revise existing and write new objectives based on the above considerations and assessment.
5. Continually monitor progress on objectives, modifying them as needed.
6. Reflect on the progress and potential barriers to Diversity, Equity, Inclusion, and Accessibility within the library. Use accountability to address unattained objectives with recognition and celebration to acknowledge attained objectives and the impact they make.

Driving Forces

The plan, strategic objectives, and action items are informed by our work to improve the culture and climate in the library:

- The Library Administration team is accountable for understanding how employees are experiencing the workplace and for ensuring that the workplace is safe, enjoyable, inclusive, and equitable for all. This includes a commitment to combating racism and other forms of oppression that may occur in the library and to taking purposeful action toward making the library a more diverse place, especially at the leadership level.
- The Administration team has organized its climate and culture work by focusing on multiple broad areas, sometimes referred to as Culture and Climate Cluster Working Groups Each area of work will be described by the following:

- **Accountable parties:** Administration team members who are held accountable for progress on climate and culture issues in their area. Accountable parties hold themselves, each other and are held accountable by the library community to continually learn, do, engage, and communicate about this work. This includes actively engaging the library community in the work through invitations and by active collaboration with specific colleagues and teams at key points of the work.
- **Collaborators:** Library colleagues who have expressed an interest in being actively involved in a cluster of work. These colleagues will be included as members of this team to the degree and for the duration that they chose.
- **Related systems:** The systems (such as workflows, policies, etc.) that are connected to each cluster. The systems listed are not intended to be exhaustive and are likely to be modified as the work progresses. It is also recognized that many of these systems are interconnected and there will be overlap in the work between clusters.
- **Activities:** The work that each cluster group is doing, including updates on recent activity and progress. Activities will be added here as either progress (documenting action that has been taken) or priorities (documenting where action is intended to be taken within the next 6-12 months).
 - Climate & Culture System clusters include the following working groups:
 - Community Building
 - Employment Processes
 - Employee Opportunity
 - Management Practices
 - Organizational Culture
 - Workplace Climate
- The work of the Culture and Climate Cluster Working Groups are informed by data, themes, and recommendations gathered from the following community feedback mechanisms:
 - The 2020-22 Library Employee Survey findings detailed in the Key Findings section of this report.
 - The findings from the 2019 focus groups related to issues affecting library employees

of color.

- Based on the input provided through focus groups, the following recommendations were compiled:
 - Develop a Model to Respond to Historical Trauma
 - Evaluate Hiring and Promotion Practices
 - Model Transparent Communication
 - Engage in Shared Decision Making
 - Establish and Acknowledge a Basic Hierarchy of Needs
 - Facilitate and Nurture Support & Unity
 - Demonstrate & Reinforce Commitment to Authentic DEI Efforts
- The 2022 report from the LDC subcommittee on Policing in the Library
 - In 2020 the Library Diversity Council (LDC) tasked a Policing in the Library subcommittee with examining policing activities in the U-M University Library system, and with creating recommendations for library administrators regarding best practices for safe, equitable, and anti-racist policing in library spaces.
 - The subcommittee started its work in September of 2020 and finalized its full report in the winter semester of 2022. The subcommittee scoped its work to include an examination of:
 - the library's relationship with campus police (DPSS)
 - how DPSS has handled policing in the library
 - the library's own practices of monitoring library spaces and visitor behavior
 - and how approaches to policing look in comparable institutions.
- Recommendations, are summarized briefly here:
 - Certain library employees are especially responsible for handling tense issues and crises that can lead to police involvement; these employees are taking on extra labor and should be compensated more fairly for this.
 - Whenever possible, there should be alternatives to contacting armed DPSS

officers; possibilities include an increased use of Guest Services Specialists, hiring an embedded social worker, and training a team of library employees who can help with conflicts and crises that do not require a police intervention.

- Develop library-wide, comprehensive ways to document issues that arise and how they were resolved. Develop accompanying library-wide, comprehensive training for how to engage in issue resolution.
 - Reexamine and adjust policies and practices to make the library a more inclusive and welcoming place (e.g., reexamine things like the no-sleeping policy, provide more clarity about walkthroughs via things like signage, etc.).
 - As a campus unit, become a vocal campus advocate and leader in the push for reducing policing and armed responses to non-dangerous incidents.
- The 2021 report from the Employee Action Advisory Group
- The Library Deans' Office has the responsibility to enhance career pathways for Library employees, especially those with underrepresented identities within the library and related professions. One way in which we are doing this is through the action to develop guiding principles and a shared understanding on using employee actions in an equitable way.
 - The Library Deans' Office engaged a broadly diverse group of library colleagues to advise on the development of these employee action guidelines. Employee actions can include, but are not limited to:
 - Added Duties Differentials (ADDs)
 - Upward reclassifications (colloquially, promotional opportunities for staff)
 - Term appointments
 - Cross-division assignments
 - Non-student temporary assignments
 - Interim appointments
- The [2021 campus climate surveys](#) for staff and librarians

- Focus Groups
- Open Forums
- In addition to the Culture and Climate Cluster Working Groups, a Culture and Climate Progress team is organized to keep a broader perspective on the scope of this administrative work. That team currently includes Interim Dean of Libraries Donna Hayward, Interim Director of Strategic Planning Meghan Musolff, Diversity and Inclusion Specialist Lawrence Young, Assessment Specialist Craig Smith, and Director of Organizational Development & DEI Jeff Witt. This group meets to discuss progress being made in this work, roadblocks to making progress, and identifying and responding to overall themes or patterns.

Data and Analysis: Key Findings

Summary of Data:

Library demographic data as of July 1, 2024,

Demographic information is taken from the University of Michigan employee records. As a result, some limitations include that sex is being recorded as a binary female and male.

Library Staff: Full Time, not term staff, includes those who would also be considered library leadership.

Race

White	Two or More	Asian / Pacific	Black / African American	Latino / Latina / Latinx	Native American	Not Indicated
174 (72.50%)	6 (2.50%)	22 (9.17%)	17 (7.08%)	14 (5.83%)	3 (1.25%)	4 (1.67%)

Sex

Female	Male
148 (61.67%)	92 (38.33%)

Librarians: Full Time, not term staff, including those who would also be considered library leadership.

Race

White	Two or More	Asian / Pacific	Black / African American	Latino / Latina / Latinx	Native American	Not Indicated

114 (76.31%)	3 (2.01%)	11 (7.38%)	8 (5.38%)	10 (6.71%)	1 (0.67%)	2 (1.34%)
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Sex

Female	Male
100 (67.11%)	49 (32.89%)

Library Leadership This group includes Deans, Associate University Librarians, Dean’s Office Managers, and department heads (most employees who report directly to an AUL and have direct reports).

Race

White	Two or More	Asian / Pacific	Black / African American	Latino / Latina / Latinx	Native American	Not Indicated
33 (80.48%)	1 (2.44%)	4 (9.76%)	0 (0%)	1 (2.44%)	0 (0%)	2 (4.88%)

Sex

Female	Male
26 (63.41%)	15 (36.59%)

Key Findings

2022 Library Employee Survey Findings

The survey touched on a wide range of work experiences. The long report contains sections on job satisfaction, growth and professional development, supervision, workload, workplace climate for different groups, accessibility, workspaces, organizational trust, COVID work experiences, and new library initiatives. The summary below highlights key findings across many sections of the survey.

Urgent problems with harassment and discrimination

The survey asked respondents whether they had been harassed or discriminated against at work during the past two years. Nineteen percent, roughly 1 out of 5 of our colleagues, indicated being on the receiving end of harassment or discrimination. Perpetrators tended to be library colleagues and supervisors but also included patrons. Only 12% of people who had responded that they had experienced harassment and discrimination felt the situation was resolved satisfactorily.

Importantly, the one-out-of-five statistic is very misleading: some groups of employees were far more likely than others to indicate that they had been harassed and discriminated against at work:

- Both Asian/Asian-American (33%) and Black, Latinx, and Native American (39%) employees were more likely to have responded that they experienced harassment or discrimination compared to white employees (14%).
- Both female (24%) and non-binary, genderqueer, trans, and gender-fluid groups (27%) were more likely to have responded that they experienced harassment or discrimination

compared to male employees (7%).

- LGBTQ+ employees (29%) were more likely to have responded that they experienced harassment or discrimination compared to heterosexual employees (15%).
- Employees with disabilities (54%) were more likely to have responded that they experienced harassment or discrimination compared to employees without disabilities (13%).

By contrast, among the forty-six people who identified as male, white, heterosexual, and not disabled, none (0%) reported being targeted with harassment or discrimination. In sum, there is a two-fold problem in the library wherein (a) employees from certain groups report being at high risk for being targeted with harassment and discrimination, and (b) employees believe the library has not taken adequate steps to address existing harm and to prevent future harm.

Urgent problems with accessibility

Nearly 9% of respondents indicated having a disability. Further, 34% indicated experiencing a functional limitation over the past year (this involves a limitation in performing major life activities such as walking, lifting, reading, concentrating, seeing, hearing, standing, etc.). The library, as a workplace, is more difficult in various ways for people with disabilities and functional limitations. People with disabilities indicated that they experienced more barriers engaging in the following activities compared to people without disabilities:

- Doing remote work during the pandemic
- Using library furniture
- Participating in online meetings
- Participating in meetings in the library
- Using technology in the library
- Moving through library spaces

Further, employees with disabilities were less satisfied with their workspaces and found them less comfortable than those without disabilities. At present, the library is a workplace where accessible design has not been successfully adopted, and this is causing preventable pain and hardships for its employees.

Positive things to build on

One key takeaway from the findings is that, at the time of the survey, many library employees were satisfied with many aspects of their jobs and work lives. Some important examples are listed below:

- On average, library employees were solidly in the positive range with regard to experiences of agency in their work lives, belongingness in their work groups, and efficacy in accomplishing work goals.
- Many employees were very positive about their opportunities for growing and learning new things on the job.
- Many employees reported a wide range of positive experiences in their supervisory relationships, and most employees have supervisors that usually or always respect their work capacities.
- Most respondents viewed the library as an organization that cares for its employees.

- Most employees do not experience key elements of their workspaces (such as furniture, lighting, noise, and temperature) as hindrances to their work. Most were also satisfied or very satisfied with aspects of their workspaces, such as comfort, location, size, and the facilitation of collaboration and focused work.

Recommendations:

The following recommendations were informed by data gathered from the previously referenced community feedback mechanisms. These recommendations guided the development of our vital strategies, strategic objectives, and action items:

- Create opportunities for mentoring for people who aspire to leadership or would like to be heard by library leadership, being considerate of those who may be disenfranchised or minoritized
- Communicate reporting options across the library community
- Explore options for library-wide harassment training
- Openly acknowledge the severe lack of racial/ethnic diversity in leadership and communicate what actions are being taken in response
- Create opportunities for engagement with anti-racism education and reflection in division and team-level meetings
- Create a set of best practices for all hiring committees that provide structure and insight on how to maintain a DEIA lens while allowing for the individualized needs of that specific position
- Develop a consistent plan for how we approach organizational culture & climate work

Vital Strategies, Strategic Objectives, Measures of Success, and Action Plans for Academic Year 25*

Vital Strategies

The U-M Library has developed strategic objectives informed by feedback from our community and in alignment with the six vital recruiting strategies defined by the University of Michigan Office of Diversity, Equity, and Inclusion (ODEI). The strategic objectives connected to each vital strategy are appropriately categorized under one of three planning domains (distal objectives). In this section we will define our vital strategies and identify the strategic objectives associated with each:

Recruitment: Connected to the People distal objective/planning domain

Discovering new sources of talent from broadly diverse talent pools

The U-M Library's strategy for recruiting diverse talent focuses on creating an inclusive and equitable environment that attracts individuals from various backgrounds and perspectives. The library will establish partnerships with diverse recognized student organizations, professional associations, and community groups to engage with underrepresented communities actively. Recruitment efforts will prioritize outreach and

advertising in diverse platforms, including targeted social media campaigns, online job boards, and publications that cater to broadly diverse audiences. The library actively seeks a diversity of perspectives among members for its selection committees, interview panels, and search committees to further support diversity.

Hiring and Selection: Connected to the People distal objective/planning domain

Selecting the best possible candidates to join the library and help us live our DEIA values

The U-M Library will continue incorporating bias interruption training in its hiring process, ensuring that all selection committees are well-versed in unconscious bias and equitable assessment techniques. The library actively seeks diverse perspectives for its selection committees, interview panels, and search committees to further support diversity.

Career Advancement and Retention: Connected to the People distal objective/planning domain

Developing and preparing our colleagues to succeed in their current roles and to take the next step in their careers

The U-M Library will foster a welcoming and inclusive workplace culture by providing ongoing professional development opportunities, including the implementation of employee resource groups in academic year 24 and mentorship programs that promote the growth and success of diverse talent. The library is also committed to enhancing career pathways and improving our culture and climate to foster diversity by retaining and developing broadly diverse staff and librarians.

Diversity, Equity, and Inclusion Skill Building: Connected to the Process and Products distal objective/planning domain

Equipping our colleagues with skills and confidence to expertly navigate our workplace and engage each other with compassion, integrity, courage, trust, and empathy

The U-M Library strategy for diversity, equity, and inclusion (DEI) skill building focuses on fostering a culture of awareness, education, and action. The library will continue to evaluate current DEIA practices and identify areas for improvement. Utilizing this information, tailored training programs and workshops will be developed to enhance employees' understanding of DEIA concepts, unconscious bias, anti-racism, and intercultural competence.

Collaborative partnerships with other campus units and third-party subject matter experts will be established to create a supportive and inclusive environment. Regular feedback mechanisms, such as surveys, open forums, and focus groups, will be implemented to gauge the effectiveness of the initiatives, and identify emerging needs. The library is committed to building capacity for developing resources that facilitate continuous learning and growth in DEIA competencies, empowering library employees to contribute to an inclusive and equitable library climate and culture.

Climate Enhancing Activities: Connected to the Process and Products distal objective/planning domain

Fostering environments and spaces in the library that facilitate a sense of belonging, so all colleagues feel valued, safe, connected, and informed

The U-M Library will focus on individual-level experiences and challenges related to Workplace Climate to ensure that all employees feel included, respected, and safe (psychologically and physically) in our organization. The library will focus on the ways library colleagues communicate their climate experiences and concerns to the library community and beyond. We strive to utilize community-informed practices to create, enhance and maintain mechanisms, platforms, and spaces to value the voices of colleagues.

Pathways for Conflict Resolution: Connected to the Process and Products distal objective/planning domain

Identifying library-specific and campus-wide resources for reporting concerns and encouraging students, faculty, and staff to report concerns for resolution

The U-M Library will develop effective pathways to conflict resolution by creating a culture of open communication and respect. The library will work to foster an environment where individuals feel comfortable expressing their concerns and build tools and mechanisms for reporting concerns while building awareness of existing campus-wide tools for reporting.

Regular feedback mechanisms, such as the anonymous intranet feedback tool, will be implemented to encourage staff to share their experiences and identify potential conflicts early on. Lastly, creating a supportive and inclusive environment that values diversity and promotes collaboration can significantly reduce the occurrence of conflicts. By implementing these strategies, the University of Michigan Library can effectively develop pathways to conflict resolution, enhancing employee well-being and productivity.

Strategic Objectives & Constituencies*:

The University of Michigan Library employees (staff, librarians, and leadership) are the main constituency of this plan. Except where specified, the plan pertains to all represented and non-represented library employees. The Department of Organizational Development and DEI, supported by the Library Administration team, has identified several strategic objectives during our culture and climate strategic planning that are aligned with the DEIA vital strategies and categorized into the appropriate planning domains/distal objectives.

Each of these strategic objectives is accompanied by metrics that will be tracked over time and descriptions of single and multiple-year actions the Department of Organizational Development and DEI and Library Administration will take to accomplish those objectives. See the Action Planning Tables for each planning domain for additional detail on assignments, timelines, and accountabilities.

PEOPLE (Recruit, Retain & Develop a Diverse Community)

Connected vital strategies: Recruitment, Hiring and Selection, Career Advancement, and Retention

UNDERGRADUATE STUDENTS

Strategic Objective 1:

Evaluate and improve the student-employee experience at the University of Michigan Library through comprehensive assessment and continuous improvement measures.

Metrics:

Our most recent Library Student Employee Survey gathered a 28% response rate from nearly six hundred undergraduate, graduate, and professional students. In the next iteration of this survey, we will seek to determine the percentage of student employees that show support for DEIA initiatives within the library, as well as the percentage of participants that feel our unit places too much emphasis on DEIA initiatives. We will also seek to discover the percentage of respondents that report having experienced or observed harassment/discrimination. We will also seek to discover the percentage of participants that report satisfaction with the U-M Library work environment.

Actions:

1. Plan focus groups and open forums to gather qualitative narrative data of student employee experiences.

Primary DEI Goal: Inclusion

STAFF and LIBRARIANS

Strategic Objective 2:

Refine a recruitment process to attract and hire critical talent from broadly diverse applicant pools.

Constituencies: Staff and Librarians, Potential Employees

Metrics:

Gain at least two new recruiting and sourcing venues for recruiting a broadly diverse candidate pool. Percentages of candidates from underrepresented backgrounds at the phone interview stage compared to before HR engaged the venue.

Actions:

1. We will engage in targeted efforts and seek out new venues for recruiting with broadly diverse sourcing methods.
2. Continue efforts to enhance search efficiency and transparency.
3. Develop new best practices and guidelines to enhance search efficiency, effectiveness, and transparency.
4. Begin planning for our next employee climate survey to help inform efforts to achieve broader diversity through retention.

Primary DEI Goal: Diversity

Strategic Objective 3:

Develop an internal pipeline for staff, including underrepresented staff, to gain training, experience, and development.

Constituencies: Staff and Librarians

Metrics:

Non-promo turnover of designated candidates; the number of positions filled by designated candidates.

Actions:

1. Develop an inclusive philosophy for career pathways.
2. Review of the IAP process in partnership with the Employment Processes Climate and Culture group.

Primary DEI Goal: Equity

PROCESS (Create an Equitable and Inclusive Campus Climate)

Connected vital strategies: DEIA Skill Building, Climate Enhancing Activities

ALL CONSTITUENCIES**Strategic Objective 1:**

Ensure that library spaces, services, programs, and collections are accessible, inclusive, and welcoming for all community members.

Metrics:

Receipt of base investment from budget request to support student hourly and operating funds to progress accessibility initiatives. Hold six outreach meetings with key Library partners and campus accessibility partners to identify concrete ways to strategically embed Digital Accessibility Team expertise and services to improve existing Library products, services, and campus accessibility services.

Improve digital accessibility evaluation service workflow from intake to testing protocol and continued customer and vendor consultations.

Actions:

1. Create and fill the following roles:
 - Accessibility Lead
 - Remediation Coordinator
2. Fund Accessibility Remediation Program operating costs
3. Reparative description review process
4. Develop remediation roadmap template for electronic resources procurement
5. Develop and test (in-house) accessible technology

6. Improve key partnerships between the Digital Accessibility Team and Library and campus accessibility leaders to embed digital accessibility practices within Library services, collections, and products.
7. Provide digital accessibility evaluations and consultations to procure, develop and improve web content, web applications, websites, or desktop applications

Primary DEI Goal: Inclusion

Strategic Objective 2:

Work in partnership with the U-M Library Senior Director of Development to identify opportunities to diversify our donor file and elevate stories that demonstrate the diversity, broadly defined, of our donors.

Metrics:

Tracking of donor-facing communications that highlight giving stories and feature donors from broadly diverse backgrounds.

Actions:

1. Highlight DEI&A related funding needs in our annual appeals which allows the library to accelerate efforts to meet the needs of all of our library users
2. Direct the use of the library's Strategic Opportunities Fund (annual fund) to support DEI related projects, programs, services, and resource needs (examples below)
3. Increase donor solicited funding investment such as the new Oka Tadoku Room in our Asia Library, which supports student scholarship in early Japanese language studies
4. Continue incorporating DEI&A into our donor events by featuring collections/exhibits that highlight DEI&A
5. Continued investment in the Accessibility Remediation Program

Primary DEI Goal: Inclusion

Strategic Objective 3:

Implement community-building programs and initiatives that foster psychological safety and belonging.

Metrics: Track the progress of initiatives at various stages of development using the Community Building Dashboard attached in the appendices of this report

Actions:

1. Support our newly launched Employee Resource Groups (ERGs). ERGs are open to all employees who have an interest in supporting these communities (see the ERG proposal and group charter template attached in the appendices of this report)
2. Continue Community of Care Dialogues (formerly Safe/Brave Space Dialogues, see guidelines attached in the appendices of this report) and build a curriculum to train more facilitators.
3. Seek input from multiple constituencies on planning additional strategic objectives, actions items, updates, and revisions for academic year 26 (year three of DEI 2.0)

Primary DEI Goal: Inclusion

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

Connected vital strategies: Pathways for conflict resolution, DEIA Skill Building, Climate Enhancing Activities

Staff and Librarians

Strategic Objective 1:

Develop and refine a system for Supervisor/Manager support, development, and accountability.

Metrics:

Progress on documenting a plan for developing a consistent system of resources for the development of managers and supervisors. Engagement with the Intercultural Development Inventory and number of debriefs delivered.

Actions:

1. Develop and implement tools to support library supervisors and managers in developing and enhancing intercultural development (i.e., Management Development Series)
2. Continued engagement with systems analysis work to develop a new process for supporting supervisor manager development

Primary DEI Goal:

Equity

ALL CONSTITUENCIES

Strategic Objective 2:

Identity, create, and leverage tools to support library staff in developing and enhancing intercultural development and knowledge of DEIA concepts.

Metrics:

The number of staff and librarian enrollments and feedback with resources like the Anti-Racism toolkit. The number of staff and librarian enrollments and engagement with external programming like the Racial Equity Institute Groundwater Training.

Actions:

1. Continue to build capacity and competencies for Anti-Racism work
2. Anti-Racism Toolkit implementation and engagement

3. Increase opportunities for engagement with outside resources (i.e., REI Groundwater Training)

Primary DEI Goal: Inclusion

ALL CONSTITUENCIES

Strategic Objective 3:

Identify and promote mechanisms for reporting employee concerns and create opportunities for our community to engage with anti-harassment content.

Metrics:

Plan and document sessions with campus partners ECRT and PEAR to consult. Launch of new anonymous intranet reporting tool.

Actions:

- 1) Explore the creation of a restorative justice program
- 2) Plan additional training engagements for Employees in partnership with
 - Ethics, Integrity & Compliance
 - Equity, Civil Rights & Title IX (ECRT)
 - Office of Student Conflict Resolution (OSCR)
 - Work Connections
 - Ombuds; Student, Faculty, Staff
 - Division of Public Safety and Security

Primary DEI Goal: Inclusion

Goal-related Metrics: U-M Library Measures Tracked Over Time

University Wide Metrics

With regard to the three goals of the Strategic Plan, the university will track and publish overall metrics relating to the three goals. Items under discussion for these university-wide, goal-related metrics:

- Diversity: makeup of first-year class, diversity of faculty at all levels, diversity of staff, diversity of workforce overall, diversity of students overall, completion rates for all students at all levels.
- Equity: # reported incidents, reports on adverse impacts.
- Inclusion: results on UM climate measures of faculty, staff, and students.

Unit Metrics:

The following metrics will be tracked over time as they provide critical data related to DEIA goals.

- Student Employee Climate Survey
- Student Employee Demographics
- Makeup of Workforce/Employee Demographics
- Makeup of Supervisor Cohort
- Demographics of pool of employees promoted in the past year
- Demographics within salary bands of employees
- Library Climate Survey Results by Area
- U-M Office of DEI All Staff Climate Survey
- U-M Office of DEI Special Faculty Climate Survey

Action Planning Tables with Details and Accountabilities

PEOPLE (*Recruitment, Retention & Development*)

Connected vital strategies: Recruitment, Hiring and Selection, Career Advancement, and Retention

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
Students	Understand and Improve the student-employee experience at the Library	<p>Percentage of student employees that show support for DEIA initiatives and the percentage that feel there's too much emphasis on DEIA initiatives.</p> <p>Percentage that report having experienced or observed harassment /discrimination.</p> <p>Percentage of students that report satisfaction with the U-M Library as a work environment.</p>	Plan and hold focus groups and open forums to gather qualitative narrative data of student employee experiences in academic year 25.	<p>Dean's Office</p> <p>Department of OD/DEI</p> <p>Craig Smith, Assessment Specialist</p> <p>Lawrence Young, Diversity & Inclusion Specialist</p>
Staff and Librarians, Potential Employees	Refine the recruitment process to attract and hire critical talent from diverse applicant pools.	<p>Increase (by 2) new recruiting and sourcing venues for recruiting a diverse candidate pool.</p> <p>Percentages of candidates from underrepresented backgrounds at the phone interview stage compared to before HR engaged the venue.</p>	<p>Secure new venues for recruiting with diverse sourcing methods.</p> <p>Evaluate change in the percentage of diverse applicants and phone interviewees.</p> <p>Develop new best practices and guidelines to enhance search efficiency, effectiveness, and transparency.</p> <p>Begin planning for our next employee climate survey to help inform efforts to achieve diversity</p>	<p>Department of OD/DEI</p> <p>Employment Processes Working Group</p> <p>Library HR</p> <p>Alexa Pearce, AUL for Research</p> <p>Charles Watkinson, AUL for Publishing</p>

			through retention.	<p>Jeff Witt, Director of Organizational Development and DEI</p> <p>Joe Zynda, Human Resources Manager</p>
Staff and Librarians	Develop a career pathways plan for employees to gain training, experience, and development.	<p>The number of employees that move into important roles.</p> <p>The number of employees from underrepresented communities acquiring increased responsibilities with compensation through hires, reclassifications, and/or salary equity actions.</p>	<p>Develop an inclusive philosophy for career pathways.</p> <p>Review of the IAP process to ensure it enables career pathway-building.</p>	<p>Employee Opportunity Working Group</p> <p>Employment Process Working Group</p> <p>Library HR</p> <p>Laurie Alexander, AUL Learning and Teaching</p> <p>Keri Miller, Director of Finance and Human Resources</p> <p>Alexa Pearce, AUL for Research</p> <p>Bryan Skib, AUL for Collections</p> <p>Charles Watkinson, AUL for Publishing</p> <p>Jeff Witt, Director of Organizational Development and DEI</p> <p>Joe Zynda, Human Resources Manager</p>

PROCESS (Promoting an Equitable & Inclusive Community)

Connected vital strategies: DEIA Skill Building, Climate Enhancing Activities

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
All constituencies	Ensure that library spaces, services, programs, and collections are accessible, inclusive, and welcoming for	Identified ways to embed Digital Accessibility expertise in improving existing products and services.	<p>Create and fill the following roles: Accessibility Lead Remediation Coordinator</p> <p>Fund Accessibility Remediation Program operating costs.</p> <p>Advance the reparative description review process, and</p>	<p>Lisa Carter, University Librarian and Dean of Libraries</p> <p>Donna Hayward, Associate Dean of Libraries</p> <p>Laurie Alexander, AUL</p>

	all community members.	<p>Increased staff</p> <p>Improved digital accessibility evaluation service workflow</p>	<p>work to identify existing subject headings in the catalog that are not inclusive and update that information.</p> <p>Work with the Digital Accessibility Team in identifying project and outreach goals connected to Digital Accessibility SPG work.</p> <p>Develop remediation roadmap template for eResources procurement.</p> <p>Develop and test (in-house) accessible technology.</p> <p>Improve key partnerships between the Digital Accessibility Team and Library and campus accessibility leaders to embed digital accessibility practices within Library services, collections, and products.</p> <p>Provide digital accessibility evaluations and consultations to procure, develop and improve web content, web applications, websites, or desktop applications.</p>	<p>Learning and Teaching</p> <p>Bryan Skib, AUL of Collections, Special Collections Research</p> <p>Charles Watkinson, AUL for Publishing and Director of Michigan Press</p> <p>Accessibility Specialist Accessibility Lead Digital Accessibility Team</p>
All constituencies	Identify opportunities to diversify our donor file and demonstrate the diversity of our donors.	<p>The percentage increased diversity in the donor pool.</p> <p>The number of communications that highlight feature donors from diverse backgrounds.</p> <p>Increased donations to support DEIA efforts.</p>	<p>Highlight DEIA-related funding needs in our annual appeals.</p> <p>Direct the use of the library's Strategic Opportunities Fund (annual fund) to support DEIA-related projects, programs, services, and resource needs.</p> <p>Increase donor-solicited funding investment in diversity efforts.</p> <p>Feature collections/exhibits that highlight DEI&A in donor events.</p>	<p>Dean's Office</p> <p>Department of OD/DEI</p> <p>Yvonne Greenhouse, Senior Director of Development</p> <p>Lisa Carter, University Librarian and Dean of Libraries</p> <p>Alan Pinon, Director of Communications and Marketing</p> <p>Lawrence Young, Diversity & Inclusion Specialist</p>
All constituencies	Implement community-building programs and initiatives that foster psychological safety and belonging.	Track the progress of initiatives using the Community Building Dashboard	<p>Support our newly launched Employee Resource Groups (ERGs). ERGs are open to all employees who have an interest in supporting these communities (see the ERG program overview and group charter template attached in the appendices of this report)</p> <p>Continue Community of Care Dialogues (formerly Safe/Brave Space Dialogues, see guidelines attached in the appendices of this report) and build a curriculum to train more facilitators.</p> <p>Seek input from multiple constituencies on planning additional strategic objectives, actions items, updates, and revisions for academic year 26 (year three of DEI 2.0)</p>	<p>Community Building Working Group</p> <p>Department of OD/DEI</p> <p>Organizational Culture Working Group</p> <p>Workplace Climate Working Group</p> <p>Lawrence Young, Diversity & Inclusion Specialist</p> <p>Jeff Witt, Director of Organizational Development</p>

				and DEI Lisa Carter, University Librarian and Dean of Libraries Donna Hayward, Associate Dean of Libraries
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PRODUCTS (*Education, Scholarship & Service*)

Connected vital strategies: Pathways for conflict resolution, DEIA Skill Building, Climate Enhancing Activities

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
Staff and Librarians	Develop and refine a system for Supervisor/ Manager support, development, and accountability.	Progress on developing a consistent system of resources for developing managers and supervisors. Number of engagements with the Intercultural Development Inventory and number of debriefs delivered.	Develop and implement tools to support library supervisors and managers in developing and enhancing intercultural development (i.e., Management Development Series) Progress into the implementation/action phase of the Systems Analysis Manager & Supervisor System Support process	Culture and Climate Progress Team Dean’s Office Department of OD/DEI Library Administration Donna Hayward, Associate Dean of Libraries Meghan Musolff, Director of Strategic Planning Craig Smith, Assessment Specialist Lawrence Young, Diversity & Inclusion Specialist Jeff Witt, Director of Organizational Development and DEI
All constituencies	Identify, create, and leverage tools to support	The number of staff and librarian enrollments with	Identify at least two additional professional development resources to build capacity and competencies for Anti-Racism work.	Department of OD/DEI Organizational Culture

	library staff in developing intercultural competencies and knowledge of DEIA concepts.	<p>internal offerings.</p> <p>Feedback from IDI consultations and individual debriefs.</p> <p>Feedback about leveraged resources.</p> <p>Number of staff and librarian engagement with external programming</p>	<p>Facilitate IDI assessments and consultations as part of the management development series.</p> <p>Anti-Racism Toolkit implementation and engagement</p> <p>Increase opportunities for engagement with outside resources (i.e., REI Groundwater Training)</p>	<p>Working Group</p> <p>Bohyun Kim, AUL of Library Information Technology</p> <p>Meghan Musolff, Director of Strategic Planning</p> <p>Lawrence Young, Diversity & Inclusion Specialist</p> <p>Jeff Witt, Director of Organizational Development and DEI</p>
All constituencies	Provide mechanisms for reporting employee concerns and create opportunities for our community to engage with anti-harassment content.	<p>Number of ECRT/PEAR sessions</p> <p>Number of people who attended sessions.</p> <p>Feedback on improvements made to a new anonymous reporting tool.</p>	<p>Explore the creation of a restorative justice program.</p> <p>Plan and document sessions with campus partners ECRT and PEAR to consult.</p> <p>Plan additional training engagements for Employees in partnership with Ethics, Integrity & Compliance</p> <ul style="list-style-type: none"> ● Equity, Civil Rights & Title IX (ECRT) ● Office of Student Conflict Resolution (OSCR) ● Work Connections ● Ombuds: Student, Faculty, Staff ● Division of Public Safety and Security <p>Explore the creation of a restorative justice program</p>	<p>Culture and Climate Progress Team</p> <p>Workplace Climate Working Group</p> <p>Library Administration</p> <p>Dean's Office</p> <p>Department of OD/DEI</p> <p>Organizational Culture Working Group</p> <p>Workplace Climate Working Group</p> <p>Bohyun Kim, AUL of Library Information Technology</p> <p>Meghan Musolff, Director of Strategic Planning</p> <p>Craig Smith, Assessment Specialist</p> <p>Lawrence Young, Diversity & Inclusion Specialist</p> <p>Jeff Witt, Director of Organizational Development and DEI</p>

Plans for Supporting, Tracking and Updating the Strategic Plan

Diversity and Inclusion Specialist Lawrence Young and Director of Organizational Development and DEI Jeff Witt are the primary contacts for stewardship of the U-M Library Diversity, Equity, Inclusion, and Accessibility plan. They will be assisted by the Dean's Office, Library Administration, and the Culture and Climate Progress Team in tracking and supporting the plan implementation.

- The Diversity and Inclusion Specialist will partner with library stakeholders in the Dean's Office and Library Administration to conduct an annual review of the plan with all relevant constituencies and gather feedback and additional ideas to be implemented throughout the year.
- A quarterly status report on progress will be presented to Library Administration during the first year of implementation.
- The evaluation of metrics and accomplishments against the plan will be documented and tracked in accordance with ODEI planning and reporting timelines.
- Additional feedback and guidance will be gathered during socialization and planning review sessions with the Library Diversity Council, the Staff Forum Board, and the Librarians Forum Board.
- Additional opportunities for community engagement and feedback will be offered using the following methods:
 - Focus groups
 - Open forums
 - Town Halls
 - All-Staff meetings
 - Culture and climate updates
 - Surveys
 - Community socialization with the strategic plan.

Appendices

- A. U-M Library Definition of Diversity**
- B. The Value of Inclusion and Diversity to the U-M Library by Darlene Nichols, 2013**
- C. ERG Proposal**
- D. AAPI Employee Network/Resource Group - Charter Template**
- E. Community of Care Dialogue Protocol**

Appendix A

U-M Library Diversity Council Definition of Diversity

Library Diversity Council members helped to write a new definition of diversity for the library in 1996. The goal of this new definition was to encourage the idea that all individuals are diverse in some ways and library staff should respect and welcome everyone, not just specific groups. This definition acknowledged that equality requires effort, resources, and commitment.

Diversity is defined as all the characteristics that can be used to describe humans. We are all diverse in many ways. It is the unique intersections of these characteristics that define each individual's diversity. A few examples of these characteristics include:

Age, language, cognitive style, nationality, cultural background, economic background, gender, religion, geographic background, politics, ethnicity, race, ancestry, marital status, sexual orientation, physical ability, or appearance.

Diversity Means All of Us

To create a welcoming and respectful environment and organizational culture within the library; we must not assume that people who have characteristics different than our own necessarily have the same needs, experiences, and points of view that we do. At the same time, we must not make the assumption that "they" are all the same. Therefore, we must expand our definition of diversity to include all of us. This requires a different mindset, one where the emphasis is on how we as individuals can all contribute to a diverse workplace.

Issues of Equity

Having stated the above, we must recognize that not everyone faces the same consequences for their diversity. We cannot forget that issues of difference are closely tied to issues of power and discrimination. Issues of equity are inseparable from issues of diversity. Individuals are judged by how they fit into the characteristics outlined above. We must remember that equality will require effort, resources, and commitments to both structural change and continuing education.

Diversity is not just about numbers. It requires profound structural and cultural change. We will not succeed in creating a truly diverse environment until every individual feels valued and respected and that their point of view and experiences are important to the workings of the organization.

University Library Diversity Council
February 1996

Appendix B

Value of Inclusion and Diversity

Diversity is far more than the right or just or socially appropriate thing to do. Diversity, in the multiplicity of ways in which that may be expressed, drives our ability to effectively reach our institutional goals and accomplish our missions – as an organization and as individuals. Without it we risk failing. Here’s why.

The greater the complexity of a task or problem, the better the outcome if varied perspectives are applied in creating the resolution. If everyone thinks in the same way, innovation and creativity can go only so far. In fact, it may go nowhere. In every aspect of Library work there is room for problem-solving and innovation. In every aspect of our work there is room, even a need, for different points of view, different mental models, different training, different understanding, different approaches – difference. University of Michigan faculty member Scott Page writes based on his extensive research that “teams of people with diverse training and experience typically perform better than more homogeneous teams.”¹ This is true even when those homogeneous groups are drawn from the very top performers of an academic group. In other words, even a homogeneous group of very smart people can be outperformed by a group of moderately smart people when they have the advantage of diversity.

We can take some lessons from work done on the value of diversity in undergraduate education. Studies have demonstrated over and over again the positive impact of diversity on educational outcomes, particularly critical thinking skills. We learn not only from those whose knowledge is different from ours, but whose perspectives and experiences are different as well. Other U-M researchers report “...informal interactional diversity was especially influential in accounting for higher levels of intellectual engagement and self-assessed academic skills for all four groups [white, African American, Asian American, and Latino] of students.”² We advance if we continue learning and developing and we will learn best when we are challenged by others with different backgrounds.

Where diversity is a clear value, staff are more likely to stay, perform better and be more committed to their workplace. Those that don’t stay, will nevertheless leave with a positive view of the organization – and these are the best ambassadors for recruitment of new colleagues, according to Gallup research. “About twice as many employees working in companies that are committed to diversity say they are satisfied and are likely to recommend their company than are employees in companies with less commitment to diversity. Retention is also significantly higher at the companies with a strong commitment to diversity.”

Finally, additional research suggests that consumers have higher satisfaction with services when they see themselves reflected within those providing the services. There are many reasons to actively pursue diversity and inclusion within the workplace: greater patron satisfaction, better learning and productivity among staff, and increased retention and contentment for staff. And, last but not least, because it is the right thing to do.

Approved by the Library Executive Council, January 2013

1 Page, S.E. (2007). *The Difference, How the power of diversity creates better groups, firms, schools, and societies*. Princeton, NJ: Princeton University Press, p. 322. 2 Gurin, P., Dey, E.L., Hurtado, S., & Gurin, G. (2002). Diversity and higher education: Theory and impact on educational outcomes. *Harvard Educational Review*. 72(3), p. 351. 3 The Gallup Organization. (2005). *Employee discrimination in the workplace*. Washington, D.C.: The Gallup Organization, p. 10.

Appendix C

Program Overview for University Library Employee Resource Groups

Employee Resource Groups (ERG) are the internal formal University of Michigan Library communities for all library employees. The purpose of an ERG is to create an intentional community of support in particular for individuals with historical/contemporary minoritized identities. These groups and any resulting programming are open to all who wish to participate; however, the focus of each group is to center the voices and experiences of those whom the group is intended to help. ERGs are essential to give interested individuals with shared identities, experiences, or narratives, along with their allies, access to identity-affirming spaces.

Access to identity-affirming spaces can help foster a sense of belonging while building a community of support that provides active opportunities to shape the culture of our University Library community to be more inclusive, equitable, and just. ERGs are built to be inclusive rather than exclusive. While they focus on celebrating and sharing identity and community to create belonging for people with shared identities and their allies, we aim to avoid creating limits on ERG spaces that reinforce exclusionary practices.

Forming Employee Resource Groups

Below is a list of ERGs that were launched during year 1 of our 5-year strategic DEI plan:

- **Confirmed ERGs (Identified Points of Contact/Group Leads and member interest, launch consultation scheduled)**
 - Asian, Asian American, and Pacific Islander Employee Network/Resource Group
 - Black Library Advocacy Coalition (B.L.A.C.)
 - Disability Employee Network/Resource Group
 - Gender Diverse Employee Network/Resource Group
 - Latinx and Hispanic Heritage Employee Network/Resource Group
 - LGBTQIA+ Identity Employee Network/Resource Group
 - Middle Eastern & North African Employee Network/Resource Group
 - Mixed Race Employee Network/Resource Group
 - Parenting Employee Network/Resource Group
 - People Leaders Network/Resource Group (People who supervise or manage individuals or teams)
 - Sages (ERG centering experiences of older persons and imminent retirees)
 - Women of Color Employee Network/Resource Group

Group leadership and members can change the names and edit their charter template upon consultation with the Diversity and Inclusion Specialist.

In addition to the aforementioned confirmed and proposed groups, a University of Michigan Library employee will be able to propose the formation of a new ERG as long as it meets the following criteria:

- Membership is open on a rolling basis.
- An ERG related to the same mission/focus does not already exist.

- A defined purpose and explanation for how the group will contribute to enhancing the diversity, equity, inclusion, justice, and belonging of the Library community. (For example, This ERG aims to create a space that centers the experience of LGBTQIA+ staff at the University Library. This group will provide a platform for community members and allies to come together, share experiences and stories, and learn while advocating for opportunities for change to enhance belonging better.)
- Successful completion of a proposal to form the ERG addressing the aforementioned criteria.

Review

Once the proposal has been submitted, the Diversity and Inclusion Specialist will review the materials and provide feedback. Once the Specialist has provided feedback, the Specialist will meet with the individual(s) to discuss it and assist with starting the ERG. Creating an ERG is a rolling process that can be done anytime.

Funding

The Department of Organizational Development/DEI has programmatic funds to support ERGs. Once ERGs are established, members can work with the Diversity and Inclusion Specialist to develop a funding request. Funds can be used to support “open” events, community gatherings for the ERG, books, supplies, professional development resources, and other items. The Diversity and Inclusion Specialist will work with ERGs to make sure funding requests meet institutional guidelines as approved by the Office of the General Counsel.

Institutional Support

In addition to access to funding, all approved ERGs will have the support of the Department of Organizational Development and DEI. The Diversity and Inclusion Specialist will also serve as a liaison/executive sponsor to the ERGs and provide direct access to administration to support all ERG initiatives and efforts. For additional information, please contact Lawrence Young at lnyoung@umich.edu.

Appendix D

Asian American and Pacific Islander ERG Charter (Template/Sample)

The U-M Library Asian American and Pacific Islander (AAP) Employee Resource Group (ERG) is a voluntary organization established to support, empower, and advocate for the Asian American and Pacific Islander (AAPI) community within the library community. The ERG is committed to fostering an inclusive and diverse workplace environment that values the unique experiences, perspectives, and contributions of AAPI employees. **This group is open to all that wish to participate; however, the focus of each group is to center the voices and experiences of AAPI employees and their allies.**

Purpose

The purpose of the AAPI ERG is to:

- A. Provide a safe and supportive space for employees with AAPI identities and their allies to connect, network, and share experiences.
- B. Promote cultural awareness and understanding of AAPI heritage, history, and contributions.
- C. Advocate for the needs and concerns of AAPI employees within the library.
- D. Support career development, mentorship, and leadership opportunities for AAPI employees (among others) within the library.
- E. e. Collaborate with other ERGs, LDC, SFB, LFB, and external organizations to advance diversity, equity, and inclusion initiatives.

Goals and Objectives

The AAPI ERG will work towards achieving the following goals and objectives:

- A. Foster a sense of belonging and community by organizing regular networking events, social gatherings, and cultural celebrations.
- B. Collaborate with the Department of Organizational Development and DEI to address diversity, equity, and inclusion issues and provide recommendations for improvement.
- C. Facilitate mentorship programs and career development initiatives to support the professional growth of, among others, AAPI employees.
- D. Engage in community outreach and volunteering efforts to make a positive impact within the AAPI, library, and campus communities.

Membership and Leadership

- A. Membership in the AAPI ERG is open to all employees who have an interest in supporting the AAPI community.
- B. The ERG will aim to have a volunteer leadership group of employees that are invested in issues impacting the AAPI community.

Meetings and Communication

- A. The AAPI ERG will hold regular (monthly or quarterly) meetings to discuss initiatives, plan events, and provide updates to its members.
- B. Meeting minutes and key decisions will be documented and made available to ERG members.

Funding and Resources

- A. The Department of Organizational Development and DEI will provide necessary resources

and support to the AAPI ERG, including meeting spaces, event funding, and promotional assistance.

- B. The ERG may request funding from the Department of Organizational Development and DEI to supplement its activities, subject to library policies and guidelines.

Amendments and Review

- A. This charter may be amended as needed at the discretion of the members in alignment with guidance provided by the Office of General Counsel and the Department of Organizational Development and DEI.

By participating in the AAPI ERG, members acknowledge their commitment to upholding the principles of diversity, equity, and inclusion and working towards creating a more inclusive workplace for all employees.

Appendix E



Community of Care Dialogue Protocols *(formally known as safe space dialogue)*

April 2023

Library Community of Care Dialogue Sessions

The intention of a Community of Care Dialogue (CCD) is to provide a time and space in the workplace for library colleagues to explore and share our thoughts and feelings (distressful to joyous) around specific world, national, or local events, incidents, or shared experiences. During a CCD, we remain judgment-free and empathetic toward colleagues while holding each other accountable to established guiding principles. Our objectives in a CCD are to:

1. support each other as we explore, and express individual and collective workplace impacts of events around us.
2. and work toward restoring and/or strengthening workplace harmony and [library values](#) of interdependency and humanity.

Characteristics of Community of Care Dialogues

- CCD sessions may be fully virtual using zoom and following [these guiding principles](#) or fully in person following [these guiding principles](#). Sessions will not be offered as hybrid experiences.
- Confidentiality will be respected in all ways possible.
 - Zoom sessions will not be recorded and chat transcripts will not be retained.
 - Library colleagues will not be required to register for, sign up for or sign into any CCD. While attendance numbers will be tracked, rosters of attendance will not be maintained.
 - Calendar invitations will not be sent to library colleagues. Instead, zoom session log in information and meeting room locations will be shared using library all staff emails.
 - Participants will be reminded of confidentiality standards at the beginning of each CCD session.
- Each session will have a clearly defined scope, and facilitators will ensure that the group maintains these dialogue boundaries. The scope will center specific events or incidents and reliably factual information about these events or incidents will be shared within CCD invitations to participate.
- Library colleagues will be reminded of reporting options and support networks available to them as University of Michigan employees with each CCD invitation and at the beginning of each session.
 - Workplace conflict or concern: Supervisor, Manager, AUL, LHR or DEI colleague
 - Library [Intranet comment box](#) with anonymous feature
 - Workplace ADA Compliance [Equity, Civil Rights and Title IX Office \(ECRT\)](#)
 - [Sexual & Gender Based Misconduct ECRT](#)
 - [Any form of Harassment and/or Discrimination ECRT](#)
 - Disability or Impairment [UM Work Connections Office](#)
 - COVID or any other health compliance concern [Ethics, Integrity & Compliance website](#)
 - UM policy compliance concern [Ethics, Integrity & Compliance website](#)
 - [UM support & wellness networks](#) UM Central HR
 - For a private consultation on workplace concerns.
 - call the **staff ombuds** at 734- 936-0600 or fill out this [contact form](#)
 - call the **faculty ombuds** at 734-763-2707 or fill out this [contact form](#)
- In person sessions will be conducted in a circle formation and participants in virtual sessions will be encouraged, but not required, to put their cameras on.

- Facilitators will welcome participants and orient them to session guidelines, the scope and duration of the session and remind them of reporting and support options available through the university.
- Facilitators will guide the dialogue by ensuring that guiding principles are followed, the dialogue stays within the established scope and that the session ends on time.
- CCD sessions will be planned to accommodate the schedules of impacted colleagues. This will usually result in at least two sessions offered in the format and on days of the week and times of the day that are most accessible to impacted library colleagues.
- Form and process of the sessions will be heavily influenced by Trauma Informed Practice, [Anti-Racism](#), [Restorative Practices](#), [Compassionate Communication](#) and Non-Violent Communication.

Components of a CCD

- **The catalyst:** Any library colleague may reach out to anyone in library leadership to request a CCD based on the workplace impact of an event, incident, or shared experience. The request should be forwarded to the DEI Specialist and/or the Organizational Development Director (The DEI Team) who will determine the viability of a CCD and make the necessary plans as quickly as possible.
- **The invitation:** Once CCD sessions are planned in alignment with the above characteristics, the DEI team will send an invitation to participate to the library community using the library all staff email. If the timing accommodates, there will also be an invitation in a library newsletter. The invitation will include:
 - A description of library CCD's including a link to guiding principles
 - The scope of this particular CCD along with some brief and reliable background information
 - Formats, Dates and Times along with zoom links and/or room locations
 - A reminder of reporting options and support networks at UM
- **The welcome and orientation:** The session facilitator will begin each session with a warm welcome to participants, a self-introduction - [including IRO status](#), a quick review of guiding principles and an explanation of the scope of this discussion. After answering any questions about all of this, the facilitator will share (verbally, visually or in writing) a reminder of UM reporting options and support networks.
- **Introductions:** The facilitator should have already introduced themselves. Participants will be given the opportunity to BRIEFLY introduce themselves by first name, pronouns, and area of the library where they work. Participants may opt to omit any or all three of these introduction elements. Any additional information they may like to share can be done over the course of the session.
- **The dialogue:** The facilitator(s) will guide the dialogue and hold space for participants by ensuring that guidelines are adhered to, the scope is maintained, and timing is considered.
- **The conclusion:** The facilitator(s) will give a verbal heads-up when the time is within a few minutes of concluding, along with a clear invitation to participants who may not have contributed to the dialogue yet. Sessions will end on time and the facilitator(s) may evaluate the need to accommodate some after session conversation, either immediate or to be scheduled.
- **The follow up:** The facilitator(s) will:
 - contact [ECRT](#), if necessary, to comply with [IRO status](#) responsibilities or if there are any questions/concerns about anything that came up in the session.

- Facilitator(s) will document each session with careful respect to confidentiality. The documentation will include the scope, date, time, format, location, and number of participants for each session. The facilitator may include any notes of interest about the session, being careful to respect confidentiality.
- The DEI team will debrief the sessions with each other, and any other library colleagues involved in the initiation and/or planning. During the debrief, we will reflect on high points, ah-ha moments, challenges and how we might get better as facilitators. In doing so, we will specifically consider guiding principles and facilitator influences; Trauma Informed Practice, [Anti-Racism](#), [Restorative Practices](#), [Compassionate Communication](#) and Non-Violent Communication.
- The DEI team will also debrief the sessions with library leadership if it seems appropriate and might provide helpful insight into library climate.

The Role and Journey of the CCD Facilitator

- The DEI Specialist and the Organizational Development Director will serve as primary CCD facilitators. Other library colleagues may work with them to become a facilitator or co-facilitator.
- Facilitators will become familiar with and maintain a high degree of familiarity with this document of protocols and the following:
 - virtual session [guiding principles](#) and in person [guiding principles](#).
 - Trauma Informed Practice - Library Management Training Video
 - Non-Violent Communication - Library Management Training Videos
 - Anti-Racism - Library Diversity Council Anti-Racism Toolkit
 - Compassionate Communication - Handouts from the Center for Nonviolent Communication
 - Restorative Practices - UM Office of Student Conflict Resolution and UM Office of Equity, Civil Rights and Title IX
 - Library and university reporting opportunities and support networks
- Facilitators will communicate with each other when a CCD catalyst is communicated or identified to determine if a CCD will be offered and if so, to plan the session and communication specifics.
- As CCD sessions are being planned, we will try to ensure that there is at least one facilitator present for every anticipated twelve participants. In addition, options for breaking large groups into smaller groups will be planned out and criteria for making that decision will be determined.
- During a CCD session, facilitators will serve these primary functions:
 - creating or reserving and setting up the physical or virtual space to be conducive to CCD objectives
 - conducting the welcome, orientation and introductions as described above
 - guiding the dialogue to be in alignment with guiding principles and in scope
 - take notes, if warranted - being sure to respect the anonymity of participants
 - being mindful of the time and of making space for everyone to contribute
 - ending on time and determining the need for after session chats (immediate or scheduled)
- The facilitator(s) will contact [ECRT](#) within 48 hours, if necessary to comply with [IRO status](#) or if there are any questions/concerns about anything that came up in the session.
- Facilitators will consider if there may be need for any follow up conversations or check ins with specific colleagues who participated in the CCD. Any needed follow up is likely to include referrals to university resources for reporting and/or support.

- Facilitators will communicate with each other following a CCD series to learn from and encourage each other, ensure appropriate documentation, and plan any needed follow up with participants, session requesters or library leadership.