

University of Delaware Library, Museums and Press
2016-2018 Equity, Diversity and Inclusion Quality Review Assessment
November 19, 2018

Inclusive Excellence is a foundational organizational priority in the University of Delaware Library, Museums and Press (hereafter referred to as the Library) Strategic Plan. Library staff take pride in their contributions to the many long-standing equity, diversity and inclusion (EDI) efforts, as well as their role in more recent partnerships and initiatives. Responsibility for equity, diversity and inclusion (as defined in Appendix A) is integrated throughout the organization. The purpose of this report is to highlight EDI efforts and to begin the process of assessing effectiveness.

This report presents EDI efforts through the framework of the Library Strategic Plan (library.udel.edu/strategicdirections/). The report begins with EDI efforts related to the three interconnected foundations of inclusive excellence, organizational effectiveness and user experience, followed by the four strategic directions:

- Foundation 1: Inclusive Excellence
- Foundation 2: Organizational Effectiveness
- Foundation 3: User Experience

- Strategic Direction 1: Student Success and Learning
- Strategic Direction 2: Research, Scholarship and Discovery
- Strategic Direction 3: Library as Place
- Strategic Direction 4: Partnership and Collaboration

This report also aligns each EDI effort with at least one of the guiding principles described in Inclusive Excellence: An Action Plan for Diversity, May 2016-May 2017 (sites.udel.edu/diversity/reports). The six guiding principles are:

1. Recruit, develop, retain and promote a diverse faculty and staff
2. Continue to create and retain a diverse student body
3. Curricular and Co-Curricular Transformation
4. Educational/Professional Development and Training
5. Building Community and Improving Campus Climate within UD
6. Community Outreach and Engagement

Inclusive Excellence

Diversity, equity, and social responsibility are among the core professional values of the American Library Association (ALA) and the Association of Research Libraries (ARL). ALA and ARL leadership in these areas have guided the Library's EDI efforts. The EDI definitions (Appendix A) used in this report come from the American Library Association. The professional development and exchange of effective practices facilitated by ALA and ARL are invaluable.

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The University's Office of Equity and Inclusion has also been an important resource for Library's EDI program development in recent years.

- **Values:** Providing a welcoming environment, equitable access and service, intercultural competence and an atmosphere of respect are among the values presented in the Library Strategic Plan. The complete values statement (library.udel.edu/strategicdirections/overview/#values) is included in Appendix B.
Guiding Principle 5 Building Community and Improving Campus Climate within UD
- **Communication:** The Library communicates its commitment to equity, diversity and inclusion through the Diversity web page linked on the Library website. The Diversity webpage features EDI programs and initiatives, along with staff profiles (guides.lib.udel.edu/diversity/home).
Guiding Principle 5 Building Community and Improving Campus Climate within UD
- **Assessment:** While many of the Library's EDI efforts have been in place for more than 30 years, formal planning and assessment practices are more recent. A *Diversity Initiatives* report (Appendix C) was prepared early in 2016 in preparation for the recruitment of a new Vice Provost for Libraries and Museums. Planning and goal setting EDI priorities needs to be an annual process. See appendices D and E for recent goal statements and outcomes.
Guiding Principle 5 Building Community and Improving Campus Climate within UD

Operational Effectiveness

Talent, learning, and culture are key to operational effectiveness. The following EDI efforts highlight how the Library recruits and retains a diverse workforce.

- **Recruitment:** Library recruitments consistently include an inclusion statement on position announcements, diverse search committees, and search committee training focused on equity and inclusion. Librarian career ladder positions are recruited at the entry level, whenever possible, to attract the largest and most diverse applicant pools. Position announcements are distributed widely and directed to pipeline leadership development programs. Most importantly, the Pauline A. Young Residency program, which has been in place for more than 30 years, has established the University of Delaware Library, Museums and Press as an employer that is experienced with and committed to equity, diversity, and inclusion.
Guiding Principle 1 Recruit, develop, retain and promote a diverse faculty and staff
- **Workforce Composition and Change:** Inclusive recruitment practices have created a diverse workforce. Approximately 68% of the staff are female and 18% are members of underrepresented groups. Staff composition is represented in Appendix F. Staff changes including new hires, promotions and transfers, and separations are monitored to ensure equal opportunity. The following table summarizes the 71 staff changes between July 1, 2016 and June 30, 2018. The nature of work in research libraries has changed dramatically in recent years and is reflected in the reduced number of non-exempt positions. This year, for the first time, there are fewer non-exempt positions than exempt

positions in the Library.

Guiding Principle 1 Recruit, develop, retain and promote a diverse faculty and staff

	Total	# URM	% URM	# NE	% NE
New Hires	20	6	30%	1	5%
Promotions / Transfers	29	4	14%	14	48%
Separations	22	6	27%	7	32%

URM = Underrepresented minority group member

NE = Non-exempt staff member

- **Climate:** The Library administered an employee climate survey in April 2017 using the Association of Research Libraries ClimateQUAL® (climatequal.org/home) instrument that gathers staff perceptions on organizational climate and diversity.. A ClimateQUAL Working Group has been appointed to identify and implement key initiatives to improve employee experience and organizational climate based on the survey data (staffweb.lib.udel.edu/assessment/climatequal/). The working group provided an initial report on June 30, 2018. They have since conducted focus groups and facilitated a Climate Enrichment Day for staff. A final working group report is due on July 1, 2019
- **Staff Learning:** The Library Diversity Committee has facilitated staff education and engagement since it was established in 1987. Recent activities have included a webinar on "Managing Micro-aggressions in the Workplace" and First Year Common Reader book discussions. The committee has increasingly collaborated with campus groups to extend opportunities to the campus community. The Library also provides substantial professional development and travel funding for staff to participate in national conferences such as the Joint Conference of Librarians of Color. In addition, a new Staff Learning Coordinator position has been appointed.

Guiding Principle 5 Building Community and Improving Campus Climate within UD
Guiding Principle 4 Educational/Professional Development and Training

- **Management Development:** The Library has committed substantial resources and established new practices for the development of individuals in management positions. All members of the Library Management Council participated in the 3-day Library Management Skills Institute I in March 2017. A new practice of assigning department head responsibilities for 5-year, renewable appointments, modeled on the academic chair appointment process was recently established along with a new five-year review process for individuals in management and executive leadership positions. These new practices are described in appendices G and H. The focus on management development is to improve organizational learning and climate.

Guiding Principle 1 Recruit, develop, retain and promote a diverse faculty and staff
Guiding Principle 4 Educational/Professional Development and Training

User Experience

Library services and facilities are designed to provide a welcoming environment and positive user experience.

- **Accessibility:** Library services are designed to provide equitable access and services for individuals with disabilities. A guide to services for individuals with disabilities is available on the library website (guides.lib.udel.edu/disabilitiesassistance). Among the services, the Assistive Technology Center on the first floor of Morris Library has special equipment for those with visual impairments. In addition, accessibility of electronic

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resources and web services is a primary consideration in the design of virtual collections and services.

Guiding Principle 5 Building Community and Improving Campus Climate within UD

- **Morris Library Inclusive Facilities:** A number of spaces have been repurposed in the Morris Library to accommodate user needs and interests. These include: a Nursing Mothers Room (207E); a Reflection Room (233) for students to pray, reflect or take a break from studying; and gender neutral bathrooms on the lower level and first floor.

Guiding Principle 5 Building Community and Improving Campus Climate within UD

Student Success and Learning

Strategic Direction 1: “The Library empowers students to effectively research, explore and demonstrate their knowledge. Expert staff inspire self-directed, lifelong learning beyond the classroom. We support students’ critical engagement with information sources in a variety of formats. Student needs and achievements are evaluated through data-driven assessment.” Examples of EDI efforts related to student success and learning include:

- **Research Guides:** Librarians have developed research guides for most academic disciplines supported by the University (guides.lib.udel.edu). Among these research guides, students may explore resources related to African American History, Disability Studies, Ethnic Studies, Free Speech, GBLT Studies, Implicit Bias, Jewish Studies, Sexuality Studies, and Women’s Studies.
Guiding Principle 3 Curricular and Co-Curricular Transformation
- **Instruction:** The library instruction program continues to expand and reach more and more students each year. The instruction team has adopted practices of universal design to ensure that students from diverse backgrounds and abilities are included. A First Year Experience and Student Success Librarian position leads many of the instruction efforts, including outreach to the transfer student program.
Guiding Principle 3 Curricular and Co-Curricular Transformation
- **Tutoring:** The Writing Center in room 017 on the lower level of the Morris Library offers free one-on-one and small group tutoring help to all members of the University community.
Guiding Principle 3 Curricular and Co-Curricular Transformation
- **Well-being:** The Library provides a variety of fun activities and refreshments as part of the Stress Less events during finals week. Students appreciate the therapy dogs, puzzles, games, and snacks. In addition, the Center for Counseling and Student Development provides training for library staff to identify and refer students experiencing distress.
Guiding Principle 3 Curricular and Co-Curricular Transformation

Research, Scholarship and Discovery

Strategic Direction 2: “The Library increases the value and impact of research, scholarship and discovery through excellent collections, interdisciplinary activity and innovative methods of information management. We contribute expertise throughout the research lifecycle, from conceptualization to actualization. The Library provides leadership in scholarly communication and the curation and preservation of research and scholarship in all formats.” Examples of EDI efforts related to research, scholarship and discovery include:

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- **Collections:** The Library collects materials representing experiences of minority and marginalized groups. Students and scholars have a wealth of diverse collections to explore. The Museums' collection of African American art, for which Paul R. Jones provided the founding gift, and the Alice Dunbar-Nelson papers in Special Collections are among the prominent collections. The museum curators, special collections librarians, and subject librarians work with faculty to bring these primary sources into the classroom and curriculum.

Guiding Principle 3 Curricular and Co-Curricular Transformation

- **Digital Resources:** The Library provides a breadth of scholarly resources in digital formats. University of Delaware students, staff and faculty have licensed access to many digital collections that support research related to equity, diversity and inclusion.

Guiding Principle 3 Curricular and Co-Curricular Transformation

Selected resources include:

- Archives of Sexuality & Gender: LGBTQ History and Culture Since 1940
 - Black Newspapers (ProQuest Historical)
 - Black Studies Center
 - Gerritsen Collection: Women's History Online
 - Slavery and Anti-Slavery: A Transnational Archive
 - Women and Social Movements in the United States 1600-2000
- **Curriculum:** Primary sources from both the special collections and museums have been the inspiration for credit courses. Jesse Erickson, post-doctoral researcher in Special Collections and digital humanities, taught two archival and digital immersion courses during the 2017-2018 academic year as part of the "Teaching African American Material Culture with Digital Humanities," (udel.edu/udaily/2018/june/humanities-research-center-courses/) a collaborative project with the Interdisciplinary Humanities Research Center. Julie McGee, associate professor of Africana studies and of art history, taught a graduate-level class, "Curating Hidden Collections and the Black Archive," which explored vintage portrait photographs from the University Museums known as "The Baltimore Collection."

Guiding Principle 3 Curricular and Co-Curricular Transformation

- **Lectures and Events:** The Special Collections and Museums arrange a variety of opportunities for the campus community to engage with the collections including lectures, gallery and curator talks, and special events. The Paul R. Jones Lecture (udel.edu/udaily/2018/june/humanities-research-center-courses/) is an annual event. Artist, curator and educator Fo (Folayemi) Wilson delivered the 2017 lecture on, "The Liminality of Race and Representations of Blackness." On March 16, 2018, the Library collaborated with the Art History Department, to host an [Art+Feminism \(artandfeminism.org\)](http://artandfeminism.org) Wikipedia edit-a-thon to add more information on female-identified artists, filmmakers, authors, musicians, to Wikipedia. The event was part of a larger national campaign that day including the MoMA, the PMA, the Smithsonian, Emily Carr University, Rutgers, UNLV, and other institutions.

Guiding Principle 6 Community Outreach and Engagement

- **Exhibitions:** The Special Collections and Museums has an active exhibition program that regularly features diverse collections and topics.

Guiding Principle 6 Community Outreach and Engagement

Selected recent exhibitions include:

- 2018 Spring Semester exhibitions in the Old College galleries, and related special events, featured documentary photographers working for social justice:

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Our Strength is Our People: The Humanist Photographs of Lewis Hine library.udel.edu/special/exhibits/our-strength-is-our-people-the-humanist-photographs-of-lewis-hine/ and Responding to What is Alive Before You: The Photography of Levinstein and Fink library.udel.edu/special/exhibits/the-photography-of-levinstein-and-fink/

- The “Issues and Debates in African American Literature” exhibition, curated by Curtis Small, Jr., highlighted rare and significant items illustrating the varied strains of African American literary and intellectual life over the past hundred years in the Special Collections Gallery on the second floor of Morris Library Fall 2017
- The “Faces in Black and White: Photography and Identity,” exhibition brought together black-and-white photographs from across the University of Delaware’s collections to explore how faces “speak” through photographs. From freed slaves to modern-day artists, to activists, to celebrities, the subjects of the photographs vary tremendously, as do the techniques and interests of the photographers. Mechanical Hall Gallery, Fall 2017
- The “[So What Have We Learned: Black Visual Cultures @ UD](#),” exhibition, curated by Julie L. McGee, Associate Professor of Black American Studies, and Harrison Graves, graduate student in the Department of English, highlighted synergies between the collections of University of Delaware’s University Museums and Library Special Collections, Manuscripts, and Archives focusing on African American art and Black visual culture in the Mechanical Hall Gallery, Spring 2017
- The “Beyond Borders: Bill Hutson & Friends” exhibition highlighted the visual legacy of Hutson’s transatlantic friendships. Many African American artists have found greater freedom to create outside the USA. Drawn from the Hutson Collection at the Phillips Museum of Art, the exhibition maps personal relationships across divergent historical narratives. Surprises include visual art by renowned literary figures—William Melvin Kelley, Ntozake Shange and Lindsay Barrett—and personal paintbrushes decorated by Mr. Imagination. In the Mechanical Hall Gallery, Fall 2016

Library as Place

Strategic Direction 3: “The Library is a welcoming place to study, learn and create. We facilitate activities ranging from individual contemplation to group collaboration. Our spaces (physical and virtual) support library operations and user needs for intellectual exploration, entrepreneurship, creativity and innovation. Library spaces will be adaptable to different activities and priorities as needed.” Examples of EDI efforts related to Library as Place include:

- **Social:** The University Museums provides space each month for the International Coffee Hour held every Friday from 4 to 6pm at Old College Hall (18 E. Main Street) during the fall and spring semesters. The weekly social event brings international and domestic students and scholars together to share and learn about different cultures from around the world. This event, hosted by the Office for International Students and Scholars, and supported by University Museums.

Guiding Principle 6 Community Outreach and Engagement

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Partnership and Collaboration

Strategic Direction 4: “We actively seek out partnerships and collaboration locally, regionally, nationally and internationally to expand knowledge and advance the mission of the University through collective strengths. We achieve more together than we do individually.” Examples of EDI efforts related to partnership and collaboration include:

- **Banned Books:** The Library Diversity Committee (LDC) in collaboration with the English Department and Sigma Tau Delta (the English National Honor Society) hosts an annual Banned Book Read-Out in September each year. The event features students, faculty, and staff reading passages from books that have been banned or challenged, along with a national tweet-a-thon with hashtag [#udreads banned books](#). Banned books often represent the ideas and experiences of marginalized groups.
Guiding Principle 6 Community Outreach and Engagement
- **Colored Conventions:** The Library is a continuing partner in the Colored Conventions Project ([CCP](#)), an interdisciplinary public humanities project that identifies and transcribes hundreds of proceedings from the Colored Convention movement, and makes the materials available to students, scholars and community researchers in a central digital location.
Guiding Principle 3 Curricular and Co-Curricular Transformation
Guiding Principle 6 Community Outreach and Engagement
- **Money Smart Week:** The Library Diversity Committee has sponsored a series of financial literacy speakers for UD students and employees as part of the national [Money Smart Week](#) in April for the past two years. The series is part of a national collaboration between the American Library Association and the Federal Reserve Bank (Chicago).
Guiding Principle 2 Continue to create and retain a diverse student body
Guiding Principle 6 Community Outreach and Engagement
- **Oral Histories:** The Library has collaborated with the UD Community Engagement Initiative on two oral history projects. On May 20, 2017, library staff met with community members, members of NAACP, and Friends of School Hill to collect oral histories and scan historic images related to the Newark African American community. The Voices of 1968 Oral History Project has recorded experiences of community members recalling the historic events of 1968.
Guiding Principle 6 Community Outreach and Engagement

APPENDIX A - Definitions of Equity, Diversity and Inclusion

The following definitions of equity, diversity and inclusion are adopted by the American Library Association (ALA):

Equity

Equity is not the same as formal equality. Formal equality implies sameness. Equity, on the other hand, assumes difference and takes difference into account to ensure a fair process and, ultimately, a fair (or equitable) outcome. Equity recognizes that some groups were (and are) disadvantaged in accessing educational and employment opportunities and are, therefore, underrepresented or marginalized in many organizations and institutions. The effects of that exclusion often linger systemically within organizational policies, practices and procedures. Equity, therefore, means increasing diversity by ameliorating conditions of disadvantaged groups. (Adapted from [National Association of Social Workers](#))

Diversity

Diversity can be defined as the sum of the ways that people are both alike and different. Visible diversity is generally those attributes or characteristics that are external. However, diversity goes beyond the external to internal characteristics that we choose to define as 'invisible' diversity. Invisible diversity includes those characteristics and attributes that are not readily seen. When we recognize, value, and embrace diversity, we are recognizing, valuing, and embracing the uniqueness of each individual. (Adapted from [National Education Association](#))

Inclusion

Inclusion means an environment in which all individuals are treated fairly and respectfully; are valued for their distinctive skills, experiences, and perspectives; have equal access to resources and opportunities; and can contribute fully to the organization's success. (Adapted from [Society for Human Resources Management](#), [Hewlett Packard](#), and [Ferris State University](#))

APPENDIX B – Values Statement

The University of Delaware Library, Museums and Press contributes to a community that nurtures intellectual curiosity and free inquiry, where everyone is empowered to learn and flourish, in alignment with the [University of Delaware Values](#). These values ground our strategic and operational decisions and inform the way that we develop personnel, spaces, collections, services and programs.

Our values in action:

1. We provide a welcoming environment that is open to all in accordance with [UD Library policies](#).
2. We provide equitable service to our diverse community of users, and in doing so we recognize, value and embrace the uniqueness of each individual.
3. We promote an atmosphere of respect and civility as an essential part of strengthening our campus and local communities.
4. We embrace intercultural competence as articulated in our [diversity statement](#).
5. We preserve, disseminate and provide equitable access to knowledge in a variety of forms.
6. We assist users in the creation of a wide range of scholarly materials, encouraging excellence and innovation, and supporting student success.
7. We foster lifelong learning aimed at supporting an informed and engaged citizenry.
8. We support rigorous scholarship and critical thinking by embracing the core professional values of [librarianship](#), [academic museum practice](#) and [university press publishing](#), including intellectual freedom, inclusion, privacy of users and social responsibility.

In accordance with these practices we operate with transparency and accountability. We recognize the dignity of all people in public and private discourse and engage in dialogue that builds trust and fosters collaboration. Thus, we value and cultivate the free exchange of ideas, and condemn speech or action that threatens the physical or psychological safety of any member of our community.

From <https://library.udel.edu/strategicdirections/overview/#vision>

APPENDIX C - University of Delaware Library Diversity Initiatives – 3/16/2016

Diversity and inclusion are core values that drive the design of user experiences, collections, and human resource programs at the University of Delaware Library. These values are reflected in the Library strategic plan and mission statement. Following are highlights and strengths of the Library's diversity initiatives, as well as challenges and opportunities going forward.

I. User Experiences

Library services and facilities are designed to expand access and create a welcoming environment for virtual and in-person users. The online environment is designed to meet accessibility standards. The physical space of the Morris Library and three branch libraries provide collaborative and individual work space for members of the University community from all backgrounds and abilities.

Highlights

- Accessible building with gender-neutral bathrooms
- Assistive Technology Center
- 24/7 remote access to library collections

Strengths

- Effective relationships with UD Facilities, Public Safety, ADA office, and related programs to provide a safe and accessible environment in-person and virtual users
- Collaborative partnerships with the First Year Experience program and the Writing Center to expand outreach and instruction programs for first-year students and others who may need additional assistance
- Support for the McNair Scholars program
- Digital humanities projects focused on diverse content

Challenges and Opportunities

- Student expectation for more collaborative areas for group work
- Increasing demand for instruction
- Expand partnerships with University programs that reach out to underrepresented groups, McNair Scholars, Upward Bound, etc.
- Bi-lingual signage throughout building areas

II. Collections

American research libraries have a long tradition of building collections that represent diverse perspectives within the intellectual disciplines, curricula and fields of research at specific institutions. Research libraries are also very committed to protecting the intellectual freedom of students and scholars to pursue areas of study that may be new or controversial. The University of Delaware Library collections are diverse and expanding through new technologies.

Highlights

- Significant, ongoing funds dedicated to supporting scholarship in the areas of race, ethnicity and gender studies
- Selected finding aid and research guides directing students and scholars of race, ethnicity, gender, disability, religion and area studies to materials and resources in various formats
- Support for faculty created special collections such as the Colored Conventions Project

Strengths

- Continuing financial support for increasing acquisitions and expanding electronic content
- Outstanding digital collections that support scholarship in the areas of African American and gender studies
- Rich special collections that provide opportunities for collaborative partnerships for campus digital humanities project, exhibitions, and digitization efforts

Challenges and Opportunities

- Rapidly changing scholarly publishing environment with increasingly complex content delivery formats and platforms
- Collecting and preserving local history of under-represented groups
- Future UD Press diversity-focused publications
- Future University Museums diversity-focused exhibitions and programs

III. Human Resource Programs

The library human resource program communicates the importance of diversity and inclusion throughout the recruitment, on-boarding, staff and organizational development processes.

Highlights

- Focus on recruitment of early career librarians - Positions are designed to recruit new MLS graduates and extra efforts are made to distribute announcements to the national research library diversity network. This allows the most diverse pool possible and removes structural barriers favoring 3-5 years experience that is more typical in higher education. This practice also permits cohort opportunities and a culture of peer support for early career librarians that contributes to retention.
- Pauline A. Young Residency – The 2-year, post-master's residency program is well known and respected in the national research library diversity network and has established the University of Delaware Library as an employer that welcomes, values

and respects diversity. The residency program helps attract employment applications from members of underrepresented groups for other Library positions and is a source of pride for many library staff from underrepresented groups.

- The UDLAPS Mentoring program offers orientation for new librarians and assistance with preparing dossiers for promotion as well as customized professional development for librarians who are more advanced in their career
- The University of Delaware Library Rank and Promotion system is a rigorous, peer-review, 4-tier promotion system that parallels the faculty Promotion and Tenure system. The Rank and Promotion system offers librarians the opportunity for career advancement while staying in the same position
- Active staff learning program with participation and contributions from all levels of staff
- Library Diversity Committee facilitates cross-cultural learning and relationships. Learning opportunities such as lectures, films and book discussions encourage staff to become more aware of interpersonal biases and improve library services.

Strengths

- Diversity of early career librarians who provide much of the front-line instruction, research assistance and outreach initiatives
- Collaborative relationships with the national research library diversity network, including the Association of Research Libraries and the American Library Association.
- The Library actively supports professional development through participation and service in professional organizations.

Challenges and Opportunities

- Lack of diversity in management positions
- The role of managers in recruiting a diverse workforce and strengthening a workplace climate that welcomes, respects, and values diversity.
- Starting salaries for non-exempt positions and entry-level librarian positions need consistent review and adjustment
- Funding for second Pauline A. Young residency position

APPENDIX D

University of Delaware Library, Museums and Press 2017-2018 EDI Strategic Goals and Outcomes

The following Equity, Diversity and Inclusion (EDI) Goals were adopted with the review and input of the Library Diversity Committee, the Library Executive Council and the Library Management Council:

1. All search committee members will complete the UD HR [Search Committee Training](#), the 15-minute online session, including a short video clip on implicit bias, before names of candidates selected for interviews are sent to the Vice Provost for Libraries and Museums.

OUTCOME: 32 of the 36 (89%) of the non-faculty members of the active search committees between July 1, 2017 and June 30, 2018 completed the online search committee training module. Data for faculty member completion of the online training module are not available. All search committee members, including faculty members from outside the Library, were present for the in-person training provided by the Associate University Librarian for Human Resources and Organizational Development.

2. Members of the Library Management Council will participate in at least one EDI event or learning opportunity during the 2017-2018 performance planning and appraisal year and share a brief written or verbal report with LMC within 60 days of the event / learning opportunity.

OUTCOME: 16 of the 19 members (84%) of LMC recorded their participation in an EDI event. Most shared a brief written or verbal report with other LMC members. The intent of the goal was for managers to share information and encourage others to participate and pass along information to other staff that may be relevant.

3. Library Management Council will develop a multi-year action plan including assessment measures by September 1, 2017 to address staff and organizational priorities identified by the April 2017 ClimateQUAL survey.

OUTCOME: Responsibility for this goal was assigned by the Vice Provost to two working groups. The initial ClimateQUAL Work Group (Brewer, Daix, Jones, Small) completed the analysis and executive summary of the employee survey data in September 2017. A second ClimateQUAL Working Group (CQWG) was appointed in November 2017 to identify and implement key initiatives to improve employee experience and organizational climate. A report of the CQWG dated June 30, 2018 is available on the CQWG [webpage](#). The next report is due June 2019.

APPENDIX E

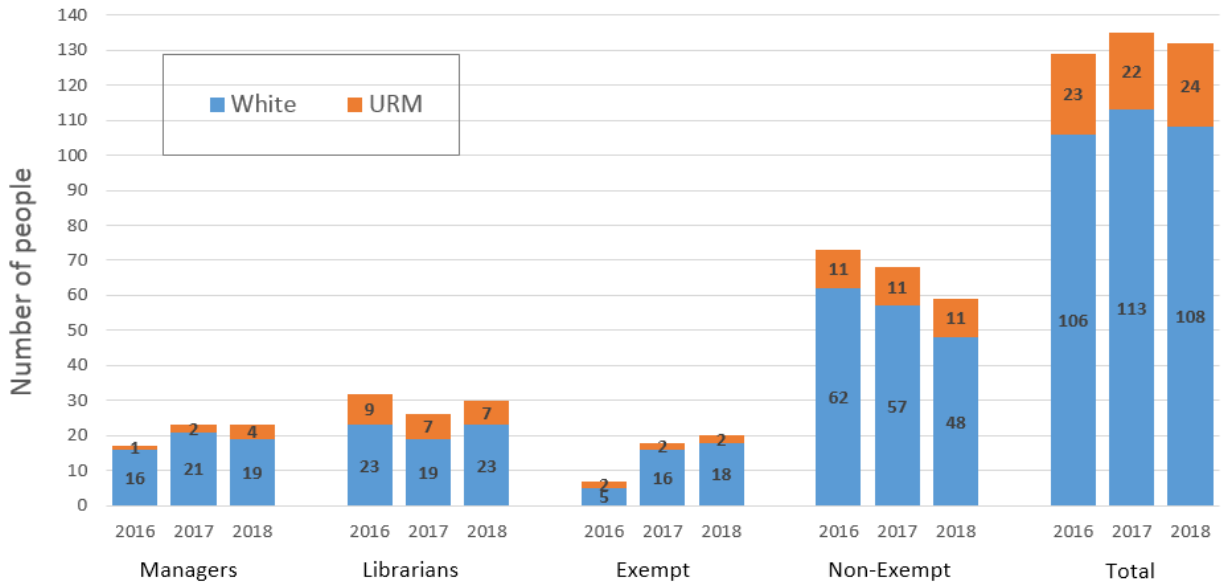
University of Delaware Library, Museums and Press 2018-2019 EDI Strategic Goals

The following Equity, Diversity and Inclusion (EDI) Goals were adopted on October 9, 2018 following review and input from the Library Diversity Committee (LDC) and the Library Executive Council (LEC).

1. Increase the number of readers at the September 2018 Banned Books event, as well as the representation of readers across multiple disciplines and levels of the University.
2. Update, rename and migrate Diversity webpage off the LibGuide platform to a new webpage by March 1, 2019 (<https://guides.lib.udel.edu/diversity/home>).
3. Expand Pauline A. Young residency program from 2 years to 3 years and add a second position. Appointment of 2nd resident expected Fall 2019 (library.udel.edu/residency/).
4. Explore learning, development and mentoring opportunities for employees in non-exempt and functional specialist positions. The Library HR team will prepare a written report with recommendations, in collaboration with the Library Staff Council, the ClimateQUAL Working Group, and other stakeholders, to LMC by June 30, 2019.
5. Engage managers in actively improving organizational climate and employee experience. Provide Library Management Skills Institute II: The Organization for members of the management team. Establish an organizational learning (OL) work group to synthesize key messages from the Institute and make recommendations for short- and long-term action.
6. Encourage all staff to attend, participate in, or contribute to at least one EDI event. Examples may include reading a selection at the annual banned books celebration, assisting with a campus caucus event, adapting a new strategy to make student or staff learning more inclusive, or reporting on an EDI training program at a department or unit meeting. By August 15, 2019, each department / unit will report the number and percent of staff in their who attended, participated in, or contributed to at least one EDI event between July 1, 2018 and June 30, 2019, as well examples of staff contributions.

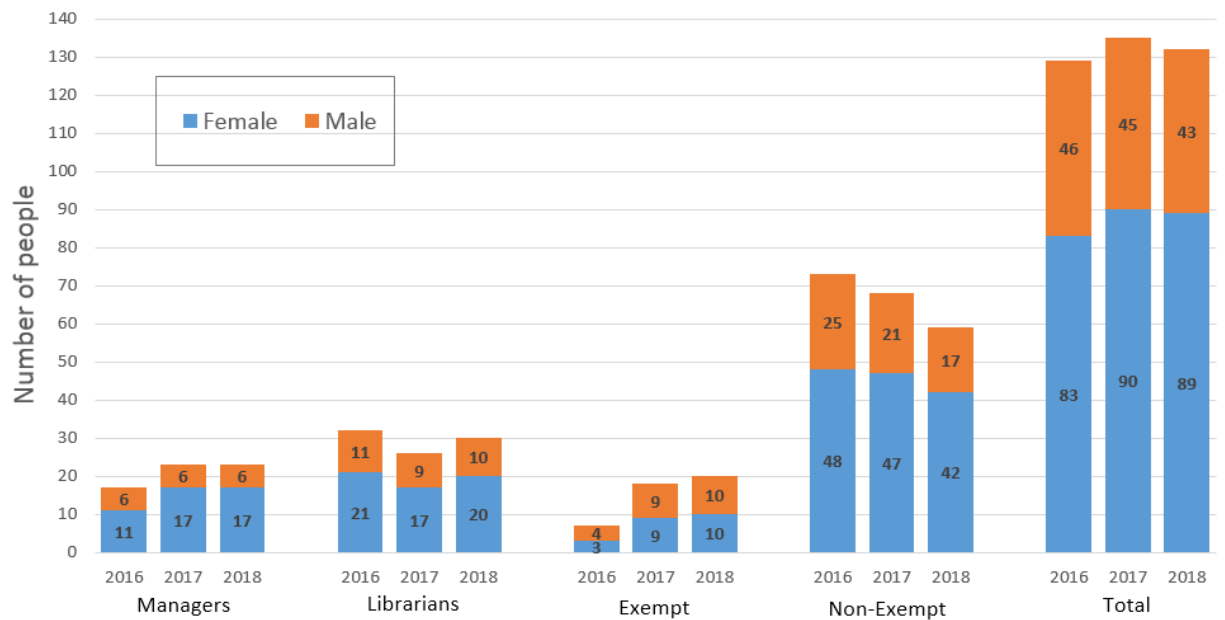
APPENDIX F - Staff Demographics

Staff Compositions by Race 2016-2018



URM = Underrepresented Minority Group

Staff Composition by Gender 2016-2018



APPENDIX G

Limited-Term, Renewable Department Head Responsibilities

Beginning in 2018, department head responsibilities will be recruited, compensated, evaluated and reappointed as 5-year, renewable appointments. The processes for the 5-year, renewable appointments are described below. The evaluation of department head responsibilities is further described in the Five-Year Review Process document.

Appointing department head responsibilities for 5-year, renewable terms will:

- enable a more nimble / flexible management structure
- allow for growth and development opportunities among more staff
- support more effectively planning for succession
- enable managers to be more directly accountable for department (and their own) performance

The processes outlined below were developed after careful review of similar practices at peer research libraries and in various UD colleges and with the support of the UD Office of Human Resources.

Term

Department head responsibilities are appointed as five-year assignments that are renewable indefinitely, on condition of successful performance and mutual agreement.

Recruitment

1. Vacant department head positions will be recruited following standard recruitment processes for exempt positions with campus posting for a minimum of one week.
2. National recruitment and extended application periods may be used as needed.
3. Position announcements will clearly state that department head responsibilities are assigned for a renewable 5-year term and that an alternate appointment at a comparable rank will be made if/when department head responsibilities end.
4. A memorandum of understanding outlining rank, responsibilities, compensation, evaluation and process for an alternate appointment following department head responsibilities will be signed at point of offer.

Compensation

1. Department heads will receive an annual stipend equivalent to a percentage of their base salary.
2. The stipend amount will remain the same each subsequent year unless otherwise negotiated with the Vice Provost and approved by UD Human Resources.
3. Annual merit, for those eligible to participate in annual merit program, will be assessed on the base salary.
4. The annual stipend will end at the conclusion of the department head responsibilities. The employee will keep the base salary and any merit added to the base during the years in the position.

Evaluation

1. Department heads will participate fully in the annual performance planning and appraisal process with emphasis on goal planning and demonstration of success.
2. Department heads will participate in the Five-Year Review Process involving a self-assessment as well as input from members of the department and selected peers.
3. The Five-Year Review Process will contribute to the decision of the Vice Provost for Libraries and Museums for renewal of the department head responsibilities.

Re-appointment

1. The Vice Provost for Libraries and Museums may reappoint department head responsibilities to the incumbent at the conclusion of the 5-year term to continue department head responsibilities for a subsequent 5-year term.
2. The Vice Provost for Libraries and Museums may reassign department heads at the conclusion of the 5-year term to non-department head responsibilities commensurate with rank, specialization and priorities of the Library.
3. Department heads may request to withdraw from department head responsibilities at any time and request alternate responsibilities commensurate with their rank, specialization and priorities of the Library.
4. The annual stipend will end when department head responsibilities end.
5. Alternate responsibilities following a department head appointment are the discretion of the Vice Provost.

Approved by Library Executive Council
April 2, 2018

APPENDIX H

Five -Year Review Process

For Individuals in Management and Executive Leadership Positions

This document describes the criteria and process for five-year reviews of individuals in management and executive leadership positions. These reviews are distinct from annual appraisals. The five-year review evaluates individuals on their leadership in developing collaborations and managing resources to build capacity and advance innovation, based upon criteria established by the Library, feedback from the individual's supervisor, and input from those with whom the individual works.

Thus, these reviews follow a more comprehensive process for performance assessment than annual performance reviews in order to provide an opportunity to assess long-range goals and objectives and take into consideration the progress of the program or unit over the period reviewed, and the role of the individual in this development. The goal of the five-year review process is to facilitate future-oriented goal-setting and leadership development.

Criteria

The review will include, but not be limited to, an assessment of the performance of the individual in the following areas, drawing upon written input from direct reports, peers, and University faculty and staff, where appropriate:

- **Building trust** by communicating a guiding vision, operating in an ethical manner, being accessible and responsive, maintaining composure, and acknowledging the lessons to be learned from missteps;
- **Fostering collaboration** by effectively managing conflicts, forging partnerships, and advancing shared purposes in a manner that includes diverse perspectives in collaborative decision making;
- **Maximizing resources** by recruiting and retaining high quality coworkers, helping them develop through coaching and assessment, improving operational effectiveness, and advancing data-based planning;
- **Achieving results** by identifying opportunities, questioning received assumptions, taking strategic risks, and advancing innovations in a decisive and strategic manner that is attuned to the priorities of the program / unit, the Library and the University.
- **Successfully accomplishing** the specific goals described in the criteria outlined in the qualifications for the position.

Committee

The Vice Provost for Libraries and Museums will appoint a review committee comprised of the supervisor of the individual under review and 2-4 peers, colleagues, and strategic partners. The committee members should represent a variety of perspectives on the work of the individual under review, and may include people from outside the Library. The committee is responsible for gathering information, administering survey, compiling a report, sharing the report with the Vice Provost and the individual under review, and facilitating a forum. Spouses and direct/indirect reporting line cannot serve on an individual's committee.

Review Process

Each five-year review should be completed within a single semester when possible. The Vice Provost for Libraries and Museums will schedule reviews so that they do not unduly burden or disrupt ongoing activities in the unit by conducting multiple reviews at the same time. All communications with the committee shall be confidential and be treated accordingly. The committee shall not divulge or otherwise reveal the source of any communications.

The five-year review process will include each of the following steps:

1. *Notification of Individual Under Review* - The Vice Provost for Libraries and Museums will provide written notice to the individual of an upcoming review at least three months in advance of the semester in which the review is to be completed.
2. *Appointment of Review Committee* - The Vice Provost for Libraries and Museums will appoint the review committee at least three months in advance of the semester in which the review is to be completed. The committee will be charged with conducting the review drawing on the criteria set forth above. The review will consider the duties and objectives of the position, a self-assessment of the individual under review, and the strategic priorities and performance expectations of the program / unit. A copy of the committee charge will be sent to the individual under review.
3. *Self-Assessment* - Using the criteria, performance benchmarks, and annual performance reviews preceding the five-year review as points of reference, the individual under review will write a self-assessment reflecting upon the objectives, achievements, and challenges faced during the previous five years. This self-assessment will be provided to the Vice Provost for Libraries and Museums and the review committee before the first day of the semester in which the review is to be completed.
4. *Review Committee Meeting with Individual Under Review* - Within three weeks of receiving the self-assessment, the review committee will meet with the individual under review to discuss the individual's role in the review process and to gather any additional information and perspectives that the individual would like to provide that have not been included in the self-assessment.

5. *Staff and Peer Input* - The review committee will solicit information through a standard survey questionnaire, which will be distributed to all staff in the program / unit led by the individual under review, peers and other collaborators and stakeholders. During this information-gathering period, the review committee will announce that committee members are available to meet with individuals and groups if appropriate.
6. *Committee Report* - The review committee will prepare a report for the individual under review and the Vice Provost of Libraries and Museums, based on the results of the surveys and questionnaires and related materials within 60 days. The report will (a) describe briefly the procedures used to gather information, (b) discuss important issues identified in the course of the review, and (c) present the conclusions reached by the review committee, including strengths and weaknesses of the individual being reviewed. The report will not disclose the source(s) of the communications it receives nor will it contain any confidential supporting material. The report is intended for the individual under review and shall form the basis of a leadership development plan.
7. *Discussions* - The Vice Provost for Libraries and Museums will review the written report along with the self-assessment prepared by the individual under review and meet with review committee. Within 30 days of receiving the report from the review committee, the Vice Provost for Libraries and Museums will meet with the reviewee and the individual's supervisor to share the results of the review.
8. *Plan* - Within 30 days of the discussion meeting, the Vice Provost for Libraries and Museums, individual, and the supervisor will meet again to finalize a leadership development plan for the individual under review and the communication plan to share results of the process.
9. *Communication* - The Vice Provost for Libraries and Museums will report on the process and plan, and the major findings of the review to staff in the respective program / unit of the individual under review, generally in a meeting intended to provide the individual being reviewed with an opportunity to discuss lessons learned and future directions.

Approved by Library Executive Council
April 2, 2018