

## Bentley Historical Library

Diversity, Equity and Inclusion Strategic Plan | FY 2024

### Strategic Plan Overview

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

At the University of Michigan, our dedication to excellence for the public good is inseparable from our commitment to diversity, equity, and inclusion. 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 essential 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 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 working actively to challenge and respond to bias, harassment, and discrimination. We are committed to a policy of equal opportunity for all persons and do not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status.

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 where 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.

#### **Rationale: [Mission, Vision, Values of the Bentley Historical Library]**

The Bentley Historical Library (Bentley) is a premier historical archive. Authorized by the University of Michigan (U-M) Board of Regents in 1935, the archive now measures over 77,000 linear feet and more than 14 terabytes of collections relating to the U-M and the State of Michigan. These unique materials offer direct access to the past of these intertwined institutions from their founding dates on. The collections are available to the public to use in the reading room of the Bentley on North Campus, and some collections are also available online through a digitization program that uses current best practices in preserving the past.

Many of the newest collections arrive at the archives in digital formats and are quickly available

online after archival curation has occurred: these include over 1,746 U-M and associations' websites that are captured and curated on a regular basis. The Bentley actively seeks to strengthen its collections - numbering over 11,000 - as they relate to the history of race and diversity, gender and gender expression, immigration and migration, youth and aging, sexual orientation, disability and the rights of the disabled, faith and religion, and military experience. In doing so, the Bentley identifies, curates, preserves, and enables access to a multitude of collections mirroring Michigan's many communities, associations, and individuals, including its modern governors to pioneers among women, the disabled, LGBTQIA+ communities, and minorities.

As the U-M archive, the Bentley is home to the collective biography of the university, with extensive information about decisions and commitments by university administrators; course offerings, research, and academic debate from faculty; student advocacy and engagement in and beyond the classroom, including on the many playing fields that distinguish Michigan athletics; and staff involvement in core issues and developments across campus.

The Bentley employs a team of archivists with an international reputation recognized by the Society of American Archivists (SAA). We routinely work with challenging curatorial issues, explore collaborations with faculty for improving the undergraduate's experience in the archive, and invigorate and expand the collecting of historical materials from across campus and throughout the state of Michigan. The team of archivists in the Curation division of the Bentley is actively accelerating access to the past as well as revealing collections that previously may have been unknown or under-used due to inadequate description. They are motivated to make sources available for a range of researcher interests from scholarship, to informed decision making and debate, to casual curiosity. The Bentley team also includes Reference archivists who help match researchers' questions and interests with the collections through online consultations and digitization services. Also on the team are Field archivists, who negotiate and plan for acquiring the newest collections by engaging with records creators and potential donors.

The Bentley is more than a team of archivists. Its director, Dr. Alexis Antracoli, our first woman director since our establishment in 1935, joined the Bentley on May 1, 2023. Antracoli is an experienced archivist, historian, and diversity, equity and inclusion champion specializing in reparative description. An administrative team, including a chief administrator, business coordinator, facilities manager, and administrative assistants, support and facilitate the overall work of the Bentley. Digitization technicians aid in converting analog content to more accessible digital files, and reference assistants help researchers in our reading room and respond to reference queries from off-site users. Also at the Bentley is an editorial director and social media specialist who produce print and online stories as well as news releases about the Bentley's collections and activities. The most recent issue (Spring 2023) of the Bentley's magazine, *Collections*, spotlights Oscar Baker, an African American lawyer and U-M alum who held his alma mater to account when it refused to integrate the dormitories, and Moses Fleetwood Walker, the first African American baseball player at U-M. The Fall 2022 issue featured the Philippines ReConnect/ReCollect Project (Reparative Connections to the Philippines Collections at the University of Michigan), an article about Radio Tahrir focused on Arab and Muslim communities, and a donation of photos showcasing the richness of African American

fraternities on campus. Complementary social media posts have highlighted Bentley content related to these and similar topics. Our conservation lab, a state-of-the-art laboratory for conserving paper, photographic, and print media, has recently worked on the Sophia Holley Ellis papers, which contain the U-M student scrapbook from this path-breaking African American teacher, the Frank C. Gates collection containing glass lantern slides from the Philippines, and Native American porcupine quill and birch bark boxes from the Earl W. De La Vergne collection.

Finally, the Bentley staff welcomes U-M students each year to work as temporary employees with archivists and conservators, learning current Bentley best practices and taking part in ongoing discussions around emerging ideas for access, curation, and conservation in the future. The Bentley offers public lectures and collaborates on over 20 undergraduate classes per academic year that learn how to use the Bentley's historical collections to explore a wide range of topics through a variety of historical and contemporary lenses. As of April 2023, we have over 25 undergraduate and graduate student employees, which includes 15 student docents at our newly-renovated and expanded Detroit Observatory, which is the university's second oldest building and provides public programming and outreach. Although the 1850's-era Observatory was restored in 1997, the space was largely inaccessible to physically disabled visitors. Today, a recent 7,000 square-foot addition has added classroom, event, and exhibit space, and made the entire facility more accessible to all visitors through technology installations and upgrades.

### **Statement of Values**

We value an active interest in the history of the U-M and the state of Michigan with access for all. We value the Bentley as a living laboratory where a range of audiences—including students, faculty, journalists, historians, family researchers, authors, university officials, community members and more—can access the educative power of the past in order to better evaluate and impact the present. We value the role we can provide to the entire U-M community by serving as its official archive. We value enabling access for all to the history of our collective past as the U-M community and citizens of the state of Michigan, enriching our understanding of our unique stories and our collective heritages. Access to evidence of the past also informs social justice and accountability today. We believe that a diverse staff of archivists, conservators, administrators, student employees, and volunteers benefits from a variety of views and life experiences from among ourselves as colleagues as well as from the many communities we aim to serve.

We seek and collect historical archives that shed light on all communities who are a part of the U-M or the state of Michigan. We strive to document the under-documented and to include in our scope of collecting a wide range of perspectives. As the U-M archives, we curate and make available the historical records of decision makers. We also pledge to ensure a broad and deep representation of historical archives from faculty, staff, students, and alumni who have a rightful place in the legacy of the U-M throughout its over two hundred years of history.

The Bentley creates curated historical collections with access tools that enable search, discovery and use, including topics of diversity; print and web publications that share “stories from the stacks;”

opportunities for scholars from all over the world to conduct research through the Research Fellowship Program; and a research and learning environment on site and online that aspires to be welcoming to all. We engage donors of collections and philanthropic donors in our efforts to build diverse collections and programs; scholars and students as we seek to expand the diversity of teaching and learning opportunities; administrators and staff of the U-M as we assist in finding answers to questions concerning past practices and decision making on the part of the university; and all staff, students, and Bentley volunteers in our priority efforts towards diversity, equity, and inclusion in our core mission, strategic planning and daily work.

### **Key Strategies & Constituencies\*:**

Bentley staff members are the primary constituency of this plan, but we also include donors of collections and historical material, users such as researchers and event attendees, and financial donors as constituencies. As a cultural collection institution the Bentley does not have enrolled students; however, the Bentley and the affiliated Detroit Observatory hire and train student employees as workers, interns, and docents. The Bentley also engages with students through primary source teaching sessions based on consultation with professors and instructors. Through these sessions, students learn critical thinking skills and historical empathy. Bentley archivists typically collaborate on over twenty undergraduate and graduate classes each academic year.

Our DEI team, supported by senior leadership, has identified a select number of strategic objectives to further university-wide goals for DEI. These have been aggregated into the three distal objectives determined by the university - people, process, and product. The Bentley will continue efforts to recruit and retain a more diverse staff, investing resources in creating an inclusive and equitable environment for staff and our diverse community of users.

The Bentley carries on work toward the goal of recruiting a more diverse staff. In 2023 the Bentley appointed its first female director since its founding in 1935. In searches going forward the Bentley commits to promoting its job openings more widely in a variety of locations in order to reach a more diverse pool of applicants as has been our most recent practice. Similarly, we aim to achieve a more diverse team of student employees drawing upon the full range of U-M's schools and colleges to include the myriad forms of diversity and perspectives in our student workers and docents.

We remain committed to making the history of the U-M and Michigan's people and institutions accessible to the public, while also continuing to collect material. Ultimately, the Bentley is a repository of people's stories, told from a variety of perspectives. The Library also contains silences because some individuals and communities' stories were not included in the archives. We will proceed thoughtfully to ensure our holdings are representative of the communities that make up the University and the state of Michigan. That includes engaging in reparative archival description, to ensure that the records of marginalized communities we do hold are described respectfully and according to anti-racist principles. It also means creating an environment where individuals from all backgrounds feel welcome and comfortable in pursuing their research, as well as seeking out authentic partnerships based on shared power with individuals, organizations, and communities that

have often been excluded from the archives to ensure their stories are available for future generations.

Within the Bentley's public spaces we will continue to create an environment where individuals from all backgrounds feel welcome in pursuing their research and engaging with history. This includes the Bentley's reading room, sites for classroom instruction, and the Detroit Observatory.

While the Bentley is recognized primarily for its material holdings and work with cultivating donors of analog and digital content, we will also engage a more diverse pool of financial donors supporting the ongoing work of the Bentley. A wider pool of development donors will help efforts to engage and highlight previously marginalized communities.

The strategic objectives are accompanied by metrics that will be tracked over time, as well as descriptions of actions the Bentley will take to accomplish those objectives.

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

## **Planning Process Used**

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### **Planning Lead(s):**

DEI Co-leads: Brian Williams (Assistant Director and Archivist for University History), Diana Bachman (Assistant Director for Reference Services), Ceci Riecker (Director of Development), Corinne Robertson (Conservator).

### **Planning Process Summary:**

The Bentley is a small unit which numbers thirty-three staff members. An additional twenty-five student employees are employed during the academic year. A reduced number of student employees remain during the summer. Given the small size of the Bentley staff, DEI demographic metric reports do not always provide meaningful metrics, often registering sparse data populated by double asterisks (\*\*) indicating "groups smaller than five cases." On the positive side, as a small unit the Bentley is able to efficiently engage all staff members through monthly staff meetings and engagement sessions. DEI updates and topics are emphasized in staff meetings as well as through a series of programming known as BEES (Bentley Engagement and Enrichment Sessions). Examples of recent BEE topics include a conversation about terminology and archival description with the Director of Repatriation, Archives and Records for the Little Traverse Bay Bands of Odawa Indians, and a presentation about anti-racist pedagogy. Those presentations and others like them generated considerable questions and meaningful discussion that in turn helped inform the planning process.

DEI is a standing agenda item for the Bentley's Administrative Committee which is comprised of the Bentley's Director, Associate Director, Detroit Observatory Director, Assistant Directors, and Chief Administrator. The Bentley's Assistant Directors represent the three main archival units (Curation, Reference, and University History). Another standing item on the Administrative Committee agenda is a review of comments and questions submitted anonymously by staff through a Google form. The anonymous submission offers another avenue for staff members to bring questions forward or raise

issues for discussion by the committee. Discussion of DEI issues shapes and refines content for engagement and enrichment sessions, and in turn, communication at regular staff meetings.

Part of the planning and review process was acknowledging that some of the Bentley's archival collections include language and content that may be harmful or difficult to encounter. Some collections reflect outdated, biased, and offensive views and opinions. In addition, some materials may relate to violent or graphic events preserved for their historical significance and not from any endorsement of such views or events. We also acknowledged that the language and structures used to describe these collections are not neutral. Currently many of our collection descriptions, including catalog records, finding aids, databases, digitized collections, and exhibitions, are based on established systems and standards that often uphold and perpetuate many forms of oppression and bias. Moving forward we are dedicated to revising and updating our descriptive language, and to describing archival materials in a manner that is respectful to the individuals and communities who create, use and are represented in the collections we manage.

We used the following activities to gather data:

- Review of DEI 1.0 findings
- Staff meetings
- Staff enrichment and engagement sessions
- Administrative Committee meetings
- Review of institutional reports and climate surveys
- Google Analytics
- Consulting data in the form of catalog records and archival "finding aids"
- Consulting data on collection usage from AEON (automated request management software)
- Consulting data and publications from the Society of American Archivists

Process used to analyze data

- DEI co-leads and Bentley administrative committee held ongoing meetings to analyze data
- Review of U-M DEI Demographic Metrics Reports produced for the Bentley
- Review of Library of Congress subject headings
- Review of a selection of finding aids describing collections relating to marginalized groups

Action idea generation activities

- DEI discussions at staff meetings
- A series of presentations with question and answer sessions on a variety of DEI topics such as anti-racist pedagogy
- Discussion with the Director of Repatriation, Archives and Records for the Little Traverse Bay Bands of Odawa Indians
- Anonymous Google form for staff suggestions and questions

## **Data and Analysis: Key Findings**

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### **Summary of Data:**



In the aftermath of COVID, the Bentley began to hire additional staff, filling several deferred vacancies. Staff employment data illustrates that recruitment, retention, and development of staff yielded a somewhat more diverse staff, yet there remains a regrettably modest diversity profile for the Bentley regular staff, which is partly a challenge symptomatic of the American archival profession at large. Recent recruitment and retention efforts have resulted in an increase in diversity of staff in terms of gender/race/ethnicity.

Findings from DEI 1.0 continue to be extremely important, particularly that a search committee with greater mindfulness of DEI principles, and intentional inclusion of interview questions relating to the applicant's commitment to and understanding of DEI principles, can achieve progress in attracting a diverse pool of applicants for all positions at the Bentley. The Bentley promotion policy and procedures for promotion have additionally been standardized across university library and archive units after the creation of the new LEO-GLAM union. (The policies and procedures for archivist promotion had been formalized at the Bentley in 2015 and were used as a model elsewhere on campus prior to the union). The Bentley has an important role and opportunity in seeking greater diversity in its staff, and at the same time serving as an aspirational career goal to the diverse student population that is U-M.

The more than 11,000 research collections are the essence of the Bentley. These collections enable research, teaching, analysis, and storytelling. Currently many of our collection descriptions designed to make our collections discoverable and usable - catalog records, finding aids, databases, digitized collections, and exhibitions - are based on established systems and standards that often uphold and perpetuate many forms of oppression and bias.

When new archival collections are prepared for research (that is, organized, described in finding aids, and cataloged) archivists face choices about the words used to describe the archival contents (for example, documents, letters, and photographs) as well as the people and organizations who created or are represented in the collection. As a result, while we create description in finding aids, they can also reflect language that was used by the people and organizations that created the material. For example, maintaining the original titles of folders in a collection is a common practice because it provides important context about the materials.

### **Key Findings, Themes and Recommendations:**

The Bentley begins DEI 2.0 with a new director. Dr. Alexis Antracoli joined the Bentley on May 1, 2023. She is an experienced archivist, historian, and diversity, equity and inclusion champion specializing in reparative description. Antracoli is the first female director in the Bentley's eighty-eight-year history. She will help chart new priorities and continue existing DEI priorities.

While a more diverse staff remains a priority, the Bentley commits to continue efforts to enhance equity and inclusion within the current staff. A slate of outside speakers and workshops will be developed to raise cultural awareness and breakdown any barriers of personal bias. During DEI 1.0 the Bentley hosted several workshops for staff presented by Organizational Learning personnel such as unconscious bias, and disability awareness and inclusion. We intend to revisit these training sessions to engage recently hired staff as well as provide a refresher for the Bentley staff.

The Bentley Library's staff is composed of both faculty (archivists) and staff positions. For archivists,

promotion policies and procedures are delineated and adhere to the LEO-GLAM contract ratified on July 28, 2022, and in force until April 20, 2025. The union represents ten archivists on the Bentley staff. For mentoring, in addition to onboarding and support found within the new archivist's team, each archivist hired at the Bentley is assigned a first-year "launch committee" composed of senior archivists and others from across the library's divisions and charged with providing information and advice in a confidential and supportive manner. Each archivist receives an annual professional development funds allocation supporting career advancement through attendance at professional conferences, purchase of professional literature, and pursuit of professional learning opportunities.

In support of career advancement, staff members are encouraged to pursue professional learning opportunities internal to the university such as LinkedIn Learning, Organizational Development, conferences, etc. Funding is available upon request for other learning opportunities, and we are developing a plan to offer an annual professional development fund allocation for staff members as we do for archivists. Those interested in degree pursuit are encouraged to apply for tuition support. Staff members are encouraged to develop professionally through participation in university groups such as VOICES of the Staff and through university-internal and external professional organization membership and attendance. Although first-year onboarding and mentoring are currently taking place primarily within the staff member's team, we are exploring ways to provide a "launch committee" experience similar to that of archivists with cross-library representation.

The LEO-GLAM union contract includes designated grievance and arbitration procedures. For non-bargained for staff at the Bentley the pathway for conflict resolution aligns with policies outlined for staff in the University's Standard Practice Guide. All Bentley staff members report to a "lead" who can escalate an issue to Bentley's senior administration. If a conflict arises, staff are encouraged to speak first with their lead or, if preferred, another member of Bentley senior administration. If necessary, Bentley senior administration will elevate the issue to University Human Resources and/or the Office of Institutional Equity.

As an example of raising staff awareness about sexual harassment, all members of the Bentley's Administrative Committee along with Bentley's DEI co-leads completed online coursework and attended a workshop on "Creating Climates Resistant to Sexual Harassment." The training was summarized and presented at a staff meeting to help illustrate the issue and ways to report a concern or conflict.

The Bentley Historical Library and its staff stand against marginalization, oppression, and bias in its many forms and one way we look to combat this is by addressing exclusionary collection descriptions. We acknowledge that the language and structures used to describe these collections are not neutral. Currently many of our collection descriptions, including catalog records, finding aids, databases, digitized collections, and exhibitions, are based on established systems and standards that often uphold and perpetuate many forms of oppression and bias.

Moving forward we are dedicated to revising and updating our descriptive language, and to describing archival materials in a manner that is respectful to the individuals and communities who create, use and are represented in the collections we manage. We are in the process of correcting and remediating use of offensive and harmful language and content in existing descriptions of archival materials. But with thousands of finding aids and catalog records, this is an ongoing process and will take time.



There has been focus on reparative description for collection materials such the Philippines ReConnect/ReCollect project and further work on a collection of Native American photographs. Outside subject experts in each of these areas have been consulted to guide our work on these projects. The Bentley also hired a new Archivist for Academic Programs in October 2022, who has expressed interest in expanding the Bentley’s collaboration on course offerings as well as continuing to support classes who already utilize the collections at the Bentley.

In 2022 the Bentley launched the [African American Student Project](#) website showcasing a years-long project utilizing archival materials and other data for an in-depth look at African American experiences at U-M from its founding through to 1970. The African American Student Project (AASP) went beyond “pioneers” or “firsts” to document enrollment numbers, housing and student experiences, and academic achievements. For most of the University’s history, the experiences for African American students were a combination of institutional barriers and the determination to overcome them. Central to the AASP is a searchable database listing the names and years of attendance of every African American student who enrolled at the University for any length of time from 1853 until 1970. Additional content on the website includes a map visualizing housing data which reflects the nature of segregation in Ann Arbor for the first half of the 20th century, articles and stories, and research resources. The AASP is one of the most visible DEI projects and has been promoted in news releases, on social media, interviews, and articles in *The University Record*, *The Detroit News*, and *The Michigan Alum*. It was also featured in a 2023 MLK Day presentation co-organized with the African American Cultural and Historical Museum of Washtenaw County, Department of Afroamerican and African Studies, Department of History, and the Eisenberg Institute for Historical Studies.

The widespread support for the AASP has prompted the Bentley to expand the project’s coverage to include African American students enrolled through 1980. The project is in the process of research and discovery to identify African American students on campus during the 1970s. A signature event is anticipated for the fall of 2023 to promote the AASP in Detroit featuring a number of Detroit area alumni. The Detroit event will involve President Santa Ono, The Inclusive History Project, and several other U-M units, as well as the Alumni Association.

## **Strategic Objectives, Measures of Success and Action Plans\***

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### **Introduction:**

The Bentley plan covers staff, student employees, and includes donors of collections and historical material, users (students, researchers, and event attendees), and financial donors. The strategic objectives needed to further the university-wide goals of diversity, equity and inclusion have been aggregated into three distal objectives determined by the University. Each of these strategic objectives is accompanied by metrics that will be tracked over time, as well as descriptions of single and multiple year actions we will take to accomplish those objectives. For additional detail on assignments, timelines and accountabilities, see the Action Planning Table.

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

## **PEOPLE (Recruit, Retain & Develop a Diverse Community)**

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Strategies and action items for **People** are designed to bolster and extend the work of all units by introducing effective programs and procedures aimed at recruiting, retaining, and supporting a diverse campus community. DEI-related recruitment and retention efforts across campus reflect the varied needs and goals of specific units and groups.

### **STAFF**

**Strategic Objective 1:** Recruit more diverse staff

**Constituencies:** Staff

**Metrics:** Increased staff diversity

**Actions:**

1. Further standardization of the recruitment policy.
2. Upon the completion of any search, assess composition of applicant pools and interview pools with regard to race/ethnicity, sex, veteran status and disability status (as applicable and to the extent possible).

**Primary DEI Goal:** Diversity

### **STUDENT EMPLOYEES**

**Strategic Objective 2:** Recruit more diverse group of student employees

**Constituencies:** Student employees

**Metrics:** Increased student employee diversity

**Actions:**

1. Continue to build out inclusive hiring practices and post student positions more broadly.

**Primary DEI Goal:** Diversity

### **STAFF**

**Strategic Objective 3:** Improving career advancement for staff

**Constituencies:** Staff

**Metrics:** Number of launch committees for new staff, and number of staff promoted or advanced

**Actions:**

1. For new staff, establish launch committees to provide guidance and support during their first year in a confidential and supportive atmosphere.
2. Explore more formal mentoring for all staff.
3. Initiate exploration into career advancement opportunities and criteria for non-archivist staff members.

**Primary DEI Goal:** Equity

### **ALL CONSTITUENCIES**

**Strategic Objective 4:** Engage a more diverse donor pool

**Constituencies:** Financial and collections donors and prospects

**Metrics:** Increase broad diversity of our donor bases, including with respect to underrepresented populations

**Actions:**

1. Development to work with OUD prospect management group and outside organizations to obtain prospects.
2. Refer to the African American Student Project (AASP) database to look for donors and prospects.

**Primary DEI Goal:** Diversity

**ALL CONSTITUENCIES**

**Strategic Objective 5:** Increase diversity in user groups

**Constituencies:** Bentley Library and Detroit Observatory users

**Metrics:** Annual review of Aeon reports and event registrations

**Actions:**

1. Director and Development Director will review for new prospects.
2. DEI co-leads will review to help ensure broad diversity across these groups whenever possible.

**Primary DEI Goal:** Diversity

**STAFF**

**Strategic Objective 6:** Enhance DEI skills and knowledge through U-M Organizational Learning courses and workshops

**Constituencies:** Staff

**Metrics:** Number of DEI workshops/trainings offered by U-M Organizational Learning, Number of staff that participated in workshops/DEI learning courses (percentage of staff), percent of staff that report increased understanding of DEI skills.

**Actions:**

1. Provide DEI trainings/workshops through U-M organization learning culture change classes.
2. Record participation in DEI workshops/trainings annually on performance evaluations.

**Primary DEI Goal:** Inclusion

**PROCESS (Create an Equitable and Inclusive Campus Climate)**

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Strategies and action items for **Process** are designed to support and strengthen the development of policies, procedures, and practices that create an inclusive and equitable campus climate and encourage a culture of belonging in which every member of our community can grow and thrive.

**ALL CONSTITUENCIES**

**Strategic Objective 1:** Reparative description to identify harmful language and content

**Metrics:** Enhanced description, revised finding aids

**Actions:**

1. Engage in reparative description to ensure that records of marginalized communities we do hold are described respectfully and according to anti-racist principles.
2. Monitor and track feedback on harmful language and content statement and respond to items

flagged by patrons/students/staff.

**Primary DEI Goal:** Equity

## **STAFF**

**Strategic Objective 2:** Establish DEI meetings with similar smaller units

**Metrics:** Meetings with other units

**Actions:**

1. Discussion of DEI best practices in Cultural Collections units at the University.

**Primary DEI Goal:** Inclusion

## **STUDENTS**

**Strategic Objective 3:** Inclusive teaching and research which emphasizes the agency of students in the formation and development of the University; continue to surface stories of struggle and progress in the Bentley's collections via instruction.

**Metrics:** Gauge visibility of student agency via academic programs assessment tool

**Actions:**

1. Explore additional collections that highlight different student voices engaged in advocacy.
2. Begin developing learning activities that center diverse student perspectives expressing their agency at the University.

**Primary DEI Goal:** Equity

## **ALL CONSTITUENCIES**

**Strategic Objective 4:** Enhance an equitable community at U-M that acknowledges and celebrates all its members by studying and documenting the university's history with respect to DEI through the Inclusive History Project.

**Metrics:** Bentley involvement in university-wide events, number of new collections added, number of field work contacts.

**Actions:**

1. Assist and contribute to the university-wide Inclusive History Project providing relevant historical resources and analysis.
2. Expand field work (U-M and statewide) to acquire new collections relating to and emerging from inclusive history efforts and initiatives.

**Primary DEI Goal:** Equity

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

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

## **ALL CONSTITUENCIES**

**Strategic Objective 1:** Improve the climate within Bentley for greater belonging and inclusion through the addition of a gender neutral bathroom.

**Metrics:** Resources committed to development of gender neutral bathroom(s), number of gender neutral bathrooms in relation to all bathrooms available, percent of staff that are aware of gender neutral bathrooms.

**Actions:**

1. Explore converting an existing single use women’s bathroom to gender neutral.
2. Apply for a wellness grant and/or other funding to assist/cover construction costs.
3. Explore updated signage.
4. Inform staff of the redesignation of the existing bathroom to a gender neutral.

**Primary DEI Goal:** Inclusion

**ALL CONSTITUENCIES**

**Strategic Objective 2:** Expand African American Student Project (AASP) website and database through the 1970s

**Metrics:** Increased number of students and data included in the database

**Actions:**

1. Expand scope of research to include 1970s African American students.
2. Publicize the expanded time frame for students included in the AASP website and database.
3. Monitor online responses and reply accordingly to alumni and other interested parties.
4. Update database and website as needed.

**Primary DEI Goal:** Equity

**ALL CONSTITUENCIES**

**Strategic Objective 3:** African American Student Project (AASP) Fall 2023 event in Detroit for Detroit-area alumni

**Metrics:** Attendance numbers by constituencies, and engagement with Detroit-area alumni

**Actions:**

1. Collaborate with other key U-M units (U-M President’s Office, Inclusive History Project), as well as with the Alumni Association, to introduce the AASP project to new constituencies in the Detroit area and engage with Detroit area alumni.

**Primary DEI Goal:** Equity

**ALL CONSTITUENCIES**

**Strategic Objective 4:** Upgrade physical meeting/classroom space at the Bentley Historical Library to support a broader range of users and revolving digital exhibits.

**Metrics:** Include accessibility question(s) in new Academic Programs assessments (to be launched Fall 2023) to gauge efficacy in both technology and physical spaces

**Actions:**

1. Install technology in the Whiting Room to display exhibit material when appropriate or operate as teaching equipment during sessions and enable hybrid instruction as needed.
2. Install screen in Seminar Room to enable small hybrid classroom space.
3. Purchase laptops or tablets for use during meetings/instruction to enable more interaction with

digitized/born digital sources as well as screen reading technology and other adaptive tools.

4. Investigate spaces that might serve as reflection areas during class sessions.

**Primary DEI Goal:** Inclusion

### **ALL CONSTITUENCIES**

**Strategic Objective 5:** Redesign of Bentley website

**Metrics:** Pass U-M accessibility audit; updated website formatting and content

**Actions:**

1. Review website infrastructure evaluation completed by an external vendor.
2. Hire a vendor to redesign the Bentley’s website for improved usability and accessibility.

**Primary DEI Goal:** Inclusion

### **ALL CONSTITUENCIES**

**Strategic Objective 6:** Expand access to learning, teaching, and research at the Detroit Observatory via classroom connection

**Metric:** Event registrations and attendance

**Action:**

1. Explore new uses of Detroit Observatory technology through discussion between Observatory Directors and Archivist for Academic Programs. The Detroit Observatory telescope is connected to the classroom screen so if users cannot access the dome they can still participate in learning. The classroom itself is accessible by all visitors and persons with disabilities.

**Primary DEI Goal:** Inclusion

### **Goal-related Metrics – Bentley Measures Tracked Over Time**

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The following metrics are being tracked for the staff of the Bentley Library.

Demographic Composition:

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

Climate Survey Indicators (sample indicators listed below):

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



## Action Planning Tables with Details and Accountabilities

### PEOPLE (*Recruitment, Retention & Development*)

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
Staff	Recruit more diverse staff	Increased staff diversity	Further standardization of the recruitment policy. Upon the completion of any search, assess composition of applicant pools and interview pools with regard to race/ethnicity, sex, veteran status and disability status (as applicable and to the extent possible)	All hiring supervisors
Student Employees	Recruit more diverse group of student employees	Increased student employee diversity	Continue to build out inclusive hiring practices and post student positions more broadly	All hiring supervisors
Staff	Improving career advancement for staff	Number of launch committees for new staff, and number of staff promoted or advanced	For new staff, establish launch committees to provide guidance and support during their first year in a confidential and supportive atmosphere. Explore more formal mentoring for all staff. Initiate exploration into career advancement opportunities and criteria for non-archivist staff members.	Director, Assistant Director, Team Leads
Financial and collections donors and prospects	Engage a more diverse donor pool	Increase underrepresented populations in our donor bases.	Development to work with OUD prospect management group and outside organizations to obtain prospects. Refer to the AASP database to look for donors and prospects.	Director, Observatory Director, field archivists, and Director of Development

Bentley Library and Detroit Observatory Users	Increase diversity in our user groups	Annual review of Aeon reports and event registrations	Development director will review for new prospects, and DEI co-leads will review to help ensure broad diversity across these groups whenever possible.	Director, Development Director, DEI Co-leads
Staff	Enhance DEI skills and knowledge through U-M Organizational Learning courses and workshops	Number of DEI workshops/trainings offered by U-M Organizational Learning, Number of staff that participated in workshops/DEI learning courses (percentage of staff), percent of staff that report increased understanding of DEI skills.	Provide DEI trainings/workshops through U-M organization learning culture change classes. Record participation in DEI workshops/trainings annually on performance evaluations.	Director and Associate Director, DEI Co-leads

**PROCESS** *(Promoting & Equitable & Inclusive Community)*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
All	Reparative description to identify harmful	Enhanced description, revised finding	Engage in reparative description to ensure that records of marginalized communities we do hold are	Director, and Associate Director, Potentially Harmful

	language and content	aids	described respectfully and according to anti-racist principles. Monitor and track feedback on harmful language and content statement and respond to items flagged by patrons/students/staff.	Language and Content Committee
Staff	Establish DEI meetings with similar smaller units	Meetings with other units	Discussion of DEI best practices in Cultural Collections units at the University.	DEI co-leads
Students	Inclusive teaching and research which emphasizes the agency of students in the formation and development of the University; continue to surface stories of struggle and progress in the Bentley's collections via instruction.	Academic Programs assessments	Explore additional collections that highlight different student voices engaged in advocacy and begin developing learning activities that center diverse student perspectives expressing their agency at the University.	Academic Programs team

All	Enhance an equitable community at U-M that acknowledges and celebrates all its members by studying and documenting the university's history with respect to DEI through the Inclusive History Project.	Bentley involvement in university-wide events, number of new collections added, number of field work contacts.	Assist and contribute to the university-wide Inclusive History Project providing relevant historical resources and analysis, and expand field work (U-M and statewide) to acquire new collections relating to and emerging from inclusive history efforts and initiatives.	Director and Associate Director, University History Group Field Archivist, Michigan Historical Collections Field Archivist
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**PRODUCTS** (*Education, Scholarship & Service*)

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
All	Improve the climate within Bentley for greater belonging and inclusion through the addition of a	Resources committed to development of gender neutral bathroom(s), number of gender	Explore converting an existing single use women's bathroom to gender neutral. Apply for a wellness grant and/or other funding to assist/cover construction costs. Explore updated signage. Inform staff of the redesignation of the existing bathroom to a gender	Administrative committee; Facilities Manager, DEI co-leads

	gender neutral bathroom.	neutral bathrooms in relation to all bathrooms available, percent of staff that are aware of gender neutral bathrooms.	neutral.	
All	African American Student Project website	Expansion of website and database	Expand scope of research to include 1970s African American students, publicize the expanded time frame for students included in the AASP website and database, monitor online responses and reply accordingly to alumni and other interested parties, update database and website as needed.	Assistant Director and Archivist for University History and AASP team
All	African American Student Project (AASP) Fall 2023 event in Detroit for Detroit-area alumni	Attendance numbers by constituencies, engagement with Detroit-area alumni	Collaborate with other key U-M units (U-M President's Office, Alumni Association, Inclusive History Project) to introduce the AASP project to new constituencies in the Detroit area and engage with Detroit area alumni.	Director and Associate Director, Assistant Director and Archivist for University History, and collaborative units personnel
All	Update physical meeting classroom space to support broader range of users and revolving	Academic Program assessments	Include funding in general Bentley budget and/or apply for ODEI funding for new touch-screen displays to improve accessibility in the Whiting Room and Seminar Room and class-use laptops or tablets	Administrative Committee, Archivist for Academic Programs

	digital exhibits			
All	Website redesign	Pass U-M accessibility audit	Review website infrastructure evaluation completed by an external vendor. Hire a vendor to redesign the Bentley's website for improved usability and accessibility.	Director, Editorial Director, and Administrative Committee
All	Expand access to learning, teaching, and research at the Detroit Observatory via classroom connection	Event attendance and registrations	Explore new uses of Detroit Observatory technology. The Detroit Observatory telescope is connected to the classroom screen so if users cannot access the dome they can still participate in learning. The classroom itself is accessible by all visitors and persons with disabilities.	Detroit Observatory Director, Assistant Director for Astronomy, Archivist for Academic Programs

### Plans for Supporting, Tracking and Updating the Strategic Plan

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The Bentley Library Diversity, Equity and Inclusion Co-leads are the key contacts for stewardship of the plan. They will be assisted by the Bentley Library Director, Associate Director, and Administrative Committee in supporting the plan implementation.

These groups will conduct an annual review of the plan with all relevant constituencies and gather feedback and additional ideas to be implemented throughout the year. A midyear status report on progress will be presented to the Bentley Library Administrative Committee in January and a final evaluation of metrics and accomplishments, as well as recommendations will be presented to the Bentley Library leadership beginning in April.