University of Georgia Libraries
Diversity & Inclusive Excellence Plan

Introduction

In connecting the campus and community with knowledge to facilitate learning and growth, the University of Georgia Libraries, including the University of Georgia Press and the *Georgia Review*, play a key role in advancing the University of Georgia's (UGA) commitment to fostering diversity, equity, inclusion, and accessibility. Consistent with UGA's Diversity & Inclusive Excellence Plan's emphasis on access and student success, the Libraries' plan focuses on the cultivation of campus partnerships, which allow for the promotion of collections and services to underrepresented students. The Libraries' plan also advances the University's goal of recruiting and retaining a diverse workforce by encouraging equitable hiring practices and increasing participation in library- and campus-wide diversity, equity, inclusion, and accessibility (DEIA) activities. Finally, the Libraries' plan supports the University's commitment to its land-grant mission by increasing engagement with underrepresented communities in Georgia through both in-person and virtual outreach. In sum, the Libraries' Diversity & Inclusive Excellence Plan affirms the Libraries' commitment to DEIA and advances the University's commitment to centering DEIA in every aspect of its tripartite mission of research, teaching, and service.

Priority Goals

A team made up of 12 employees from across the Libraries developed a plan that includes goals for developing a more just, diverse, inclusive, equitable, and accessible organization. This plan reflects internal goals for recruitment, retention, and development of libraries employees as well as goals for supporting a diverse campus community and meeting the needs of underserved communities across Georgia. For the sake of discussion with University administration, the Libraries' key goals are prioritized and condensed as follows:

Priority Area 1: Building an inclusive living/learning environment that supports access and success for diverse students.
The Libraries will:
   a) Contribute to the academic success of underrepresented students by working with faculty, staff, and departments who work directly with these students to promote Libraries collections and services.
   b) Create a welcoming and inclusive physical and digital working environment by creating and promoting inclusive and accessible spaces, evaluating descriptive practices for library resources, and evaluating representation in public spaces in the Libraries.
   c) Contribute to the affordability of higher education for students through access to technology, open educational resources, and the promotion of course reserves.

Priority Area 2: Recruiting and retaining a diverse workforce to advance our mission in the 21st century

The Libraries will:

a) Broaden support for library-wide DEIA initiatives by establishing a mini-grant program to support employee-lead DEIA activities, increasing the number of employees who participate in the Learning & Development Certificate in Diversity and Inclusion, and incorporating DEIA activities into the employee acknowledgement and appreciation program.

b) Encourage equity in hiring practices for faculty, staff, and student workers by evaluating student hiring guidelines and developing best practices guides for interviewing and hiring faculty and staff.

c) Expand opportunities for community building among library staff around issues of DEIA by developing in-house programming that incorporates opportunities for community building and community engagement.

Priority Area 3: Expanding partnerships and outreach to strengthen diverse communities

The Libraries will:

a) Increase institutional visibility in the educational pipeline of underserved communities by increasing the number of state-wide partners and digital resources for K-12 students.

b) Expand experiential learning opportunities for students to work in or with underserved communities.

c) Build awareness within and outside of the UGA community about the Libraries' commitment to equity, diversity, and inclusion and its commitment to working with underserved communities.

Priority #1: Building an inclusive living/learning environment that supports access and success for diverse students

Unit Goal 1.1: Contribute to the academic success of underrepresented students.

KPI 1.1.1: Development of process to promote student-oriented programs and services to faculty and staff who work with underrepresented students.

Data Source: Libraries Marketing and Communications, Research & Instruction Department

Annual Targets:

FY22 baseline	Librarians with departmental liaison responsibilities work with departmental faculty to promote library resources and provide instruction. Additionally, the Libraries is represented at the Orientation Resource Fair.
FY23	Create outreach plan which promotes programs and services and targets faculty and staff who work with underrepresented students.

FY24	Implement outreach plan, focusing on faculty and staff groups identified in FY23 plan.
FY25	Maintain outreach efforts at FY24-level or above. Assess outreach plan, including capacity for expanding outreach efforts.

KPI 1.1.2: Savings to students through use of open educational resources adopted through the Provost's Affordable Course Materials Grant program
Data Source: Libraries Administration, Libraries Marketing and Communication, Provost's Office, Head of Scholarly Communication, Copyright, & Science Collections

Annual Targets:

FY22 baseline	The Libraries currently promotes the Affordable Course Materials Grant program through its website and social media channels. In FY22, no grants were awarded.
FY23	Maintain savings at FY22-level or increase savings based on capacity for additional grant funding. Increase participation in Provost's Affordable Course Materials Grant program through outreach and promotion to faculty.
FY24	Maintain savings at FY23-level or increase savings based on capacity for additional grant funding. Continue outreach and promotion efforts at FY23-level. Assess outreach and promotion efforts and refine where needed.
FY25	Maintain savings at FY24-level or increase savings based on capacity for additional grant funding. Continue outreach and promotion efforts at FY24-level. Assess outreach and promotion efforts and refine where needed.

KPI 1.1.3: Development of process to increase participation in the library course reserves system, which provides no-cost educational materials for students
Data Source: Access Services Department, Libraries Administration, Libraries Marketing and Communication

Annual Targets:

FY22 baseline	In FY21, the Access Services unit developed a mechanism for tracking the number of courses that utilized course reserved as the number of items placed on reserves. There were 53 courses that made use of the services and 282 items made available. Additionally, Libraries Marketing and Communication promoted the course reserves service through campus-wide emails targeted to teaching faculty.

FY23	Maintain participation in course reserves service at FY22-level. Develop process for increasing participation through increased outreach and promotion among faculty.
FY24	Maintain participation in course reserves service at FY23-level. Continue outreach and promotion efforts at FY23-level. Assess outreach and promotion efforts and refine where needed.
FY25	Maintain participation in course reserves service at FY24-level. Continue outreach and promotion efforts at FY24-level. Assess outreach and promotion efforts and refine where needed.

KPI 1.1.4: Number of laptop loans made to students as part of partnership with Student Care and Outreach, MLC Tech Lending Partnership, and Main/McBay Science Library Tech Lending.

Data Source: Access Services Department, Libraries Technology Support Group, Miller Learning Center, UGA   Student Care and Outreach

Annual Targets:

FY22 baseline	The Libraries partnered with Student Care and Outreach to prepare a Student Technology Fee proposal which resulted in an award of $26,500 for FY23. With that funding, the Libraries was able to purchase 25 laptops. Additional funding from the VPIT and Provost allowed the Libraries to purchase an additional 10 laptops. A working group to establish policies and procedures for the program will convene in May. Separate from the hardship laptop lending program with Student Care and Outreach, the Libraries used funds from the Provost and VPIT along with Student Technology Fee commitments for FY22 and FY23 to purchase 58 laptops for lending at the MLC, Main Library, and McBay Science Library.
FY23	For partnership with Student Care and Outreach, implement process for making long-term laptop loans to students identified by UGA Student Care and Outreach. For other types of technology lending, maintain technology lending at FY22-level or greater.
FY24	Maintain technology lending at FY23-level or greater. Assess need to expand number and types of technology available for lending. For partnership with UGA Student Care and Outreach, assess laptop loan program and refine workflows as needed.

FY25	Maintain technology lending of all types at FY23-level or greater. Assess all technology lending workflows and refine as needed.

Goal 1.2: Improve representation of underrepresented groups in physical and digital Libraries spaces.

> **KPI 1.2.1:** Naming of the Shirley Mathis McBay Science Library and associated construction projects.
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> **Data Source:** Libraries Administration, Libraries Facilities, Libraries Marketing and Communication
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> > **Annual Targets:**
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> > | FY22 baseline | In FY22, the Science Library was officially named the Shirley Mathis McBay Science Library. Dr. McBay was UGA's first Black doctoral graduate and the first woman to earn a doctorate from the University. As part of the naming, the McBay Library will include a portrait of Dr. McBay, biographical information, and artefacts. |
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> > | FY23 | Complete renovation of McBay Science Library 2nd Floor, including recognition area to celebrate Dr. McBay's achievements and impact on STEM education. |
> > | FY24 | Retire KPI |
> > | FY25 | |

> **KPI 1.2.2:** Development of process to assess gaps in Libraries' collections (i.e., purchased and subscription resources, open scholarship, and archival collections) reflecting underrepresented students and underserved communities
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> **Data Source:** Collection Development Department, Head of Scholarly Communications, Copyright, & Science Collections, Special Collections Libraries
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> > **Annual Targets:**
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> > | FY22 baseline | Responsibility for collection development is diffuse across the Libraries. The Collection Development Department oversees the development of purchased and subscription resources. The development of archival collections is managed through our Special Collections Libraries. Open scholarship is managed by the Head of Scholarly Communications, Copyright, & Science Collections. While each unit has guidelines for their work, no cohesive process exists for assessing gaps reflecting underrepresented students and underserved communities. |
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> > | FY23 | Establish working group charged with assessing diversity in the general and special collections. Develop framework for identifying strengths and weaknesses related to diversity in the |

	general and special collections. Evaluate university research and teaching priorities to determine priority areas for applying the assessment framework.
FY24	Apply assessment framework to the top 1-2 areas identified as priorities for investigation in terms of university program priorities. Based on results and available resources, develop sustainable strategy for addressing weaknesses of the existing collections and preventing/limiting future weaknesses from developing.
FY25	Apply strategy to remove/mitigate weaknesses identified in first round of assessment. Apply assessment framework to the next 1-2 areas identified as priorities for investigation in terms of university program priorities. Evaluate approach for effectiveness and modify as needed.

KPI 1.2.3: Development of process to assess media published by UGA Press and the *Georgia Review* representing underrepresented groups and underserved communities
Data source: UGA Press and *Georgia Review*
> **Annual Targets:**

FY22 baseline	The UGA Press is part of a Demographic Data pilot program developed by the AUPresses Equity, Justice, and inclusion committee designed to gather information on race, ethnicity, ability, sexuality, language of origin, etc. among our authors, editors, peer reviewers, editorial board, freelancers, and advisory council. The Georgia Review American Society of Magazine Editors (ASME) Award for Fiction with stories published in the 2021 volume year by authors from underrepresented groups.
FY23	Continue published media assessment process. Develop process to increase diversity in published media in subject areas and by authors where diversity-related inequities are identified.
FY24	Implement process to address diversity-related inequities in published media.
FY25	Assess process and refine where needed.

KPI 1.2.4: Development of process to assess current practices for arrangement and description of primary source collection in the Special Collections Libraries in a way that respects the diverse racial, ethnic, and religious backgrounds of the creators of these

records.

Annual Targets:

FY22 baseline	There is currently no process in place to evaluate descriptive practices across units in the Special Collections Libraries. The Special Collections Libraries are testing partners for the descriptive model of the *On These Grounds* projects. The Digital Library of Georgia added a content warning to its main website about the "potentially harmful content" in the digital collections on the site.
FY23	Establish working group charged with assessing descriptive practices across Special Collections Libraries. Develop framework for assessing descriptive practices and assess practices using framework.
FY24	Remediate areas flagged as critical during FY23 assessment process.
FY25	Remediate any additional areas flagged during FY23 assessment process. Evaluate assessment framework and process.

Goal 1.3: Improve accessibility in physical library spaces and of digital library resources.

KPI 1.3.1: Development of process to regularly assess and improve physical accessibility of library facilities

Annual Targets:

FY22 baseline	This goal was first included in the Libraries' strategic plan, but the pandemic has caused delays in partnering with the Disability Resource Center on a physical accessibility assessment. An accessible door was added to the Special Collections Library in FY22 and new construction projects, including the McBay Science Library, have been designed with physical accessibility and ADA compliance in mind.
FY23	Conduct physical accessibility assessment with Disability Resource Center and identify critical areas for remediation. Document changes and evaluate assessment process.
FY24	Improve physical accessibility by remediating areas flagged as critical during FY23 assessment with Disability Resource Center. Document changes and evaluate assessment process.

FY25	Compile list of changes made during FY21-FY25 period and evaluate assessment process.

KPI 1.3.2: Improvement of accessibility standards compliance on managed web sites.
Data Source: Libraries Technology Support Group, Research & Instruction Department
Annual Targets:

FY22 baseline	For WCAG 2.0 evaluation, the Libraries Technology Support Group has run accessibility reports on the Libraries, Russell, and Capitol Museum homepages and their secondary pages. As part of the process, the Group identified and corrected issues.
FY23	Maintain WCGAC 2.0 compliance on Libraries' managed websites.
FY24	Maintain WCGAC 2.0 compliance on Libraries' managed websites.
FY25	Maintain WCGAC 2.0 compliance on Libraries' managed websites.

KPI 1.3.3: Number of hardware, applications, and stations providing assistive technology for online and print resources
Data Source: Libraries Technology Support Group, Research & Instruction Department
Annual Targets:

FY22 baseline	The Disability Services Librarian and Libraries Technology Support Group consulted with the UGA Disability Resource Center to identify and maintain the proper assistive technology for the University Libraries. In FY21, the Libraries confirmed that its current portfolio was appropriate.
FY23	Maintain or increase assistive technology at level consistent with FY22 evaluation.
FY24	Maintain assistive technology at FY23-level. Assess capacity to increase amount of assistive technology.
FY25	Maintain or increase assistive technology at level consistent with FY24 evaluation.

KPI 1.3.4: Development of accessibility guidelines for inclusion in vendor contracts
Data Source: Acquisitions and Serials Services Department
Annual Targets:

FY22 baseline	The Head of Acquisitions and Serials Services assessed existing contracts and found that none existed with accessibility language. The Acquisitions and Serials Services Department has developed contract language to ensure/request accessibility language. This language will be added to contracts as they are renewed.
FY23	Maintain at FY22-level, or increase, number of vendor contracts with accessibility guidelines. Update accessibility guidelines as needed.
FY24	Maintain at FY23-level, or increase, number of vendor contracts with accessibility guidelines. Update accessibility guidelines as needed.
FY25	Maintain at FY24-level, or increase, number of vendor contracts with accessibility guidelines. Update accessibility guidelines as needed.

Priority #2: Recruiting and retaining a diverse workforce to advance our mission in the 21st century

Unit Goal 2.1: Broaden support for library-wide equity, diversity, and inclusion initiatives

KPI 2.1.1: Development of justice, equity, diversity, and inclusion mini-grant program

Data Source: Committee on Diversity and Inclusion, Libraries Administration, Libraries Finance and Accounting,

Annual Targets:

FY22 baseline	There is no program for employees to apply for funds to initiate equity, diversity, and inclusion activities. The Libraries' currently offers financial support for these activities on a case-by-case basis.
FY23	Working group charged by University Librarian to write proposal for mini-grant program. Working group writes proposal for mini-grant program based on similar programs at peer institutions. Administrative Team reviews and approves recommendations, including identifying source of funding for program.
FY24	Mini-grant program is implemented based on FY23 proposal. Call for mini-grant proposals sent out by May 1, 2024.
FY25	First group of mini-grants awarded. Program asses and refined as needed.

Unit Goal 2.2: Increase number of employees who participate in equity, diversity, and inclusion trainings.

KPI 2.2.1: Number of employees who complete Learning & Development Certificate in Diversity and Inclusion

Data Source: Libraries Administration, Libraries Human Resources

Annual Targets:

FY22 baseline	As of January 2022, 16 employees have completed the Certificate in Diversity and Inclusion.
FY23	Increase participation in the Certificate program by 5% through outreach and promotion efforts.
FY24	Maintain participation in the Certificate program at FY23-level or above.
FY25	Increase participation in the Certificate program by 5% through outreach and promotion efforts.

Unit Goal 2.3: Encourage equity in hiring practices for faculty, staff, and student workers.

KPI 2.3.1: Development of best practices guide for interviewing and hiring faculty and staff.

Data Source: Libraries Human Resources

Annual Targets:

FY22 baseline	While people who hire new employees are briefed on EOO guidelines, there is currently no documentation on best practices for interviewing and hiring faculty and staff available to Libraries' employees for review and consultation.
FY23	Head of Human Resources gathers working group to assist with developing best practices guide. Working group assists Head of Human Resources in identifying current practices and industry best practices. Head of Human Resources develops guide based on industry best practices.
FY24	Best practices guide shared with employees who have hiring responsibilities. Best practices guide and its content promoted to all library employees.
FY25	Promotion of best practices guide continues at FY24-level or above. Best practices guide reviewed and edited where necessary.

KPI 2.3.2: Development of best practices guide for interviewing and hiring student workers.

Data Source: Libraries Human Resources

Annual Targets:

FY22 baseline	Responsibility for interviewing and hiring student workers largely falls to the departments who are hiring them. Employees who are hiring Federal Work Study students are training on best practices through the Office of Student and Financial Aid. The Libraries currently has no documentation on best practices for interviewing and hiring student workers that is available to Libraries' employees for review and consultation.
FY23	Head of Human Resources gathers working group to assist with developing best practices guide. Working group assists Head of Human Resources in identifying current practices and industry best practices. Head of Human Resources develops guide based on industry best practices.
FY24	Best practices guide shared with employees who have hiring responsibilities. Best practices guide and its content promoted to all library employees.
FY25	Promotion of best practices guide continues at FY24-level or above. Best practices guide reviewed and edited where necessary.

Unit Goal 2.4: Expand opportunities for community building among library staff, especially around issues of justice, equity, diversity, and inclusion.

> **KPI 2.4.1:** Development of in-house justice, equity, diversity, and inclusion programming that incorporates opportunities for community building and community engagement
> **Data Source:** Committee on Diversity and Inclusion

> **Annual Targets:**

FY22 baseline	The Libraries' Committee on Diversity and Inclusion is developing a 15-day Racial Equity Challenge to be held in June.
FY23	Assess Racial Equity Challenge and refine program plan as needed. Hold library-wide racial equity challenge, expanding capacity based on FY22 assessment.
FY24	Hold library-wide racial equity challenge with resources at FY23 level or above. Assess event and refine program plan as needed.
FY25	Hold library-wide racial equity challenge, expanding capacity based on FY24 assessment.

Goal 2.5: Improve process for staff recognition for justice, equity, diversity, and inclusion activities.

> **KPI 2.5.1**: Incorporation of justice, equity, diversity, and inclusion activities into employee acknowledgement and appreciation program (see Strategic Plan, UG 1.5)

Annual Targets:

FY22 baseline	A process for developing an employee acknowledgement and appreciation program was added to the Libraries' Unit Goals in FY22. Development of this program is under way. Currently, the Libraries holds a employee recognition lunch where people are recognized for receiving degrees and certificates. Those who have earned the University's Certificate for Diversity are acknowledged at this lunch.
FY23	Add justice, equity, diversity, and inclusion activities in plan for acknowledging work of employees through both internal communications process and staff acknowledgement events. Implement employee acknowledgement and appreciation plan and track events and communications.
FY24	Continue employee acknowledgement and appreciation at FY23-level. Assess employee acknowledgement and appreciation plan and refine as needed.
FY25	Continue employee acknowledgement and appreciation at FY24-level. Assess current plan and identify capacity for expansion.

Priority #3: Expanding partnerships and outreach to strengthen diverse communities

Unit Goal 3.1: Increase institutional visibility in the educational pipeline of underserved communities.

KPI 3.1.1: Number of state-wide partners who serve K-12 students in underserved communities

Annual Targets:

FY22 baseline	The Libraries partners with the Clarke County School District for several projects including campus visits to the Special Collections Libraries. Additionally, the Georgia Capitol Museum hosts public school students for tours. The Digital Library of Georgia currently works with public library systems and public school districts in the state of Georgia as content and project partners.

FY23	Maintain partnerships at FY22-level. Assess capacity to increase engagement with state-wide partners.
FY24	Increase state-wide partners and expand partnerships based on assessment in FY23.
FY25	Maintain partnerships at FY24-level. Assess capacity to increase engagement with state-wide partners.

KPI 3.1.2: Number of digital resources created for K-12 audience and their usage.
Data Source: Digital Library of Georgia, Georgia Capitol Museum, *Georgia Review*, UGA Press, UGA Press, New Georgia Encyclopedia

Annual Targets:

FY22 baseline	The Georgia Capitol Museum has videos and worksheets posted on its website. The Digital Library of Georgia has an *Educators Resources* page with social studies support content for grades 2-5 and 8. The Digital Library of Georgia and the Libraries also have digital exhibits available for view. The New Georgia Encyclopedia provides worksheets for classroom activities and has information on articles in the Encyclopedia and how they relate to Georgia Standards of Excellence.
FY23	Maintain production of digital resources at FY22-level. Develop plan for producing new digital resources based on needs identified in FY22.
FY24	Maintain existing digital resources and produce new digital resources based on plan developed in FY23.
FY25	Maintain production of digital resources at FY24-level. Work with partners who serve K-12 students in underserved communities to revise FY23 plan and identify additional needs.

KPI 3.1.3: Number of visits of the SCL Traveling Exhibit Program to public libraries, community centers, and cultural institutions in underserved areas
Data Source: Special Collections Library

Annual Targets:

FY22 baseline	This program did not make visits in FY21 because of COVID-19 and made its first FY22 visit in April. The

	Traveling Exhibit Program is a Summer program and usually makes 4-5 visits each Summer.
FY23	Maintain visits at FY22-level. Assess capacity for increasing number of visits and number of partners in underserved areas.
FY24	Increase number of visits based on FY23 assessment.
FY25	Maintain visits at FY24-level. Assess capacity for increasing number of visits and number of partners in underserved areas.

KPI 3.1.4: Number of high school students who participate in the UGA Libraries High School Internship Program
Annual Targets:

FY22 baseline	In FY22, the Libraries partnered with UGA's Georgia College Advising Corps (GCAC) to identify prospective students, with an emphasis on recruiting students who are low-income, historically underrepresented in higher education, and/or who would be first generation students if they seek post-secondary education. In summer 2022, six students are being hired to work 20 hours per week from June 1-July 15 in the Brown Media Archives, *Georgia Review*, and McBay Science Library.
FY23	Maintain participation at FY22-level. Assess capacity for increasing the number of internships offered.
FY24	Increase participation based on FY23 assessment.
FY25	Maintain participation at FY24-level. Assess capacity for increasing number of internships offered.

Unit Goal 3.2: Improve communication with community partners regarding the Libraries' commitment to equity, diversity, and inclusion.

KPI 3.2.1: Diversify and expand communication activities and audiences in order to more effectively reach underserved communities
Annual Targets:

FY22 baseline	The DLG, Libraries, Press, and *Review* currently send out press releases, utilize social media, and send out information via the University's ArchNews listserv. The Libraries also publishes a semiannual newsletter, *Beyond the Pages*. In FY22, the UGA Libraries also appointed someone to serve as the Special Collections Library Instruction & Community Engagement Librarian.
FY23	Gather marketing and communications stakeholders from library units to discuss communication needs and current communications activities.
FY24	Develop and implement plan to expand communication activities based on priorities outlined in FY23 assessment.
FY25	Continue expanded communications activities at FY24-level or above. Work with stakeholders to assess communication activities and identify emerging needs.