

# Building Staff EDI Competence

OLA Staff Training Round Table



Adrienne Doman Calkins



Blake Kincaid



Amy Honisett



Roberta Richards

Good morning and thank you for the introductions, Korie.

Have you ever wondered what other libraries are doing for their EDI trainings? Have you felt like you weren't sure where to start, or worried about doing the wrong thing? We're here to help!

The purpose of this session is to share training resources you can apply to EDI efforts within your work groups, to learn about resources you can use in both virtual and in-person spaces, and to give you tools to start making your own EDI training plans.

We will be covering measurement, practical training tips, and stories from large public library systems and a smaller public library in a cooperative, urban and rural stories, an academic library story, and additional resources and where to get support after the session. Our content primarily focuses on training related to race, biases, and privilege, though you can find application for other EDI concepts, as well.

# The Big Caveat

The big caveat—we're all white. We're not experts in EDI training. We are trainers and librarians who embrace EDI work and are passionate about designing effective trainings that can be scaled to various library settings.

We are dedicated to doing the hard work of both reflecting and changing inwardly and also outwardly focusing on EDI work in our organizations. We are each doing the work, *while learning how to best do the work*, and that changes constantly. We are on our own journeys and we have made mistakes in doing EDI work. Many of those mistakes we're aware of after-the-fact and have made adjustments and continue to practice better ways of training and talking about EDI. We will even talk about some of the mistakes we've made. We've had things flop. We've been corrected. We've been embarrassed. We've said the wrong things. We've made decisions without realizing the impact of those decisions did not match our intentions. Many of our mistakes we undoubtedly have not even discovered yet. Or maybe we haven't quite learned our lessons just yet. We may make mistakes today.

We invite you to learn with an open heart today. We are here to represent our own work, and we are not trying to speak for our BIPOC or under-represented colleagues, even while we hold their feedback and teachings close as we navigate our work. We also invite you to let us know where you see room for improvement. That might work best in the moment in the Whova chat, at the end in Q&A, contact us personally via

Whova or email, or provide anonymous feedback via the OLA conference survey.

We are also trying to model what it can look like to lean in, to get comfortable with being uncomfortable, to be open to changing values, to view training as process, not product, and to also apply the skills we collectively have honed from our profession and experience to the world of EDI training in libraries of all types and sizes.

Throughout this session, we will be share tips and resources. You can refer to our slides later, and also to our resource list in Whova where we site our sources and share links, examples, and tips for your EDI trainings. Navigate to this session in the agenda, and scroll to the bottom where you will find Handouts listed under the session description.

And with that, let's roll up our sleeves and get started. Blake is going to speak next on Measurement. Take it away, Blake.



# Hello

Blake Kincaid  
Vancouver Engagement Manager  
bkincaid@fvrl.org

Image by Vincent Le Moign, CC BY 4.0

Hello, my name is Blake Kincaid, pronouns he/him. I currently work in the downtown Vancouver library up in Washington, as the Engagement Manager. Before my current position I coordinated training for my library district, and I'd like to share with you the importance of measurement and goal setting when planning training, and I have a specific story to share about EDI training to help put it in context. But first, let's make a measurement!

# How ready do you feel to train your staff on EDI?

On a scale of 1 to 5 stars  
Answer the “Before” poll in Whova



Image by Vincent Le Moign, CC BY 4.0

We have two polls in the Whova app, one says “before” the other “after”. Please answer the “before” poll right now if you haven’t already. The question is: “How ready do you feel to train your staff on EDI?”. The scale is five stars, with no stars being the least ready you could possibly be, and five stars being no worries, I’ve got this. Near the end of our session we will ask you to answer the “after” poll.

This is an example of measurement, and in this case it is how we will evaluate the success of our session. From the question can you guess what goal we set for our session? That’s right, we want you to leave this session feeling better prepared to do EDI training for your staff.



# Measurement = Goal

Learning is based on data collected from both successes and failures

Image by Vincent Le Moign, CC BY 4.0

To better illustrate why measurement is such an important part of your planning process I'd like to share my story, and at first it may sound like a story of failure. But it has an important lesson for how we need to approach EDI training.

A number of years back I was tasked with following up a successful anti-harassment training program with a diversity and sensitivity training program. This was to be a typical HR style diversity training, and I began the planning process with that in mind. I was approaching this as a typical project with a timeline and a limited outcome.

But as I started to work with our decision-makers they revealed that they wanted a much more comprehensive and transformational outcome than the typical HR diversity training would produce. The initial goal was limited in scope, harm reduction and increased retention of diverse staff. Administrators wanted EDI changes in programming, library spaces, outreach, and collections. That sounds like the agenda from this conference. With the time and resources initially available for my project I was able to demonstrate that we would not be able to achieve the outcomes desired. The deep cultural change that was desired was obviously going to require participation from staff, and in defining the outcome to measure we would need to involve staff at the beginning.

We decided as a district to go back to the drawing board and I'm pleased to say that

my district is about to implement a comprehensive Equity Lens that will be used to transform every aspect of our organization. To do this the organization had to commit much more time and resources to the project, hire not one but two consultants, and involve many staff members. It required so much additional time that I'm no longer directly involved, although I anticipate I'll be using the Equity Lens extensively.

# Fail Forward

The learning organization model

- Specific
- Measurable
- Actionable
- Realistic
- Timely

Although it felt like a failure when we abandoned the original diversity training plan, it was that original planning process using the SMART goal system, that we realized we were on the wrong track. As a reminder here is the SMART acronym. Specific, Measurable, Actionable, Realistic, and Timely. When we went through this process we realized that our original goal was not realistic.






And we needed to add one more element to the planning process, which is the people we wanted to train. Define the goal so you know what to measure, what you plan to measure helps define the goal, but in dialogue with the intended trainees you can refine your goal and what and how you measure.

# Measurement

- Collect data
- Evaluate success
- Learn from mistakes
- Compare before to after

And I want to encourage all of you to do this kind of evaluation up front before diving into this EDI training project. By spending time up front defining your goal, involving the staff the training is for, and defining how you will measure success you will be able to set a reasonable goal and allocate resources that match your needs.

So I'm going to stop there so you can hear the rest of our stories, but I will be back later so we can take our other measurement. And now Amy Honisett is going to talk more about some specific considerations in conducting training in the EDI context.

A photograph of a desk setup for planning. In the foreground, a whiteboard is covered with numerous colorful sticky notes (yellow, blue, green) and a printed document titled "EXPERIENCE BRIEFING". Several markers are scattered on the desk. To the right, a clear plastic container holds more supplies, including a pink sticky note and a blue marker. The background shows a smartphone and a dark cup.

Amy Honisett, she/her  
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# Prepare and plan

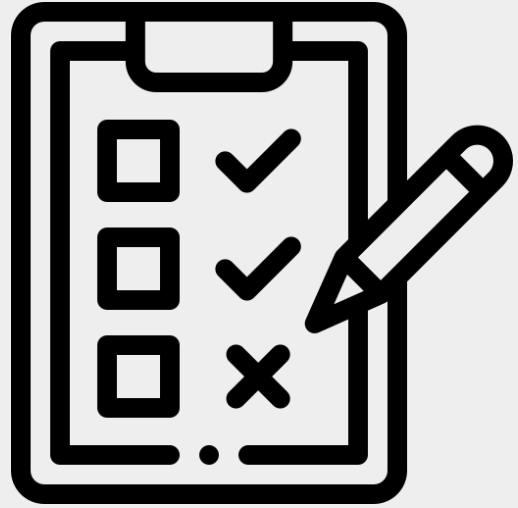
Photo: [Felipe Furtado](#) on [Unsplash](#)

I am not a subject matter expert on equity, inclusion and diversity. I'm really lucky that I get to work with wonderful colleagues: Sonja Ervin, Elleona Budd and Berenice Creecy, who I've co-trained with and who have developed and/or modified the training we use at Multnomah County Library.

**Before** you begin looking for resources and activities for your training, think about what the team wants and needs to address.

# Outcomes

What needs to come from this training or activity?



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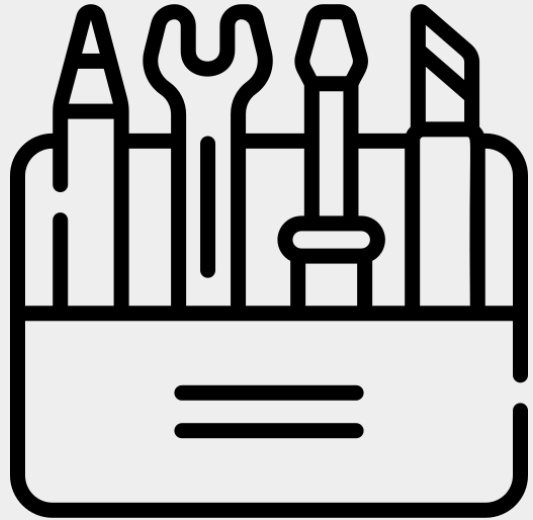
Think about why you have chosen to lead an activity:

- Are there issues that have arisen between team members?
- Are there service issues that should be addressed?
- Have team members expressed interest in learning about or discussing a topic?
- Did something happen that needs to be discussed?

Avoid bringing discussions or activities to the team that may seem irrelevant. If you identify a need that may not be apparent to the team, be thoughtful about how you frame the activity. Why is this? Because if a topic doesn't seem relevant, it may come across as something to check off your list, and this is not how you want your team to view equity and inclusion work.

# Resources

Do they support your desired outcomes?



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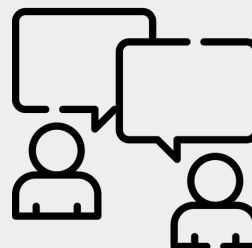
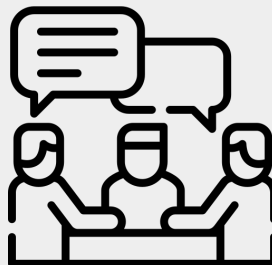
Be sure to evaluate the resources you use. Consider:

- Who is the author? What is their authority? Do they have lived experience?
- What is the purpose of this resource?
- Is the length and format appropriate for the audience, the space, and the time limitations?

Think about the outcomes you identified as you design the activity. Does this resource support that outcome?

# Consider impact

Allow different ways to participate



Icons made by Freepik from [www.flaticon.com](http://www.flaticon.com)

Consider the subject you are addressing and how the participants could be impacted. Include discussion formats that allow participants to contribute at different levels.

- Round robin discussion (allow participants to pass)
- Small group discussion (please use a facilitator for each small group or figure out how to visit each group.)
- Think-pair-share

What is the power dynamic in the group? If you are a manager or a team leader, consider asking someone else to facilitate



# Prepare the learners

Photo by Sigmund on Unsplash

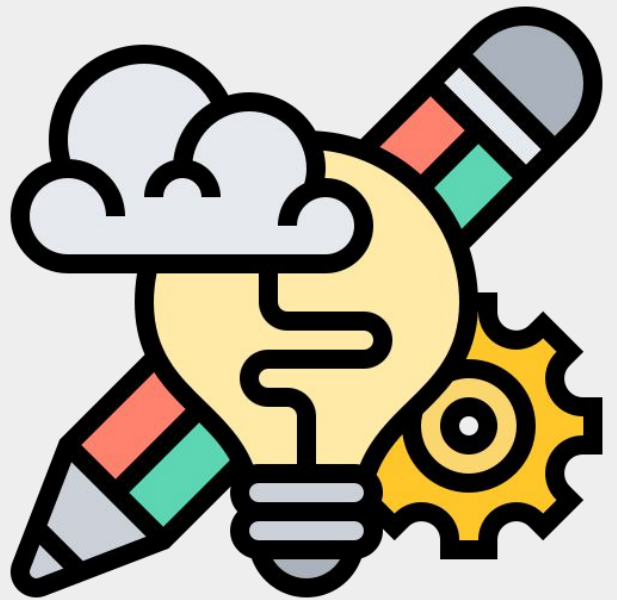
Some people need time to get ready, in order to have a productive conversation. Others, who may be negatively impacted by the topic, may need or want to opt out.

- Share the activity with the team in advance.
- Let the team know your objectives for doing this activity
- Provide individuals on the team an opportunity to ask you questions in advance

Provide resources for participants to gain the information they need in order to meet the outcomes of the session. Unless the desired outcome is the acquisition of foundational knowledge, set the expectation that participants will have a baseline level of understanding about equity and inclusion and provide resources for them to get there.

# Design the activity with race in mind

Be thoughtful and intentional



Icon made by Eucalyp from [www.flaticon.com](http://www.flaticon.com)

- You should be sure that you have intentionally avoided creating a learning experience that is only for white people, or a space in which people of color may feel responsible for teaching white people. This goes along with setting expectations in advance.
- You should intentionally make space in the session for participants of color to add their thoughts, to correct you or another learner, and to share their experiences, if they would like to.
- You should ask people of color on your team if and how they might like to help facilitate and add their perspectives.
- You should intentionally and specifically frame racial equity work as a collaboration with people and communities of color, rather than something white people can do **to** or **for** people of color.



# Support the learners

Let them opt out!



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- Let them opt out before
- Design for easy opt out during
- Prepare for what to do if someone opts out unexpectedly

If this activity is happening during a team meeting, try not to schedule essential discussion topics unrelated to the activity directly before or after the activity, so that team members who opt out do not miss out on other important team business.



# Prepare yourself

Photo by Alexis Brown on Unsplash

Remember, a facilitator does not have to be an expert. You don't have to know everything, but you do need to get ready for questions, prepare yourself to learn from the participants, and be prepared to interrupt microaggressions or worse.

# Facilitate

You are there as a guide

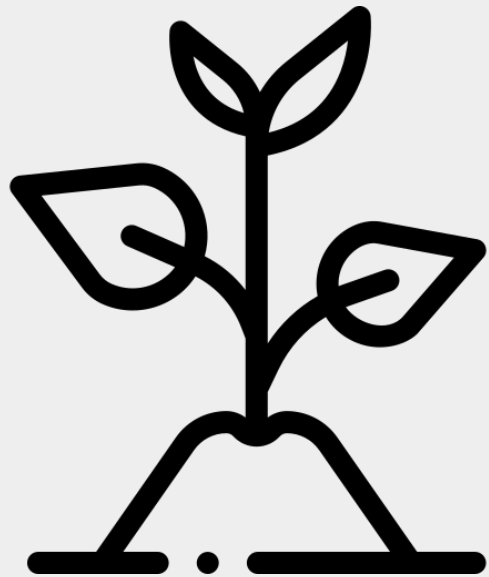


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The facilitator can encourage authentic discussion, but should **not** compel participation. It may help the activity to:

- Set group expectations (this may take more time than you expect, and it is worth it)
- Give plenty of time for everyone to express themselves. It is OK for the room to be silent for a while.
- You may also want to provide opportunities for anonymous feedback and follow up, so you can learn and grow as a facilitator/trainer, and so you can address any issues that you might not have recognized.

# Get ready for difficult moments



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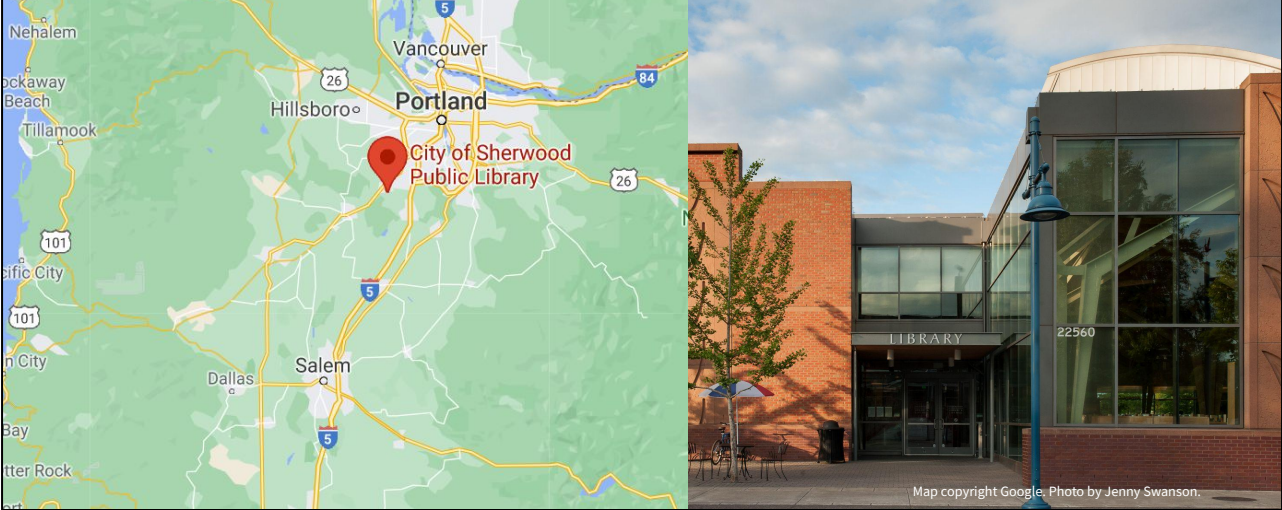
Be ready to interrupt or redirect unproductive and/or abusive language and discussion. Be ready to apologize if you make a mistake. **Expect** to learn and to make mistakes

Be honest with yourself about your comfort level. Practice redirecting and correcting. Reflect on your strategy, take a class. If someone asks you a question you don't know the answer to, say **I don't know. Does anyone in the room know?** If someone tells you that you hurt them, apologize. Approach this facilitation with curiosity. Expect to learn from the learners.

These strategies will serve you regardless of the size of your training and the size of your program. Planning and preparing in this way will benefit activities you facilitate in a small team or for large staff groups.

# The Sherwood Story

Adrienne Doman Calkins // domancalkinsa@sherwoodoregon.gov



And here's where the Sherwood story starts. We're nestled between urban and rural in a mixed-use building shared with City Hall and a donut shop.

**Imagine you work at a library with a small training budget....**

**What can you do?**

Imagine you work at a library with a small training budget...

What can you do? Can anyone here relate to this?

# A lot!

The answer is a LOT!

Hello, my name is Adrienne Doman Calkins, my pronouns are she/her, and I'm the Library Manager of Sherwood Public Library, serving a population of just under 20,000 people.

While Sherwood is a member library of a large cooperative, WCCLS, we are also a municipal library and our training plans and budgets are more similar to a stand-alone library.

I'll be sharing some highlights of our EDI journey over the last 6 years and training tips I've learned and applied.

For reference, our staff is about 11 FTE and we do not have a dedicated training coordinator (it's one of the many hats I wear). The good news is, there are lots of options for free, low-cost, and grant-funded EDI trainings.

**What if your service population is mostly white?**

**How do you approach this work?**

I also want to speak to this question.

What if your service population is mostly white? How do you approach this work?





Unlike the rest of the Washington county, which is the most diverse in Oregon, 9 out of every 10 people in Sherwood are white. English is a first or second language for nearly everyone in our community. Our City leadership and elected officials are all white. Our library staff and our advisory board are predominantly white.

And yet EDI work is a focus throughout our strategic plan and our day-to-day work.

So why should library workers in predominantly white communities even be prioritizing this work?

There are a number of answers, and of course they will be different for everyone. Our story began with collection development.

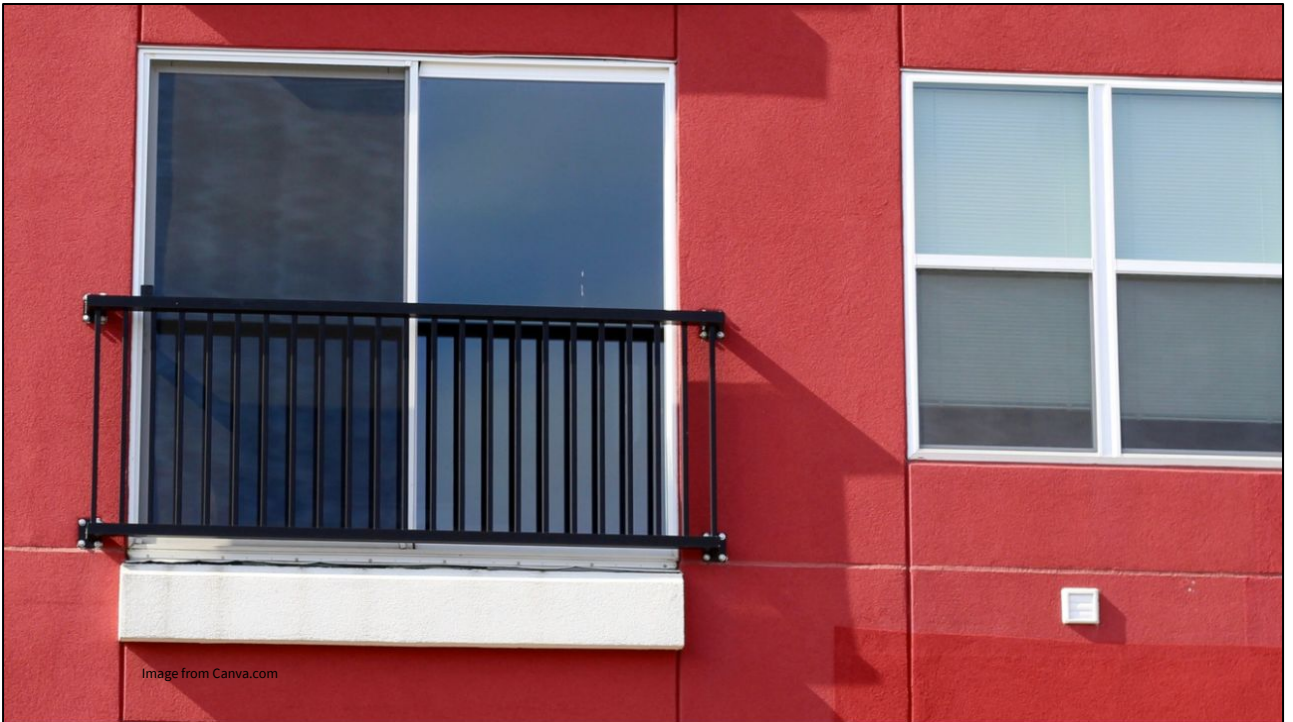
# Mirrors, windows, & sliding glass doors.

Many of you may be familiar with this concept of mirrors, windows & sliding glass doors, originally written about by Rudine Sims Bishop in 1990 in talking about the importance of diversity in children's literature. It's probably been mentioned at more than one session this week.

The idea is that books with diverse characters, variations of language, and cultures allow underrepresented children to see themselves reflected back (in the mirror) and therefore valued, and also allow children from "dominant social groups" that are over-represented in society and literature to see the true diversity of our world through windows to other experiences, which also changes their own understanding of themselves and helps avoid ethnocentrism. The sliding glass door speaks to the magic of literature that we can actually enter another world other than our own and learn more about it, and ourselves, in the process.

<https://scenicregional.org/wp-content/uploads/2017/08/Mirrors-Windows-and-Sliding-Glass-Doors.pdf>

[https://www.youtube.com/watch?v=\\_AAu58SNSyc](https://www.youtube.com/watch?v=_AAu58SNSyc)



This is where we started and we focused a lot of energy, time and professional development on how to better create these mirrors and windows and doors in our collection, knowing that in our community, we had the most power for good in creating lots and lots of windows and sliding glass doors.

For training, we read about best practices. We watched webinars and attended conference sessions at OLA and beyond (when we were lucky). We were focused on multiculturalism at that point to bring more diversity to our collection, our displays, and our reading recommendations.

# Building upon multiculturalism

Those transactional experiences of building up our more diverse collections helped us to see more transformational change happening in our library. We saw more diverse patrons engaging in our displays and attending our events.

We were also analyzing Census data and while I've learned even a small amount of diversity is worth changing the library for, the stories are what will really show change is happening.

I want to share a story. Back in 2016, we were one meeting away from finalizing our strategic plan when the presidential election happened. Participants came back to the table a couple weeks later and there was unanimous support for making EDI work a central theme to all of our goals, not just a separate goal tacked on to the end. This was pivotal and helped justify much more staff time, funding, and focus to our EDI work and training going forward. My advice, however you get there, is to embed an EDI focus in your strategic plan and with your board. It absolutely will lay the groundwork for deeper training and budgeting.

# Starting with empathy

With our staff, Empathy is where our all-staff trainings began. We were all at different places in understanding EDI work, what it is, what it means, why we should be doing it. I wanted to build from the bottom and connect with our feelings of empathy and really listening to other people, particularly listening to people with different backgrounds and lived experiences than our own.



# DeEtta Jones

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The way we did that was using two trainings borrowed with permission from DeEtta Jones. I was lucky to attend her ALA preconference session in 2017 on cultural competency for library leaders. I think she's brilliant and she's worth following. <https://www.deettajones.com/>

You will see links to my trainer documents in the presentation slides on this page when we upload that soon. The exercises are Mattering & Marginalization and the Mosaic of Diversity. Both are designed to build safe conversations about building empathy, listening skills, and de-racializing talking about marginalization, which honestly, can feel a lot more approachable for white people who are just starting their EDI journeys to start with before you dig into deeper conversations about race and privilege.

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Feel free to use and customize the following training documents for your organization. Please credit DeEtta Jones for original ideas and me, Adrienne Doman Calkins, for customizations.

- Link to Google doc for Mattering and Marginalization <https://bit.ly/2PfWwNw>

- Link to Google slides for Mosaic of Diversity training <https://bit.ly/32FLqEu> & handout <https://bit.ly/3vhfjHQ>



Building empathy is just very tip of the iceberg and all staff will be starting at different levels of understanding below the waterline. We all need to be brought up together to the goal of becoming an anti-racist organization. For us, after empathy came learning the vocabulary to use. Then understanding lived experiences and how racism and institutional racism work. And all along the way, it's "what do we do about this?" and "how can we do better?" (which is an ever-evolving quest, as this work is never "done").

We used several Oregon Humanities Conversation Projects for staff trainings. We've been able to host amazing speakers at a fraction of their regular fees, thanks to OH's sliding scale of \$0-600 based on your library's budget. They launched a new catalog of virtual conversation projects this month.

<https://www.oregonhumanities.org/programs/community-conversations/the-conversation-project/#catalog>



# EQUITY, DIVERSITY, INCLUSION & ANTIRACISM TOOLKIT



The new EDI & Antiracism Toolkit put out by the new OLA committee has thoughtful and vetted training prompts that are freely available. Well done!

# Being comfortable with uncomfartability

Someone might say “I need strategies” “Why can’t we just move on?” “I just need to know what to do.”

Remember that valuing the product over the process is a typical white point of view. Process here is more important. There are no shortcuts.

# Making mistakes

Let's talk about making mistakes, because it will happen and it's not as scary as it may seem. Think to yourself for a moment, was there a mistake you made in EDI training? Was it a learning opportunity? ADD in chat--what mistakes in EDI training have you made? I won't read them outloud, and remember this is recorded. It's helpful to know mistakes can happen to all of us, we can learn from each, and we can keep doing the work. Or if you'd rather--what's a mistake you want to share so we all know to avoid that one?

Here are some mistakes I've made in my journey and what I've learned from them:

- I've not listened well enough and talked too much, making it difficult to learn from others.
- I've conflated isms (for me, I inadvertently minimized the lived experiences of BIPOC participants by talking about my experiences with gender inequalities)
- I've made excuses that in a small town without many agencies specifically aligned with marginalized and/or BIPOC community members it's hard to do this work. It's hard to do this work everywhere and small towns are not exempt from trying.

And these are just some of my mistakes. I've learned that while I don't want to repeat these mistakes, I also need to honor where I'm coming from, the progress still ahead of me, and to be constantly vigilant in improving.

# Fostering a learning organization

Becoming a learning organization may be a cultural shift for your library. Think about having a regular theme of EDI topics at meetings, in updates, at trainings. You're leaving breadcrumbs to bigger things.

During the pandemic, we've had our first staff book discussions, facilitated asynchronously using two books—*White Fragility* by Robin DiAngelo, *How to be anti-racist* by Ibram X. Kendi.

You can read about other low-cost training ideas we've used in Sherwood by following the last link I share in the resources list.

For funding--Grants almost always have room for training or staff development to be built into the budget request. You don't have to already be an expert to get the grant—Look to the Oregon Trust & your local county cultural coalition, OLA, ALA, PLA—especially for rural and small libraries. Share your EDI stories and goals with local service clubs (our Rotary Club just funded a social justice story hour series). Have your wishlist of ideas always brewing so you can be nimble and ready to apply.

Lastly, I want to leave you with this sentiment.

Working on our cultural competency, biases, and antiracism is a lonnnng

process. It's like any other skill we work on that is never really done. Customer Service. Reference. Leadership. We learn in increments, through practice, through failing, through trying and in engaging, over and over and over again.

Thank you!

Next up is Roberta to share the PCC story.



# Portland Community College Library

Part of an institution committed to culturally responsive teaching



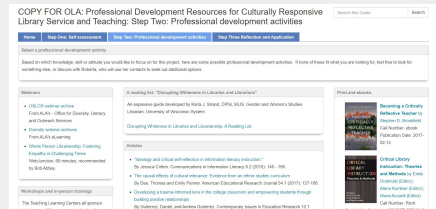
Image from [patch.com/oregon/portland/portland-community-college-saves-students-faculty-1-million-textbooks](https://patch.com/oregon/portland/portland-community-college-saves-students-faculty-1-million-textbooks)

Hello! I'm Roberta Richards, she/her pronouns, a reference and instruction librarian at Portland Community College. My situation is different from the public librarians you just heard from, as our library is embedded in a college which holds Equity, Diversity & Inclusion as a top level priority. We serve a diverse student body, so it is essential that all our services be culturally responsive for our students to be successful. The college provides a rich array of ED&I professional development opportunities, so our job in the library is to take advantage of the trainings that the college offers and figure out how it applies to our work in the library. This doesn't mean that it's easy or that we don't have a LONG way to go, but it does provide a starting place.

# Challenge: ED&I learners start from different places

## One solution: asynchronous learning

- PCC examples
- Resources from the State Library of Oregon



I will spend my time focusing on a specific challenge with ED&I staff training that our previous speakers have alluded to, and give a couple of examples from PCC and the State Library of Oregon for addressing it. The challenge is that ED&I learners start from different places, based on their lived experience and previous training.. Some learners might be beginning with some resistance (“Why do I need to do this, I’m not a racist.”) and may lack the baseline level of understanding that Amy mentioned, while others including staff of color may have a great deal of content expertise. One solution is to include asynchronous learning in your training mix, which allows learners to progress based on their own starting point.

# Include ED&I in staff goal setting and assessment

Resource for PCC employees:

“Intercultural Competence Self-Assessment Tool”

## INTERCULTURAL COMPETENCE SELF-ASSESSMENT



### Intercultural Competence Categories

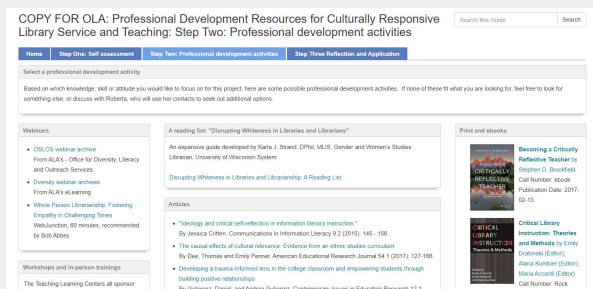
- Knowledge
  - Cultural Self- Awareness
  - Knowledge of Cultural Worldview Frameworks
- Skills
  - Empathy
  - Verbal and Nonverbal Communication
- Attitudes
  - Curiosity
  - Openness

One easy to implement strategy that we use at PCC library is including ED&I in annual goal planning and staff assessment. For me as a reference librarian, while I'm only formally assessed every five years, I am expected to set annual goals, including at least one ED&I goal, and there is accountability that I made progress towards completing those goals. Most staff don't have any problem defining their own goals (in my experience, as you learn more about ED&I you become painfully aware about how much more you need to learn, or unlearn). For staff who need help defining their goals, our college provides an "Intercultural Competence Self-Assessment tool," which is a six-page Word document that explores the knowledge, skills and attitudes of a culturally competent person. The document provides a rich array of questions and examples of what this means, and professional development resources to strengthen your knowledge, skills or attitudes. This is a really useful tool for anyone who doesn't know where to start. I've been given permission to share a copy of this on our Resource handout, which is labeled as a draft because it's a living document - we are always learning and trying to improve.



## Part-time librarian project:

# *“Professional Development Resources for Culturally Responsive Library Service and Teaching”*



The project recommends following these steps:

- **Step One: Self Assessment**
- **Step Two: Choose a Professional Development Activity**
- **Step Three: Reflection and Application**

Another example from PCC is a project we did with our part-time reference librarians, which we called “Professional Development Resources for Culturally Responsive Library Service and Teaching.” This was asynchronous by necessity, as our part-time librarians work on four different campuses with very different schedules. After spinning our wheels trying to figure out how to get everyone in the same room, my brilliant colleague Chau Hoang Fossen came up with an asynchronous structure that worked really well.

The first step was Self Assessment to set a goal. We provided tools for self assessment, including the Harvard Implicit Bias test (highly recommended!). Once a goal for the project is set, the next step is to “Choose a professional development activity” to help meet that goal. Fortunately there are so many resources available - webinars, books, training modules, etc. from content experts. The final step is the most important: Reflection and Application. We don’t want to just “check a box” that we’ve watched a webinar, but we need to figure out how to apply what we learned in our service to students. We asked librarians to write a reflection about what they learned and explain how this could be applied to our information literacy instruction.

At the Southeast Library where I work, four of us did the project together, all working on separate goals related to our teaching. We all chose different professional development activities. In addition to writing our reflections, we found a time to meet to make a plan about how we would hold each other

accountable for following through with our intentions to apply what we learned. A copy of the guide for the project is available on our resource handout.



# “Preparing and Implementing ED&I at Your Library”

ED&I training resource  
from the State Library of Oregon  
Individual OR team trainings  
Contact: Darci Hanning

## Preparing and Implementing EDI Training in Your Library: Module 1

12 of 18 Complete

- Article #3
- Article #4

### LISTEN

- Overview
- Podcast #1 (50 minutes)
- Activity 5

### WATCH

- Overview
- Video #1 (12 minutes)
- Activity 6
- Video #2 (10 minutes)

### RESOURCES

- Additional resources

### ACTIVITIES

- Overview
- Self-Reflection
- Implicit Bias Tests
- Discussion of Resources

Moving on from PCC, I'm thrilled to be able to announce the the State Library of Oregon is providing a robust tool for ED&I staff training, which can be used for individual OR team trainings. The tool is called Preparing and Implementing ED&I Training at Your Library, and available to Oregon Library staff at no cost through Niche Academy. It was developed by InfoPeople, the professional development arm of the California State Library, and adapted for Oregon. It has been vetted by the OLA ED&I Task Force. The first module functions as a stand alone intro to ED&I work, and includes articles, podcasts, videos and activities that staff can do on their own, going deep where they need to, or together as a team.



# “Preparing and Implementing ED&I at Your Library”

The four modules:

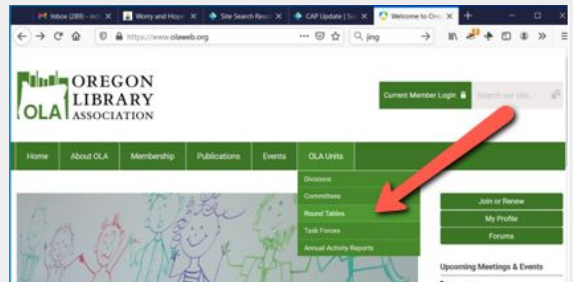
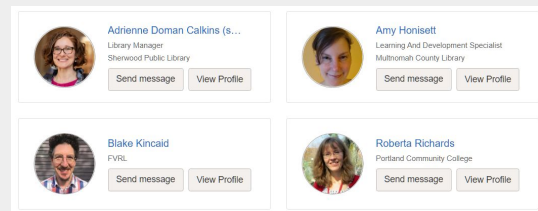
- Module 1: Why EDI, and Why Now?
- Module 2: Determining a Starting Point for Your EDI Training Journey
- Module 3: Developing Your Training
- Module 4: Putting It All Together and Moving Forward



The next three modules focus on the process of developing ED&I training, and covers the logistics that our previous speakers have mentioned, such as setting goals, selecting appropriate resources, ensuring that learners can use the materials safely, and so forth. There is also a colorful “learner’s journal” that participants can use to capture their reflections and learning. Watch for more information on this resource from the State Library of Oregon very soon! (There is a link to the resource on the handout, although it isn’t live yet.)

# Get support from members of the OLA Staff Training Round Table

[olaweb.org/staff-training-round-table-home](http://olaweb.org/staff-training-round-table-home)



In my final minute, I would like to invite everyone to call on the members of the OLA Staff Training Round table if we can be of help. Again as Adrienne explained, we are not content experts, but we do have experience organizing staff training. Currently I am serving as chair of this round table, and I would like to invite everyone to join. It's free, so you can join by just checking that box when you renew your OLA Membership. You can also login to the website and join any time to be added to our mailing list. But you don't need to be a member to call on us for support. We have all provided our contact information on the handout, and if you don't have that at hand, you can go to OLA website and find our Round Table under the menu for Units. Again, we are not subject experts but if you want to bounce ideas off someone that has some experience providing trainings as a non-expert, you know where to find us.



# Goals

We set a goal

Hello again. Goals, remember them? I started our session by talking about the importance of setting a goal, and making it measurable. So let's measure our goal.

# How ready do you feel to train your staff on EDI?

On a scale of 1 to 5 stars  
Answer the “After” poll in Whova



Image by Vincent Le Moign, CC BY 4.0

Please answer the poll in Whova that says “After” and give it 0 to 5 stars.

This question combined with the results of our “before” question will give us a measurement of how successful we were in achieving our goal for this session.

# Measurement = Success

How do you know you succeeded?

More importantly, by going through the planning process and setting a measurable goal for our session it helped us as presenters to tailor our content to match our goal. We wanted to give you practical information but also share stories that would give you confidence and make you feel more prepared to tackle this challenging topic at your library.

Also, don't be afraid to use qualitative data rather than quantitative data, which is a fancy way to say it is OK to ask people how they feel. Some outcomes, especially in the context of EDI training, can't be defined from the outside. You need to ask the experts, and in some cases only the individual trainees know if the outcome has been achieved. I think this is another example of how we can reimagine the techniques we already know to incorporate an inclusive mindset.

Speaking of qualitative data. . . let's hear how we did. (Ask for results).



# Everything is a success!



- Measure before and after
- Analyze qualitative data
- Put project on continuum
- All improvement = success
- All failure = future success
- (see next slide)

The last part of measurement is what you do with your results. Of course you need to come to a determination of whether you were successful, if there is room for improvement, and most importantly, what does your data tell you about next steps? By following a process and learning from mistakes, being open to feedback, and using an inclusive mindset, it is truly possible to, in my opinion, to see almost any result as a success - the success is that you remain committed to continuing the process.



But the thing I want to encourage you to do is to celebrate. Celebrate the investment in this important endeavour. Celebrate all the effort, on the part of everyone. And, most importantly, even if it wasn't as successful as you hoped, or there were problems, celebrate that you are taking the feedback necessary to do better next time. Celebrate learning, and keep moving forward to the next step on the journey.