**Learner Guide: Strengthen Equity, Diversity, and Inclusion Practice Through Self-Paced Learning**

<https://www.webjunction.org/events/webjunction/strengthen-EDI-practice-through-self-paced-learning.html>

**Event Description**: While classroom training has an important place in library staff education, learning is extended and reinforced when staff have the opportunity to work through difficult topics outside of the classroom. In order to support staff learning about issues of equity, diversity and inclusion (EDI), Multnomah County Library has developed a “Racially Just” toolkit, containing activities staff can use to learn and practice on their own, with colleagues, or in their staff groups. The toolkit workbooks include information and activities related to bias, microaggressions, allyship and cross-cultural communication, as well as a workbook focused on learning about Native American and Alaska Native people and communities. Learn how Multnomah Library developed the workbooks and what indicators signaled that their organization was ready to support staff with self-paced learning about EDI.

**Presented by**: Ekatrina Sotomayor, Access Services Assistant, Multnomah County Library (OR); and Amy Honisett, Learning and Development Specialist, Multnomah County Library

|  |  |
| --- | --- |
| **What are your goals for viewing this webinar?** | |
| **Personal Goals** |  |
| **Team Goals** |  |
| **Assessing your organization’s readiness** | |
| Every library and organization will have different needs related to learning about equity, diversity and inclusion (EDI). Consider these questions as you think about developing and sharing self-paced learning:   * What foundation has your organization laid to support self-paced equity learning? * What efforts are your organizations putting into supporting EDI? * What do you think your organization still needs to do to be successful with EDI training? * Is EDI work at your library an organization-wide effort, or is it being led by individuals? | |
| **Staff expertise and decision-making** | | |
| When you’re ready to take next steps in creating learning content and opportunities, consider internal or local community expertise.   * Do you have expertise in your organization?   + How do you identify and compensate people who are subject matter experts?   + How do you allow people to self-identify as subject matter experts?   + Who do you engage in your community?   Learning is better received when staff are involved in decisions about content and format.   * Who has a voice in your decision-making processes?   + In determining services for BIPOC (Black, Indigenous, People of Color) and other communities?   + What is your plan for sharing decision making power with BIPOC staff? | | |
| **Expanding beyond library to collaborate for EDI learning** | | |
| Multnomah County sponsors Employee Resource Groups (ERGs) - employee-run groups that promote diversity values and efforts of the county. Consider other organizations the library could partner with on EDI learning efforts, and the role an ERG could play in community-wide efforts, for example:   * Provide an opportunity to work on staff professional development * Identify barriers to employee engagement and create solutions * Aid the county/community with employee recruitment & development, diversity awareness and strategic planning * Host events that create opportunities for employees to build stronger workforce communities by networking and skills sharing. (career development, business education, investment strategies, resume writing, or stress management) * Sponsor events, seminars and conferences. | | |
| **Essential elements of planning for EDI and staff learning** | | |
| Consider these essential elements, noting your local facets and scenarios:  **Lay a foundation** - expect that staff members will have different levels of education and experience. How will you determine these needs within your organization?  **Collaborate** - even if your library includes experts or professionals in EDI, be sure to engage with staff who have lived experience. Even better, engage with your community. Identify one external person or organization you could connect with to learn more about community needs or organizations to consider collaborating with.  **Time** - do not rush this work, and find ways for staff to dedicate time to learning. Emotional labor can be intense, and real change takes time. Self-paced learning might not happen if learners need to find ways to fit it into their already busy schedules. If you are a manager/supervisor, how can you support staff and how can you advocate for this across the organization? If you are an individual, how can you make the ask of your manager/supervisor to commit to this work? | | |
| **Action Plan:** (include some simple next steps, along with who, when, etc.) | | |
|  | | |