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Evaluating How Library Employees Apply Their EDI Training

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Evaluating How Library Employees Apply Their EDI Training

Jeffery L. Loo and Erik T. Mitchell

Background

Equity, Diversity, and Inclusion (EDI) are core values at the UC San Diego Library. In 2023, we launched comprehensive EDI training for all employees to reinforce this commitment.

Objectives

- **Training:** Equip employees to integrate EDI principles into recruitment and retention practices and their daily work.
- **Evaluation:** Assess how employees apply their EDI learning in the workplace.
- **Strategic Planning:** Use the evaluation results to guide future EDI initiatives.

Literature Review

- **Implement EDI Training:** A common approach for EDI development in academic libraries (Anaya & Maxey-Harris, 2017; Brown & Pierce, 2022; Leong, 2023).
- **Evaluate for Transfer of Learning:** Focus on learner characteristics, training design, and work environment, which impact knowledge transfer (CDC, 2019a).
- **Focus on Learning Application:** Clear goals and active learning application drive organizational change (Opuda, 2023).
- **Link Assessment to Strategy:** EDI assessments can guide strategic planning (Rebmann et al., 2020).
- **Use Logic Models:** Effective tools for program evaluation and planning (W.K. Kellogg Foundation, 2004).

Methods

EDI Training Programs

We organized four EDI training programs for Library employees.

Program	Participants	Format	Outcome
Managing Implicit Bias[*]	All employees (required)	6 self-paced, online courses	Understand and reduce implicit bias
EDI in Action Series[†]	All employees	6 interactive webinars	Apply EDI principles for organizational development
Inclusive Recruitment Workshops[†]	Employees involved in recruitment	6 interactive webinars	Apply inclusive hiring practices
Inclusive Manager's Toolkit[†]	Administrators, supervisors, managers	10-week virtual course with coaching	Integrate EDI into leadership and collaboration

[*] UC Systemwide HR, [†] DeEtta Jones & Associates

Evaluation Model

We focused on two potential drivers of organizational change:
- **Learning application** (Opuda, 2023)
- **Transfer of learning factors** (CDC, 2019a)

Anonymous surveys were conducted 2 months after training.

We adapted the CDC's training effectiveness survey (2019b).

Provide **EDI training** for all employees.

Evaluate **how they apply their learning** at work.
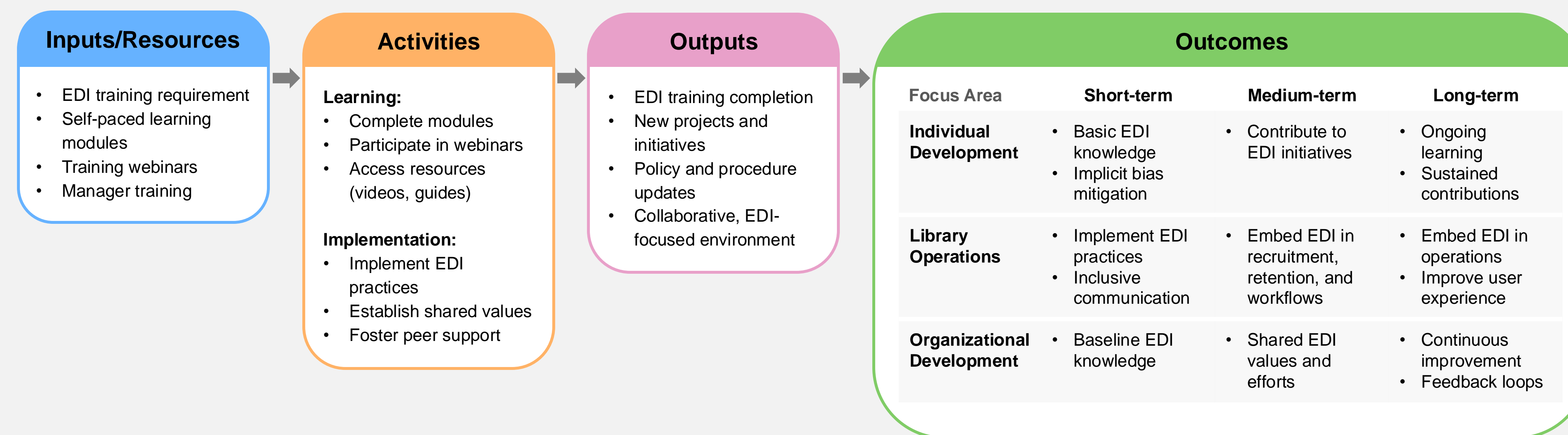
Use the results to **guide strategic EDI growth**.

Strategic EDI Planning Model: Connecting Training, Evaluation, and Action

Focus on strategic actions that drive EDI progress, such as recruitment and retention.

Use a logic model to systematically connect the training program, the evaluation of EDI learning and implementation, and the application of its results to support individual, operational, and organizational development toward strategic actions.

Inputs/Resources
- EDI training requirement
- Self-paced learning modules
- Training webinars
- Manager training

Activities

Learning:
- Complete modules
- Participate in webinars
- Access resources (videos, guides)

Implementation:
- Implement EDI practices
- Establish shared values
- Foster peer support

Outputs
- EDI training completion
- New projects and initiatives
- Policy and procedure updates
- Collaborative, EDI-focused environment

Outcomes

Focus Area	Short-term	Medium-term	Long-term
Individual Development	• Basic EDI knowledge • Implicit bias mitigation	• Contribute to EDI initiatives	• Ongoing learning • Sustained contributions
Library Operations	• Implement EDI practices • Inclusive communication	• Embed EDI in recruitment, retention, and workflows	• Embed EDI in operations • Improve user experience
Organizational Development	• Baseline EDI knowledge	• Shared EDI values and efforts	• Continuous improvement • Feedback loops

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Survey Instrument: Topics, Indicators, and Application

The survey topics and indicators provide insight into EDI learning and implementation.
We developed ways to apply the survey results to drive organizational EDI growth.

Sample Survey
bit.ly/4h3lJTt

Topic	Indicator	Application
Participation		
Training Attendance	Participation levels	Address participation barriers
Non-Attendance Reasons	Factors limiting participation	Address participation barriers
Learning		
Knowledge Before	Baseline knowledge	Establish starting point
Knowledge After	Self-assessed learning	Measure improvement
Knowledge Change	Degree of improvement	Show impact, determine needs
Relevance and Preferences		
Relevance	Training relevance	Ensure relevance to work
Learning Mode	Preferred formats (lecture vs. interactive)	Provide training in preferred formats
Training Characteristics		
Training Weaknesses	Areas for improvement	Adjust training to close gaps
Training Strengths	Key strengths	Maintain best practices

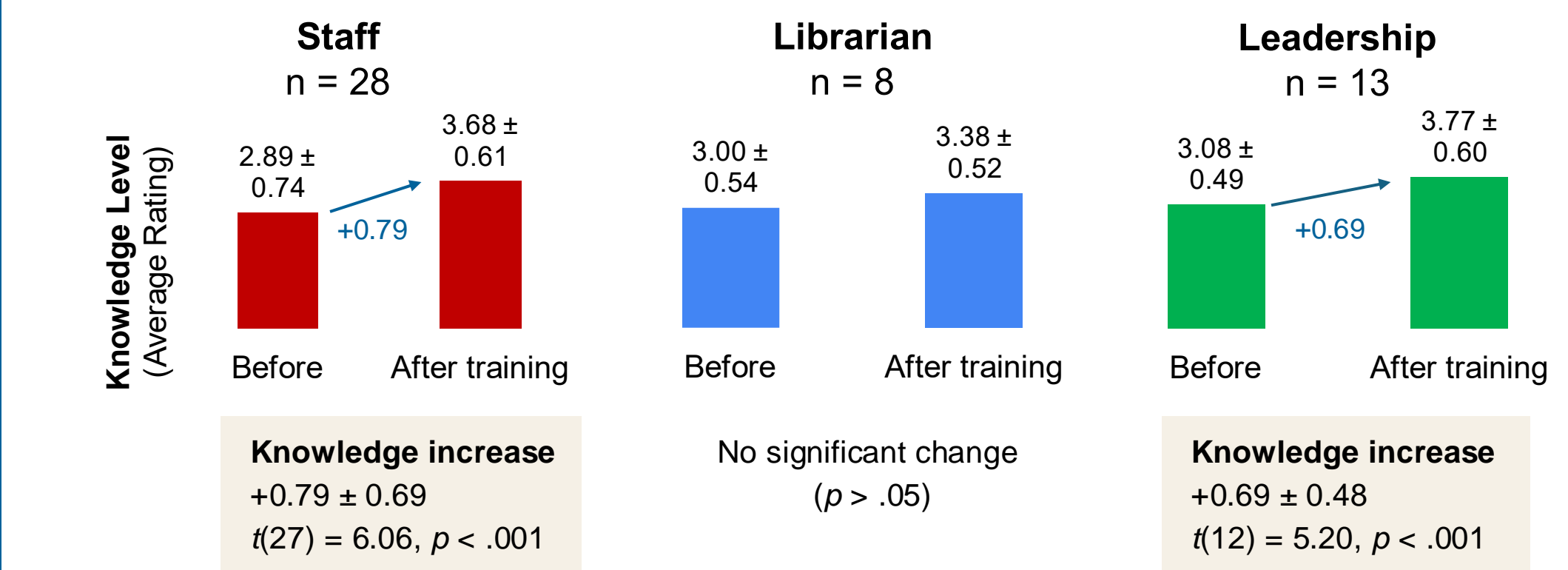| Topic	Indicator	Application
Learning Implementation		
Learning Application	Extent applied in workplace	Improve application levels
Learning Implementation	Implementation details	Document success, expand application
Future Plans	Learning implementation goals	Support learning implementation
Support Factors		
Facilitators	Factors aiding implementation	Promote for better outcomes
Barriers	Obstacles to implementation	Provide support to overcome
Feedback and Profile		
Open Feedback	Additional insights	Identify new needs
Employee Group	Role	Tailor support by role
Supervisory Role	Supervisor status	Tailor support by status

Adapted from the CDC's Training Effectiveness Questions (2019b), we used their survey topics, indicators, and questions, and added a 'future plans' topic.

Results

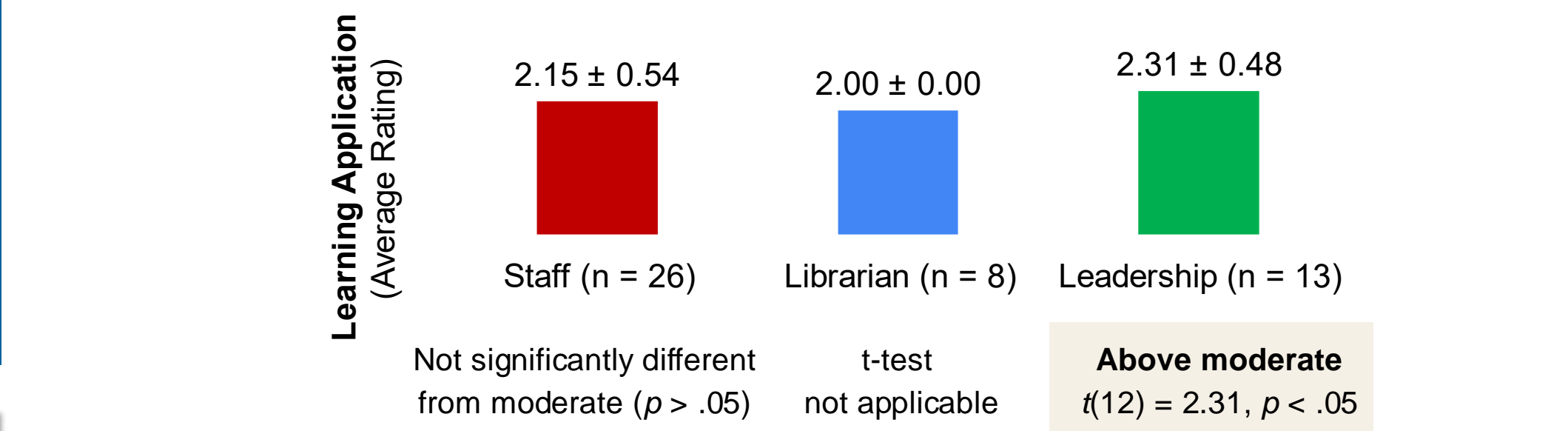**Key Findings From the 'EDI in Action' Training Evaluation**

Knowledge Change

Significant knowledge gains for staff and leadership, but not librarians.

Staff n = 28: Before 2.89 ± 0.74, After training 3.68 ± 0.61 (+0.79)
Knowledge increase +0.79 ± 0.69, $t(27) = 6.06$, $p < .001$

Librarian n = 8: Before 3.00 ± 0.54, After training 3.38 ± 0.52
No significant change ($p > .05$)

Leadership n = 13: Before 3.08 ± 0.49, After training 3.77 ± 0.60 (+0.69)
Knowledge increase +0.69 ± 0.48, $t(12) = 5.20$, $p < .001$

Learning Application Levels

Leadership reported **above-moderate** application; staff and librarians reported **moderate**.

Staff (n = 26): 2.15 ± 0.54 — Not significantly different from moderate ($p > .05$)
Librarian (n = 8): 2.00 ± 0.00 — t-test not applicable
Leadership (n = 13): 2.31 ± 0.48 — Above moderate $t(12) = 2.31$, $p < .05$

A one-sample test compared ratings to 2.00 (Moderate) on a scale from 'Not at all' to 'A lot.'

Facilitators and Barriers Associated With Learning Application

Chi-square tests assessed associations with learning application.

- Only the facilitator '**sufficient resources**' was significantly associated with learning application ($\chi^2(1, N = 45) = 7.779$, $p < .05$).
- **No significant associations** between **barriers** and application levels.

Feedback Themes

Open and axial qualitative coding and code counts.

Learning Implementation

Themes	Code Count
EDI practices	
Inclusive dialogue	12
Inclusive leadership and supervision	6
EDI awareness	6
Empathetic engagement	3
Trust building	3
Professional development	
Reflective practice	4
Continuous learning	2
Conflict management	
Conflict resolution	2

Future Plans

Themes	Code Count
Organizational strategy	
Organizational development	9
Cultivation of an inclusive culture	7
Inclusive recruitment	1
Professional development	
Continuous learning	6
Conflict management	
Conflict resolution	4
Uncertainty	
Uncertainty about future plans	3

Strategic Actions for EDI Development

- Generated **156 strategic actions** from the feedback to enhance EDI.
- Next Step: Evaluate for broad relevance and application.

Takeaways

- **Offer Flexible Training Options:** Self-paced modules and webinars accommodate various learning styles.
- **Evaluate for Real-World Application:** Understand how employees apply EDI principles in daily work.
- **Create an Employee Feedback Loop:** Connect training, evaluation, feedback, and strategic planning through a logic model.
- **Continuous Improvement:** Identify knowledge gains, learning implementation, and areas for growth.
- **Focus on Future Growth:** Ongoing training and evaluations will refine EDI support and meet emerging learning needs.

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