



INCLUSION FOR BELONGING

Career Services Office

SUMMARY

Our work emphasizes and respects the differences students bring to the career search process. We ask students to bring their full-selves to our office and the job search, so that a stronger bridge can be built to the professional world and help obtain the first position in their chosen profession. Our efforts are guided by our Inclusion for Belonging Index (IfB). The goals and assessment in this report were developed using the IfB Index.

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Inclusion for Belonging AY2019 Report:

Strategic Planning: AY2019 GOALS:

“Sustained focus on inclusive excellence” *Harvard Inclusion and Belonging Taskforce Report*. This statement is the key to our continued efforts to understand our students and create goals that allow students to bring their full selves to the programs we sponsor and to their coaching sessions with staff. The goals are developed for the office and also for individual staff development by identifying personal IfB goals for their yearly performance assessment. The assessment and development of goals are based the four pillars of the IfB Index, which includes Diversity, Training & Development, Inclusion, and Belonging.

For more information on the IfB Index, please visit the Reports section of the Career Online Resource Center at <https://cso.gse.harvard.edu/inclusion-belonging-reports>

Diversity Goals:

1. Realign mission statement with inclusive language to begin the sense of belonging.
2. Create template for D&I index report
3. Analyze diversity representation to build resource and team.

Training and Development Goals:

1. Staff to participate in either school-wide book club or a book of their choosing.
2. Four case studies to be presented and discussed with staff.
3. Attend at least one HR sponsored event, Askwith session focused on diversity, AOCC, or student organized workshop.
4. Adapt “Asking for More” presentation to include diversity issues that might arise.

Inclusion Goals:

1. Build out Non-US resource page and cultural competency pages on Career Online Resource Center
2. Create introductory messaging to non-U.S. students prior to CSW registration letter.
3. Create new opportunity with student of color groups and LGBTQ student group.

Belonging Goals:

1. Sharing stories of diversity and inclusion on LinkedIn and Hub
2. Generate feedback look on partnerships and resource pages

Diversity Goals AY 2019 Assessment:

Integrating inclusion for belonging actions starts with understanding the needs of our students through the Diversity Pillar. The action starts with our mission statement. The CSO mission statement served as a formal summary of the aims of the office but did not include language that was specific to our goals of having all students feel that they belonged and had a sense of comfort bringing their full selves to our programs and coaching sessions.

In AY2019, we reviewed our mission and sought feedback from the HGSE Diversity & Inclusion Officer, the Office of Student Affairs, and the Students of Color Committee members. A new mission statement was created and posted on the Career Resource Center in April of 2019 to reflect an inclusive language to guide the aims of the Career Services Office.

Accountability is essential to creating an inclusive environment. To this end, we have created a standard report that covers each of the pillars. This report will be posted yearly in July, aligning with the performance assessment process at Harvard. The report will include the previous year's goals by the pillar, the results of these goals, and goals for the upcoming academic year.

Analyzing diversity is key to creating goals for the additional pillars in the IfB. Diversity takes on many forms, some more obvious than others — the more commonly noted include ethnic, racial, age, gender and sexuality to start. A first step is to analyze admissions data to understand the makeup of the incoming class and identify growing or shrinking populations to understand better how we might address these issues. This year, we were able to identify an increase of non-U.S. students to the Ed.M program so that we could take more specific actions.

Training and Development Goals AY2019 Assessment:

The Training and Development Pillar includes both pieces of training for staff and students. It is imperative that staff have a grounding in the importance of the IfD index to be comfortable in moving forward with initiatives and goals created from the IfB. The current staff has developed a grounding in IfD by participating in a staff book club. Books that have been read and discussed over the past four years include *Whistling Vivaldi: How Stereotypes Affect and What We Can Do*, *Covering: The Hidden Assault on Our Civil Rights*, *Everyday Bias: Identifying and Navigating Unconscious Judgements in Our Daily Lives*, and *Waking Up White*.

This year the staff had the option of reading HGSE's recommended reading or one of their own choice. Due to the choice, we did not have a group conversation about chosen readings. Our goal was to develop personalized learning into our practice. We will continue to seek personalized learning strategies and develop the means to share this knowledge with both staff and students.

During staff meetings, we did continue our group learning through a variety of cases. Case discussions included: the Women of Color Get Less Support at Work. Here is How Managers Can Change That, OPT changes for non-U.S. students, and the Advisory to University Administrators Regarding Cooperation with Federal, State, and Local Law Enforcement. We found that we needed to dive deeper into the intersection of race and gender, so we spent significant time discussing this case further.

In addition to opportunities within the office, the staff sought new learning environments provided by Harvard and HGSE. These included the ESS all staff retreat workshop on diversity & inclusion, Diversity, Equity, and Inclusion listening session, Engaging in Difficult Conversations across Differences, Understanding Microaggressions and Implicit Bias in the Workplace by HGSE human resources, the Alumni of Color Conference, and Black Educators and the Struggle for Justice through Askwith Forums.

Finally, we sought to include training and development into our presentations for students. An area of great concern for students is the intersection of identity is with negotiating job offers. An exercise was created to address identity in the "Asking for More" presentation to both help students to build this into their negotiation and also to create comfort in addressing it in coaching sessions.

Inclusion Goals AY2019 Assessment

The Inclusion Pillar focuses on engaging our stakeholders to bring a full spectrum of ideas and dimensions to our work. Based on the Diversity Pillar, staff identified a need to build additional non-U.S. resources based on the increased in enrollment. Non-U.S. students face additional challenges to understanding careers and navigating the U.S. job market. This year we built additional web content to get students started before enrolling at HGSE. We created student work options on -campus and post-graduation. Also, we created cross-cultural job search pages for both non-U.S. students and U.S. students seeking position outside of the U.S.

To engage students in these resources along with increasing participation in the Career Success Workshop, we created introductory messaging to non-U.S. students before initial CSW registration letter. Based on examination of the incoming students, we determined that China had the largest enrollment, while other countries had varied in size of enrollments. We created two welcome letters that incorporated welcome messages in Mandarin and one with an English welcome. In each message, we introduced the new web content to give them a better understanding of the additional work needed for the job search.

Finally, we worked with the Alumni of Conference to assist in developing a networking opportunity during the conference. We provided them with resources and handouts for networking. The office had plans to do additional outreach; however, due to staffing and I.T. changes, we needed to scale back our efforts.

Belonging Goals AY2019 Assessment:

The CSO strives to create a sense of rapport and acceptance with our stakeholders. This priority goal is to give psychological safety so that we all can bring our authentic selves without fear of judgment. Our goals for this year included sharing stories of diversity on LinkedIn and Hub. We were able to share stories of diversity through LinkedIn successfully; however, Hub was more of a challenge, as we were moving to adoption from other offices.

We were able to develop an understanding of entering student interests using Salesforce marketing and additional profile questions.