‘68 Center for Career Exploration
DIVERSITY, EQUITY, AND INCLUSION

“Whatever affects one directly, affects all indirectly. I can never be what I ought to be until you are what you ought to be. This is the interrelated structure of reality.” - Martin Luther King, Jr.

DEI and the ’68 Center
Diversity, equity, and inclusion are the means to address systemic racism and eradicate barriers that prevent marginalized people from achieving their goals and aspirations. College provides a pathway for students to explore themselves and their interests, expand their social and cultural experiences, and build a more promising career. A liberal arts education from Williams College provides traditionally underrepresented students with an education to achieve their personal and professional goals. Done well, Williams’s education positively impacts all students’ social and professional mobility, especially those traditionally lacking family connections and thus perpetually marginalized. The ’68 Center provides students with programming and services that enhance post-graduate mobility by developing core competencies that employers seek applicants. DEI is central to the work of the ’68 Center and reflected in our mission statement: “Prepare Williams students to explore and pursue their goals through comprehensive, individualized career education. We encourage all students, regardless of background or means, to discover their interests, skills, and values so they can lead fulfilling and impactful lives.”

The following report will consider historical data (2018-current), programming, and ’68 Center initiatives during that period to provide a historical snapshot. This report will allow the ’68 Center to continue to progress towards the overarching goals of the Williams Office of Diversity, Equity and Inclusion; ‘We aspire to be a community where all members thrive: where they feel a sense of belonging and being valued; where they can access the wide range of learning and growth opportunities the college offers; where they are heard and respected; where they engage in meaningful dialogue about a wide range of issues; and where they live and work in safe, welcoming, and comfortable spaces. These aspirations are based upon an understanding that diversity, equity, and inclusion are inextricably linked to excellence in higher education.

Student Engagement AY 2018-19

Student Engagement with the ‘68 Center as measured by Handshake entails any student login to the Handshake career platform such as making appointments with advisors, attending career events through the system (attendance), updating their profiles, and browsing or applying to internship and job opportunities.

Recommendations:

- Conduct follow up outreach to current students and recent graduates and ask how and why they do or do not utilize Handshake
- Create virtual training videos and documentation specifically geared towards Williams students to make them feel like Handshake is more accessible
• Continue to promote the usage of Handshake via virtual events, programming, and advising
• Partner with MinCo student groups and campus organizations to help share and promote the usage of Handshake within the job search process

Career Advising
The ’68 Center career advisors and peer advisors completed 950 advising appointments for AY 2018-2019. These appointments, scheduled via Handshake, fall within five categories: industry-specific, general guidance, getting started, meeting with a peer advisor, and Quick Question (a 15-minute drop-in appointment). The AY 2018-19 appointment data is generated from the Handshake Student Utilization report. Because students self-report their identities, the data is subject to ongoing revision.

Recommendations:
• Continue annual evaluation of URM student utilization of the ‘68 Center career advising services through reviewing data, hosting focus groups and student surveys
• Design initiatives to actively increase the utilization of advising services for all under-represented groups
• Gradually increasing the participation percentage each year based on the current participation percentages. Specifically recommended benchmarks are forthcoming.
• Join and engage with professional development opportunities such as the National Association of Students Affairs Administrators in Higher Education (NASPA), which has an initiative called the Center for First-Generation Student Success
• Following the model of the Davis Center, hire a post-graduate fellow to support the ‘68 Center’s DEI work through direct student advising and program generation
• Continue to strengthen the collaborative relationships with the Dean’s Office, CLiA, the Davis Center, and IWS by holding regular meetings, collaborating on programs, and sharing advising-based issues and resources

Employer Relations (recruiting) and Graduate Outcomes
The Employer Relations team partners with alumni, employers, and recruiters to increase students’ employment opportunities. The ’68 Center works with representatives from all sectors—private, public, education, and nonprofit—to help fill internships and full-time job opportunities. The Center also offers a full range of services to advance campus recruiting efforts and facilitate our students’ relationships. This section analyzes post-graduate outcomes via the annual First Destination Survey (FDS) and highlights information regarding the historic Job & Internship Fair.

Recommendations:
• Conduct a focus group or survey of current students and recent African American/Black alumni to determine why there is a gender disparity regarding career outcomes and satisfaction. If so, establish a plan to address at the earliest stages of a Williams student engagement with our office
• Evaluate the graduate outcomes (employed, continuing education, still searching, etc.) of each class within six months after graduation. Analyze DEI outcomes as a percentage of enrollment by race, ethnicity, gender, first-gen status, International student, and financial aid.
• Annually, analyze the First Destination Survey to determine who did not complete it (typically 25%). Determine if the results are missing significant DEI populations and if so, establish a plan to include these cohorts in subsequent years. Assess and, as needed, identify ways to improve African American/Black females’ and recent alumni’s satisfaction with the ’68 Center itself. Evaluate current students’ outcomes through twice-annual employer survey and ‘Report your Hire’ form as well as recent graduates through the First Destination Survey (FDS) data to determine if URM student populations are obtaining an internship or full-time employment at the same rate as non-URM students.

**Job and Internship Fair Attendees**

In Fall 2018 the ’68 Center held a general, all-inclusive job and internship fair representing all career industries. Four hundred and sixty-one students (461) attended the career fair, 21% of the student population. Based on Handshake Utilization data, three identity groups did not meet their student compositions, Hispanic or Latinx (-1.3%), URM (-1.0), and females (-5.2%).

The ’68 Center aims to increase student attendance each year, demonstrating an upward trajectory. We hope to achieve this by continuing to diversify 'the ’68 Center campus recruiting partners or organizations that directly recruit the Williams students via on-campus or virtual recruiting efforts, further encouraging student attendance and participation.

**Recommendations:**

• Review attendee data to determine the number of URM and Non-URM students that attend future events. With this data, create an appropriate benchmark and goals for future student attendee makeup.
• Evaluate student feedback on event programming and create open dialogue as to why specific student populations may not be represented during event.
• Perform more direct marketing and outreach to the MinCo clubs and organizations.
• Partner with the Davis Center, CLiA, and the Dean's Office to promote events.
• Ask Employers to share DEI initiatives or training within their organization description or job postings for students to view.
• Continue the Diversity Career Day Meetup as an annual event.
• Provide additional preparation programs for all of our Industry Meetups; designed for and cosponsored by underrepresented student groups.
Career Community Programming
(i.e., How’d You Get There’s (HYGTs), Career Treks, Pitch Competition, panels, collaborations with campus partners and student organizations, etc.) Programming participation does not include advising appointments which are tabulated above.

The ’68 Center uses a Career Community model, and each advisor oversees a specific career community. Career Communities are organized by industry, not major, and allow students to connect to specific, tailored industry resources and programs. The ’68 Center facilitates events such as our signature "How'd You Get There" alumni speaker series, Career Treks, Pitch Competition, alumni panels, and coffee chats. The center also hosts information sessions and partners with William's alumni/employers, parents, and friends to design industry-specific programming. ‘68 Center’s programming provides Ephs with experiential learning opportunities to interact and network with alumni and industry professionals, learn about careers, and develop those soft skills required for a successful career.

Career Community Recommendations:

- Analyze student utilization of ‘68 Center Career Community programs (City Career Treks, HYGT alumni speakers, panels, etc.) as a percentage of enrollment by race, ethnicity, gender, first-gen status, international student status, and level of financial need.
- Design initiatives to actively increase the utilization of Career Community programming for any group that is under-represented within the next two academic years using the past year percentage as the benchmark
- Evaluate our ability to collect data to assess the reach of ‘68 Center events to students with non-binary gender identities, LGBTQ+ identified students, students from low-income backgrounds, students of other immigration statuses (such as DACA), and nontraditional students (including but not limited to veterans and transfer students).
- Utilize a hybrid virtual and in-person model for student engagement and programming to assess and evaluate which model is more effective
- Determine why individual students do not engage in the ‘68 Center’s programming (e.g., identify those students and conduct focus group interviews).

Each career community will complete the Diversity & Inclusion Checklist when planning their programming for the academic year. After the academic year, the Destination Benchmark evaluation shall be completed to determine if the DEI goals and objectives were met

- Recruit alumni, parents, or friends from all identity-based and affinity groups for future programming to honor and celebrate the rich, diverse study body as recommended by the CDC, to design career-related programming to celebrate American Indian/Alaska Native
Communications, Funding, and Resources
The ’68 Center provides financial support and resources for students who receive financial aid. The Career Access Fund (CAF) offers financial support for expenses related to career preparation, internship and job interviews, and graduate study preparation. In the 2018-19 CAF report, 138 students received CAF funding. Except for American Indians or Alaska Natives and white students, all identity groups significantly exceeded their student compositions except American Indian or Alaska Native, which reported a -0.2% difference.

I. Communications
Communications Recommendations:
- Conduct a full review of current communications structure and practices to ensure consistency across career communities and that emails about relevant events and opportunities are reaching as many students as possible
- Establish a reliable and efficient communications structure that will incorporate BIPOCs listserv(s) that are directly and indirectly accessible to the career advisors
- Create a monthly email with career exploration opportunities directly related to DEI that is sent from the Director of Inclusive Career Exploration
- Using the established communication structure, ensure there is consistency across all career communities in utilizing best practices when sharing relevant information regarding career exploration opportunities
- Partner with diverse student organizations and create a communications pipeline to share information with as many students as possible
- Create an Affinity & Identity-based Calendar to celebrate various cultural and heritage months on the ’68 Center’s social media platforms

II. Alumni Sponsored Internship Program (ASIP) AY 2018-19
The Williams ’68 Center for Career Exploration awards summer grants of $3,800 (before taxes) to currently enrolled first-years, sophomores, and juniors for unpaid or limited stipend full-time summer internships through our Alumni Sponsored Internship Program (ASIP) in the areas of arts/entertainment, education/teaching, non-profit/community service, social justice, federal/state/local government, international development, law, international affairs, public policy, environment, economic development, startups/entrepreneurship/social entrepreneurship, technology, health/medicine and more.

Funding Recommendations (ASIP, CAF and Equal Access):
- Determine if there is a significant disparity between Hispanic or Latinx and American Indian or Alaska Native students’ participation in funding programs. If so, conduct focus group interviews to discern why
- Begin tracking data for SPEC 19, SPEC 26, and SPEC 30 based on race, ethnicity, FirstGen, and URM status
• Request additional funding to serve more students and cultivate more opportunities, including during the winter study period

III. Career Center Website Resources

Identity-Based Resources: The ’68 Center for Career Exploration actively supports all persons on their path to finding rewarding, meaningful, and safe work. We recognize the diversity within our community and are committed to supporting comprehensive service, active advocacy, supportive counseling, and affirmative hiring for our student body. In collaboration with the Davis Center, Integrative Wellbeing Services, and The Disabilities and Accommodations Advisory Group (DAAG), we at ’68 Center for Career Exploration present this comprehensive Identity-based resources page to help the students of Williams College in leading fulfilling and impactful lives.

Website Resources Recommendations:
• Increase DEI resources/jobs/opportunities for each of the six career communities
• Make sure all of the career community pages contain a link to the Identity-Based Resources
• On an annual basis, conduct a review of DEI website resources by an outside source such as students or cross-campus partners

EphLink

EphLink, William's first-ever career mentoring and connections platform, provides a space for students and alumni to build their Williams family through purposeful partnerships. Since its launch in September 2018, EphLink has engaged more than 80% of the student population, with over 27,000 messages sent between students and alumni, making Williams a leader in higher education mentorship programs. Over 3,400+ alumni have volunteered to advise students and fellow alumni on everything from helping shape and form career choices to the general Williams experience.*

To facilitate community growth, EphLink Industry and Affinity Groups were created. These spaces foster connections between those with shared identities and serve as space for ‘68 Center career advisors to post career-related information and opportunities.

Recommendations:
• Increase overall EphLink URM student and alumni enrollment, as well as engagement in career community and affinity groups to foster and strengthen community
• Determine disparities between URM groups pertaining to utilization of the system (messages sent, group involvement, outreach)
• Increase EphLink identity and affinity group engagement and membership, marketing outreach to MinCo clubs and organizations
• Continue to strengthen campus partnerships, sharing the benefit of EphLink use across campus
• Evaluate other EphLink functionality for student participation, including Job Shadowing Projects
Incorporate recommendations from the Committee on Diversity & Community (CDC) and the Davis Center’s Career Access sub-committee

The work of the ‘68 Center in supporting all Williams students’ career and life mobility has never been more critical. The forty-seven (47) recommendations of this report present a road map for diversity, equity, and inclusion throughout a Williams education. Each member of the ’68 Center staff is committed to both the college’s inclusive mission and our own. Provided this report’s data-informed recommendations, we are poised to make significant strides toward embracing this work over the coming months and years. The ’68 Center is an integral campus partner and serves on the Office of College Relations DEI Task Force (OCR DEI Task Force), the CDC, and the Davis Center Career Access subcommittee. All recommendations generated from these committees will be incorporated in future iterations of this report. In the immediate term, we will present the report to the Vice President of College Relations, and upon its approval, we will incorporate it into our 5 year strategic plan, and begin prioritizing the recommendations/taking action. Quick wins like aligning our report with AR’s around Alumni Engagement can happen almost immediately; others, like hiring a post-graduate DEI fellow, will require a higher level of commitment and resources. Ultimately, the recommendations will be incorporated into the work OCR DEIA Collective to form a comprehensive OCR-wide plan.

DEI must infuse all aspects of our work, and this report is a first step to formalize that process. We will update the report annually and confirm our progress to date against the recommendations included and new ones on the horizon. We are eager to embrace all Williams students and realize a shared vision of a more inclusive Williams and world.