



CULTURE AMBASSADORS NETWORK

OVERVIEW AND TOOLKIT

Building an Inclusive Culture at HKS

The purpose of the Culture Ambassadors Program is to build a sustainable network of staff members, known as Culture Ambassadors, who partner together and with their other colleagues at HKS to engage the HKS community on education and conversations around diversity, inclusion, belonging (DIB). This document, prepared by the Office of Diversity, Inclusion, and Belonging in conjunction with Human Resources, is intended to be a resource—a toolkit—for those who have chosen to be CAs and those who are interested in learning more about the program. It includes context for their work and HKS’s broad goals building a more inclusive culture; information about the program and its short-, medium-, and long-term goals; resources for learning more about the subject and how best to approach it in an institutional setting; and a series of FAQs.

Diversity, Equity, and Anti-Racism at HKS

To fulfill its values and to achieve excellence in its mission of improving public policy and leadership, HKS is committed to:

- Fostering a diverse and welcoming school community where everyone can thrive.
- Oppose racism and other systemic injustices, working to build an HKS and a world with respect and dignity for all.
- Working together—faculty, staff, students, and alumni—to make strategic and fundamental changes to support diversity, equity, and anti-racism.

The Cultural Ambassadors Program is part of a multi-pronged strategy to foster a more diverse and inclusive community in service of that vision.

About the Culture Ambassadors

The Culture Ambassadors (CAs) program is a staff-focused initiative at HKS that aims to create sustainable impact and change around diversity, inclusion, and belonging at the School. This train-the-facilitators program seeks to build an inclusive culture by developing the facilitation and leadership capacity of staff to advance equity, belonging, and anti-racism in their centers, departments, and beyond.

The CAs are staff representatives who embrace HKS values and tries to live them out in their daily work and interactions. Together, the CAs form the Cultural Ambassadors Network (CAN). The CAs work with their CAN peers, serve as liaisons in their department, and partner with the Culture Ambassador Steering Committee to recommend training and resources for the broader HKS community and support for HKS's diversity mission. (The Steering Committee is a cross-functional team that works on several components to support the Culture Ambassadors in their goals for the program.)

The full list of current CAs can be found on our Knet Site.

Learning Objectives for the CAs

The role of the Culture Ambassadors is to engage the HKS community on education and conversations around diversity, inclusion, and belonging. The overall goal of the program is to allow for courageous and empowering conversations to take place and advance the Kennedy School toward a culture of greater inclusivity, institutional awareness, and understanding.

To this end, three learning objectives have been developed that will better focus this program and its curriculum.

Community building

- Create a network of culture ambassadors who can engage with diversity, inclusion, and belonging concepts as a group on a long-term basis
- Discuss challenges and successes on advancing DIB in their centers and departments
- Share resources and initiatives they have used at their centers and departments to advance DIB

Facilitation (Train-the-Facilitator)

- Develop leadership and facilitation capacity of Culture Ambassadors
- Build skills on having difficult conversations on DIB
- Share methods and training as usable tools for culture ambassadors
- Build comfort and effectiveness in facilitating conversations with others in their departments and centers

DIB Skill Building

- Examine and reflect on the impact of oppressive structures (e.g. racism, white supremacy, sexism, heterosexism, classism, and the other isms) within individuals, systems, institutions, and communities in which we exist
- Identify and understand the actions we can take as individuals, departments, and an institution to advance diversity and equity at HKS

Intended Outcomes

We envision three types of desired outcomes:

Short Term: Individual and Interpersonal Outcomes.

- Increased knowledge on the core concepts of power, privilege, oppression, systems of inequality, and anti-racism
- Increased comfort with, and willingness to, discuss the concepts of equity and justice
- Increased facilitation skills and ability to have difficult conversations

Medium Term: Community Outcomes

- Diverse cross-center partnerships formed among centers and department to advance DIB. Examples of these partnerships include co-sponsoring events on DIB issues, including anti-racism or racial justice, or co-facilitating conversations within a department or center with CAs from different centers or departments
- Increased conversations on diversity, inclusion, and belonging among HKS staff members, providing a platform to discuss, strategize, and plan DIB initiatives for centers and departments

Longer Term: Institutional Goals

- Establishing a set of shared values, principles, and community-centered processes that guide HKS in our work towards an inclusive culture

- A community of agents of change who can collaborate with their center leadership and staff to make deliberate, committed action plans to advancing DIB at HKS

CAs Toolkit

This toolkit was designed to provide CAs with the content, background, and history of systems of inequality, including anti-racism and racial justice, so they may effectively facilitate conversations within their department or center.

While the CAs will address a range of issues related to belonging and diversity, we recognize that issues of anti-racism are at the top of the list for what many CAs feel they would like to learn more about and become more effective and comfortable engaging with. Therefore, the bulk of the resources below will focus on anti-racism. Many of the concepts also apply to other forms of inequality, and we have included some resources on other forms of inequality also.

This guide includes readings, activities, facilitation guides, videos, and other relevant resources. It may be used by individuals or teams to assess their own knowledge, attitudes, procedures, and practices and move HKS towards being an anti-racist institution. This tool will support the journey of the Culture Ambassadors and help the HKS community understand the importance of building an inclusive culture, starting with introspection and ending with actionable change. Equity, justice, and belonging work is a life-long process, and this is a starting point for our journey to help us to think about how we can better support each other at HKS.

We understand that individual Culture Ambassadors are at distinct stages of their anti-racism developmental journey. This tool is not intended to be read from beginning to end, rather it is designed for access to relevant information that best fits your own introspection and learning.

Spheres of Influence Framework

To organize the toolkit, the Steering Committee has decided to use the spheres of influence framework to understand the ways in which members of the Harvard community (focusing on staff, especially) can make change to advance DIB, identify the risks associated with each sphere of influence, and strategies to overcome or lessen the risk of this work including identifying allies and moving toward collective action

- Self: how can we advance our own education on concepts of anti-racism, sexism, classism, and other isms and better understand your role within DIB work?

- Interpersonal: how can we advance building within the CAN and identify ways we can work together through this network to advance DIB?
- Community: how can you work with your own centers and leadership to advance DIB?
- Systemic: what are the ways in which we can change systemic processes and procedures to make effective change long-term? (Talent management, research, programming, events, student engagement, etc.)

Self

Increase one's own knowledge about the core concepts of power, privilege, and anti-racism

Books, Academic Articles, and Publications

- [Gender Action Portal](#)
- [Race and Research Policy Portal](#)
- [Carr Center Racial Justice Publications](#)
- [Racial Justice, Racial Equity, and Anti-Racism Reading List](#)

HKS Podcasts

- Harvard Kennedy School PolicyCast:
 - [A Nuanced Approach to Leaning In](#)
 - [Race and Hate](#)
 - [The Causes and Consequences of Inequality](#)
 - [Race in America: Looking to the Past to Understand the Present](#)
 - [The Criminal Injustice System](#)
 - [Turning the Women's March into a Women's Movement](#)
 - [The United States pays reparations every day—just not to Black America](#)
 - [Systems Failure: How to respond when our algorithms are biased and our privacy is in peril](#)
 - [Fixing ourselves is hard: Iris Bohnet on solving bias in the workplace](#)
 - [The end of Us versus Them policing: The tough road ahead for reform](#)
 - [If the Electoral College is a racist relic, why has it endured?](#)
 - [A Historic Crossroads for Systemic Racism and Policing in America](#)
 - [When Discrimination and a Pandemic Collide](#)
 - [The Equal Rights Amendment](#)
- Justice Matters (Carr Center)
 - [Black History Month: Progress, Promise, and the Future](#)
 - [The Impact of Media on Racial Hate](#)
 - [Fighting the Hate](#)
 - [Building an America as Good as its Ideals](#)
 - [Immigrants' Rights, Tech, and the Prison Industrial Complex](#)

- [Systemic Discrimination and the LGBTQ+ Community](#)

Higher Education Resources

- [American Council on Education – Campus Climate and Inclusion](#)
- [American Indian Higher Education Consortium \(AIHEC\)](#)
- [Asian Pacific Americans in Higher Education \(APAHE\)](#)
- [Consortium of Higher Education LGBT Resource Professionals](#)
- [Diverse: Issues in Higher Education](#)
- [Hispanic Association of Colleges and Universities \(HACU\)](#)
- [The Journal of Blacks in Higher Education \(JBHE\)](#)

Understand your own identity and role in racial justice

- [What are personal pronouns and why do they matter?](#)
- Explore the indigenous land you live, work, and grew up on with the [Native Land map](#)
- Participate in the [Antiracism Fundamentals Learning Experience](#)

Interpersonal

Connect with other DIB-related resources at Harvard and HKS.

HKS

- [Office of Diversity, Inclusion, and Belonging](#)
- [Diversity Committee \(DivCo\)](#)
- [Culture Ambassadors Program](#)
- [The Diversity, Inclusion, and Belonging Collection at HKS Library](#)
- [Civil Discourse Resources](#)
- [Candid & Constructive Conversations Resource](#)

Harvard

- [Office for Equity, Diversity, Inclusion, and Belonging \(OEDIB\)](#)
- [Employee Resource Groups](#)
- [Affirmative Action Programs](#)
- [Heritage Months and Identity Recognitions](#)
- OEDIB's [Calendar of Events](#)
- [Advancing Racial Equality - HBS](#)
- [Hutchins Center for African & African American Research](#)
- [Harvard University Native American Program \(HUNAP\)](#)

- [David Rockefeller Center for Latin American Studies \(DRCLAS\)](#)

Community

Gain access to facilitation guides and identify conversations we can have in our centers

- [Culture Ambassadors Network: Privilege for Sale Exercise](#)
- [Culture Ambassadors Network: Mapping Anti-trans Legislation Exercise](#)
- [Culture Ambassadors Network: Heritage and Awareness Month Discussion Exercises](#)
- [Racial Equity Tools](#)

Institutional

Learn what our community can do to advance DIB in our centers and units

- [Inclusive Dialogue Strategies](#)
- [Inclusive Excellence Self-Guided Planning Toolkit](#)
- [Inclusive Meeting Guide \(Small-Scale Meetings\)](#)
- [Craft a DEI Commitment statement](#)
- [DIB Committee Toolkit](#)