

HDFS DIVERSITY, EQUITY AND INCLUSION COMMITTEE 2021-2022 REPORT

Vision

We, as members of Purdue University's Department of Human Development and Family Studies, recognize that science, education, and engagement play important roles in fostering environments that are diverse, equitable and inclusive for everyone regardless of individual or family identity, abilities, status, experience, culture, or background. Together and as individuals we hold ourselves accountable for embedding diversity, equity, inclusion, and justice in our research, teaching, administration, and engagement. We will accomplish this by declaring our values, committing to specific goals, executing focused action, and documenting our progress.

Values

Our goals and actions are guided by the following values:

1. **We are committed to following through.** We will be clear about our goals, the actions we will take to achieve them, and the timelines for doing so. We will be transparent about the specific aspects of diversity, equity, inclusion and justice we will target, and how we will measure and report our progress, and we will do so.
2. **We are committed to activism.** We will be anti-racist and confront prejudice and injustice. We will be honest about where we are and ambitious about what we will strive to become.
3. **We are committed to eliminating barriers to progress.** We strive to challenge and dismantle structures and systems that contribute to inequity and discrimination. We recognize the discomfort that comes with this process and are willing to cede benefits of our privilege when there are opportunities to reduce or eliminate inequity.
4. **We are committed to addressing the unique strengths and needs of diverse groups.** We appreciate that every person has multiple intersecting identities. Each of these identities may be linked to inequities that must be addressed.
5. **We will be mindful that DEI issues evolve and change.** We will strive to continually educate ourselves, learn and grow. We commit to centering the voices and concerns of members of marginalized groups to better inform departmental actions.
6. **We are committed to both individual responsibility and collective effort.** We understand that individual actions are necessary but not sufficient. We are committed to making structural changes and advocating for changes in larger systems.

Goals and Priority Actions

1. **Promote shared, department-wide responsibility for DEI.** We will develop tools and implement practices to empower all members of the HDFS community to actively promote DEI. (*Addresses Values 1, 6*)
2. **Increase inclusion in departmental daily life.** We will identify and increase opportunities to develop an inclusive HDFS community. We will design regular events and activities for students, staff, and faculty to engage together. (*Addresses Values 1, 4*)
3. **Infuse attention to DEI throughout HDFS academic programs.** We will ensure that all HDFS courses address relevant DEI content and that all HDFS course policies and expectations take DEI into consideration. (*Addresses Values 1, 6*)
4. **Highlight and expand research on diversity, equity and inclusion in our department.** We will increase the visibility of research in HDFS that focuses on DEI. We will create avenues to increase further research that centers on issues pertaining to DEI. We will increase our engagement with scholars from underrepresented groups. (*Addresses Values 1, 3, 5*)
5. **Remove or reduce structural barriers to student, staff, and faculty recruitment and success in our department.** We will critically examine our existing standards, policies, and practices that impeded the success of marginalized and/or underrepresented individuals in our department and work towards dismantling structures contributing to inequity. (*Addresses Values 1, 3*)
6. **Evaluate and adapt the reach of our engagement efforts.** We will assess the extent to which our engagement work reaches and benefits all members of the communities we serve, with considerations of DEI. We will adapt existing programs - and implement new ones - to ensure that our department is serving the community as a whole. We will work within the department with a focus to have an impact outside of the department. We will empower members of HDFS to be activists in the larger community. (*Addresses Values 1, 2, 4*)

**PROGRESS ON GOALS AND PRIORITY ACTIONS
2021-2022**

Goals and Priority Actions

- 1) **Promote shared, department-wide responsibility for DEI.** We will develop tools and implement practices to empower all members of the HDFS community to actively promote DEI.
 - a) Maintain an HDFS DEI standing committee for 3 years, at which time the department should consider whether the committee should be continued and what its future goals should be. The committee should:
 - i) Implement the action and accountability plan in this report.
 - ii) Identify benchmarks for assessing progress.
 - iii) Develop and implement a schedule for regularly monitoring DEI issues in a three-year cycle (i.e., in year 1, focus on A, year 2 on B, etc.).
 - iv) Make regular reports about departmental performance and progress.
 - b) Regularly promote shared responsibility for Diversity, Equity and Inclusion
 - i) Disseminate frequently email or social media postings highlighting DEI resources and events.
 - ii) Post HDFS DEI vision, values and goals in prominent places throughout the department.
 - iii) Post the HDFS DEI action and accountability plan, and progress reports on the departmental website and disseminate broadly to members of the departmental community.
 - iv) Incorporate contributions to Diversity, Equity and Inclusion into performance reviews. Revise requirements for annual performance reviews of graduate students, postdoctoral researchers, staff, and faculty to recognize and reward contributions to diversity, equity and inclusion. Also revise requirements for periodic review of department heads.

Key Accomplishments:

- Standing committee created, with procedures built for staff, student, and volunteer participation. In 2021-2022, committee members for all or part of the year included 5 faculty members, 1 postdoctoral scholar, 3 staff members, 4 graduate students and 10 undergraduate students.
- HDFS DEI web pages created and HDFS DEI statement posted throughout the department and disseminated to all members of the departmental community.
- Report format developed and updates delivered to graduate students, postdocs, staff and faculty throughout the year.
- Process built for documenting short-term actions; identification of longer-term benchmarks and schedule for their regular review is in process. Data and sources identified include:
 - CIE reports of course evaluations – gaps between minoritized and majority students
 - Climate surveys – faculty ([COACHE - Office of the Provost - Purdue University](#))
 - Statistics regarding faculty and staff composition, recruitment, hiring, promotion, retention
 - Ugrad and grad applications, admission, matriculation, grades, retention, graduation
 - Institutional Data Analytics + Assessment - Institutional Data Analytics + Assessment - Purdue University
 - Activist accomplishments (how to measure?)
 - How others view us (reputation – how to measure?)
 - Faculty and graduate student annual reports: awards and recognitions, prevalence of relevant research, penetration of DEI activities.
 - Student Experience at the Research University [SERU] survey
- Strategy developed for disseminating DEI resources and events, including strategy for populating social media calendar, standardized list of Purdue websites to use as data sources, and mechanisms to get information to all members of the departmental community including undergraduates.
- Contributions to DEI incorporated into performance reviews for faculty and graduate students.

Possible Future Directions:

- Establish structural relationships with undergraduate student organizations to provide representation or liaisons to HDFS DEI committee. Document results.
- At the beginning of each academic year, ensure that updated version of HDFS DEI statement of vision, values, goals and actions is widely posted on departmental boards and screens. Document results.
- Ensure that all members of the departmental community receive the HDFS DEI statement of vision, values, goals and actions at the beginning of each academic year and whenever employment begins. Document results.
- Request that faculty post updated version of HDFS DEI statement of vision, values, goals and actions on Brightspace each semester. Document results.
- Reflect and revisit whether the current reports are adequate or whether improvements are warranted. Maintain regular reporting.
- Propose a schedule for regular monitoring of benchmarks by the end of the 2022-2023 academic year.
- Implement sustainable strategy for maintaining HDFS DEI website and disseminating DEI resources and events via Facebook (and other platforms?) and screen in HNLY atrium. Aim to expand to social media platforms beyond Facebook, such as blog posts to department website. Distribute material for posting on Brightspace to course instructors at least once per month. Document results.
- Monitor implementation of DEI consideration in annual performance reviews for faculty and graduate students. Monitor inclusion of DEI contributions in HDFS promotion and tenure benchmarks. Consider embedding consideration of DEI into performance reviews for postdoctoral scholars and staff. Consider developing guidelines for review.

- 2) **Increase inclusion in departmental daily life.** We will identify and increase opportunities to develop an inclusive HDFS community. We will design regular events and activities for students, staff, and faculty to engage together.
- a) With each standing committee and the department head, scrutinize ‘usual practice’ for diversity, equity and inclusion concerns, and revise accordingly. For example, the social committee revised staff recognition procedures during the pandemic, which could be extended. Consideration should also be given to representation of and participation by staff and students in ‘faculty’ meetings.
 - b) Increase opportunities for members of the HDFS community to train together. These should include opportunities for undergraduate and graduate students, faculty and staff, as well as opportunities for staff members, including postdoctoral scholars and remote staff to complete training sessions together with faculty. Staff should be able to participate while in paid status.
 - c) Revise web pages for faculty, staff and students to allow them to specify pronouns.

Key Accomplishments:

- Met with each standing committee to identify DEI issues relevant to their mission.
- Expanded opportunities for faculty and staff to train together by inviting staff to colloquia. Efforts to bring custom training to the department have so far been unsuccessful.
- Amended department website to allow faculty, staff and students to specify pronouns.
- Postdoctoral scholar Tanya Paes created a seven-part seminar series supported by the NPA, the PPDA, and the Center for Early Learning for postdocs and senior grad students.
- Created an anonymous portal by which members of the departmental community can contribute feedback to the committee.

Possible Future Directions:

- Identify additional ways to increase inclusion in departmental daily life. Document results.
- Continue efforts to bring customized training for faculty and staff to department. Document results.
- Assess prevalence of pronouns on new site and encourage greater participation. Consider requesting the addition of ‘say my name’ buttons. Track results.

- Update departmental safety plan with attention to inclusivity. Consider relocating First Aid kit to kitchen. Explore obtaining defibrillator.

- 3) **Infuse attention to DEI throughout HDFS academic programs.** We will ensure that all HDFS courses address relevant DEI content and that all HDFS course policies and expectations take DEI into consideration
- Embed attention to diversity, equity and inclusion in administrative structures.** Curriculum committees (undergraduate, graduate, digital instruction) should assign one member each year to ‘specialize’ in carrying out elements of the HDFS DEI action plan related to the work of that committee. Those committee members should coordinate with the HDFS DEI committee. Undergraduate students should be invited to apply to participate on undergraduate and digital instruction committees.
 - Infuse content related to diversity, equity and inclusion throughout HDFS courses.** Audit syllabi or ask faculty to indicate the degrees to which and the ways in which content related to diversity, equity and inclusion are infused throughout courses. Relevant topics include race, power, privilege, intersectionality, and antecedents and consequences of structural inequalities and systemic racism.

Key Accomplishments:

- A DEI liaison was identified for each standing committee, who gave reports at each DEI meeting. Specific actions by other committees included:
 - Graduate committee (Kristine Marceau) – Added DEI to graduate student annual review; revised graduate curriculum to add required diversity course. Sought guidance from DEI committee regarding admission of part-time students to the graduate program.
 - Undergraduate committee (Elliot Friedman) – The undergraduate committee began discussions around DEI content in the undergraduate curriculum. The prevailing sense of the committee is that there are multiple courses that already incorporate DEI content (e.g., diverse family structures; the impact of multiple forms of unfair treatment and social structural barriers on developmental trajectories). There was some back-and-forth between the two committees about whether or not to establish concrete metrics for DEI content, and if so, which committee should drive that process, but there was no clear decision reached, although the syllabus review by the DEI committee was expected to be helpful to the undergraduate committee’s thinking about how to proceed.
 - Social committee (Shelley MacDermid Wadsworth) – Expanded staff recognitions each semester to include physical facilities and business office staff.
 - Digital instruction committee – No shared members or joint action in 2021-2022.
 - Primary committee (German Posada)– Revision of promotion benchmarks is underway, and DEI contributions are now recognized.
 - Search committees (Rob Duncan) – Based on suggestions from search committee chairs, HDFS search committee best practices document was updated and will be posted in a central location.
- All faculty were interviewed about attention to DEI in current courses and goals for future changes.
- A ‘Quick Tips’ handout was disseminated to all instructors for ways to infuse DEI into course syllabi. Results of follow-up assessment regarding 21 courses are summarized below, and indicate the percent of courses that include each feature:

Ensure syllabus text easily legible	100.0%
Change “Office Hours” to “Student Hours”	95.2%
Clearly mark due dates for the full term from the start of the course for all assignments.	95.2%
Include pronouns for the instructor and any teaching assistants	90.5%
Test accessibility of syllabus for screen readers	71.4%
Include how to pronounce instructor’s name and how they would like to be addressed	66.7%
Use singular “they” instead of him/her. Use gender neutral language.	66.7%
Include a list of any pre-requisite courses	66.7%
Ensure due dates avoid falling on marginalized religious holidays (i.e., Jewish, Muslim,	52.4%
Ensure person-first or identity-first language is used in line with preferences by the	42.9%
Include a statement acknowledging Purdue is on indigenous homelands	19.0%

Possible Future directions:

- Continue to assign liaison roles each year. Advocate with the department head to consider liaison roles when assigning committee membership. Establish clear guidelines for liaisons.
- Ensure that DEI liaisons are given time for reports at each meeting of each standing committee. Ensure that each standing committee makes progress on DEI each year. Track results – ensure that annual reports continue.
- Ensure that each standing committee provides opportunities for participation by students. Track results.
- Offer additional supports to assist instructors to effectively incorporate DEI throughout their courses. Track uptake.
- Develop a sustainable practice for preparing and disseminating minutes of DEI committee meetings.
- Make sure search committee memo and other DEI annual reports get posted in an accessible location.

- 4) **Highlight and expand research on diversity, equity and inclusion in our department.** We will increase the visibility of research in HDFS that focuses on DEI. We will create avenues to increase further research that centers on issues pertaining to DEI. We will increase our engagement with scholars from underrepresented groups.
- a) **Host colloquia or other presentations.** Dedicate one colloquium session a semester to critically evaluating issues related to DEI in research, such as best practices for studying diverse groups, methodological issues in measuring or analyzing race or other characteristics, and the invisibility of racial and ethnic minorities and other groups in the research literature. Welcome staff to these and other colloquium sessions.
 - b) **Support via funding programs.** Focus department-affiliated funding opportunities for grad student or faculty research on DEI, with clear attention to justice and equity.

Key Accomplishments:

- Official course description for colloquium was revised to incorporate DEI. One colloquium per semester is now devoted to critically evaluating issues related to DEI in research. Several additional colloquia featured DEI as central themes. All speakers were asked to speak about how their work addresses DEI. An annual report by colloquium coordinators was initiated that documents these activities.
- Colloquium invitations were extended to staff.
- Gathered information about funding available to support DEI-related research (college created a DEI small grants program and student fellowship program). Department allocated funds to be used to support training, conference registrations, etc.

Possible Future Directions:

- Ensure that DEI representation in colloquium and annual documentation report continues.
- Encourage colloquium coordinators to invite BIPOC scholars to present colloquia; document results.
- Track staff participation in colloquium and faculty participation in college grant and fellowship programs.
- Consider expansion of departmental support for DEI research activities such as award for service, best DEI paper or presentation for students.
- Consider flagging faculty DEI publications on website.

- 5) **Remove or reduce structural barriers to student, staff, and faculty recruitment and success in our department.** We will critically examine our existing standards, policies, and practices that impede the success of marginalized and/or underrepresented individuals in our department and work towards dismantling structures contributing to inequity.

- a) **Designate ombudspersons within the department.** Designate the chair and one member of the HDFS DEI committee as ombudspersons for the HDFS community, to whom concerns can be reported or who can be consulted for guidance about other reporting options.
- b) **Monitor departmental performance against benchmarks.** Each year, monitor proportions of undergraduate majors and graduate students (applicants, accepted, matriculated, performance, retention, graduated) who are members of underrepresented groups. Where possible, benchmark against relevant standards (e.g., NSF survey of doctorates), and develop targets for departmental performance. When benchmarks are not met, develop and implement strategies for improvement.
- c) **Review graduate program requirements to remove barriers to training in research or professional development related to DEI.** For example, how can HDFS elective credits be used to support such activities? How can such activities be pursued without financial penalty of assistantship stipends? Revisit policies related to paid vs. unpaid leave for conferences, trainings/workshops, and vacation. Each year, provide an informational session for graduate students to review policies regarding leaves and other benefits.

Key Accomplishments:

- After information gathering and environmental scan, graduate students decided that ombuds outside the department is preferred. Information was gathered about Ombuds for faculty and staff, but no clear option seems to exist for undergraduates.
- Identified and reviewed existing data sources about DEI at Purdue. Data are often limited because OIE will not allow it to be shared, or because cell sizes are too small to protect anonymity.
- Began to develop benchmarks for assessing HDFS DEI progress.
- Graduate student representatives prepared and disseminated flyer describing workplace policies that apply to graduate students funded by assistantships.

Possible Future Directions:

- Information about ombuds will be distributed to all graduate students at the beginning of each academic year. Identify and disseminate information about ombuds to staff, faculty, postdoctoral scholars, and undergraduate students.
- Make progress on identifying viable data sources and benchmarks to assess HDFS DEI progress.
- Make sure graduate students receive information each year about workplace policies that apply to them.
- Consider how barriers to training in research or professional development in DEI for graduate students can be eliminated. Consider possibility of providing funding for professional development?

- 6) **Evaluate and adapt the reach of our engagement efforts.** We will assess the extent to which our engagement work reaches and benefits all members of the communities we serve, with considerations of DEI. We will adapt existing programs - and implement new ones - to ensure that our department is serving the community as a whole. We will work within the department with a focus to have an impact outside of the department. We will empower members of HDFS to be activists in the community.
 - a) **Make departmental events more welcoming.** Ensure that for every departmental event or function, attendees are asked about accessibility, dietary and other needs. Include staff working remotely.
 - b) **Develop ways to understand and strengthen engagement.** Survey the department regarding engagement and outreach to determine who is interacting with the community and with what individuals or organizations. Are the individuals, families, and communities we are working with representative of the region, and if not, develop a plan for improving representation.
 - c) **Advocate for social justice beyond HDFS.** Each year, select and carry out one significant action as a department that promotes social justice at the university, in the larger community, or in the nation. This could be a service project, a publication, hosting or participating in an event, a position statement, or some other action.

Key Accomplishments:

- All departmental events or functions organized by the Social Committee solicited information about accessibility, dietary or other needs. Options were offered for attendees working remotely.
- Signage installed regarding inclusive restrooms and lactation room.
- Interviews conducted with all faculty about engagement activities and goals. Discussions held at faculty meetings about ideas for future directions.
- Extensive activities following altercation between a Purdue University police officer and a Black student. The department issued a statement. Listening sessions and town hall meetings were held for members of the departmental community. Regular updates were issued for several weeks to keep the community updated about the campus response.
- A special session for undergraduate students was held: *I'm a Black mother raising Black sons: A conversation with Dr. Chanele Robinson-Rucker*. Student feedback included the following:
 - “My main takeaway from this conversation is one I have heard a few times but is an essential point to repeat over and over again, one person does not speak for their whole identity.”
 - “.. I learned the most in how different ethnicities must face different hardships and thus have difficult discussions with their children starting at a young age. Dr. Robinson-Rucker stated that from a young age, she had to start conversations of race with her sons and teach about specific details on how to handle events that would seem more normal to a white person. For example, she had to teach them specific examples of what to do if pulled over by a police officer including details down to hand movements, eye contact, and tone of voice.”
 - “What surprised me the most was the format of the presentation; the discussion was a list of questions made beforehand and we were asked as an audience to ask if anything came to mind. I really enjoyed this environment and the speaker mentioned how this will be continuing in the future, so I am excited to go to more of these next semester!”

Possible Future Directions:

- Develop and implement a plan for department social justice actions and engagement. Identified targets so far include Extension, schools, YWCA, elected officials, Purdue cultural centers, pay equity for staff at Purdue.
- Finalize departmental guidelines for preparing and issuing statements related to DEI issues.