

**INNOVATIVE STRATEGIES FOR RECRUITMENT AND RETENTION OF  
MINORITY STUDENTS IN COMMUNICATION SCIENCES AND DISORDERS  
PROGRAMS: AN OVERVIEW**

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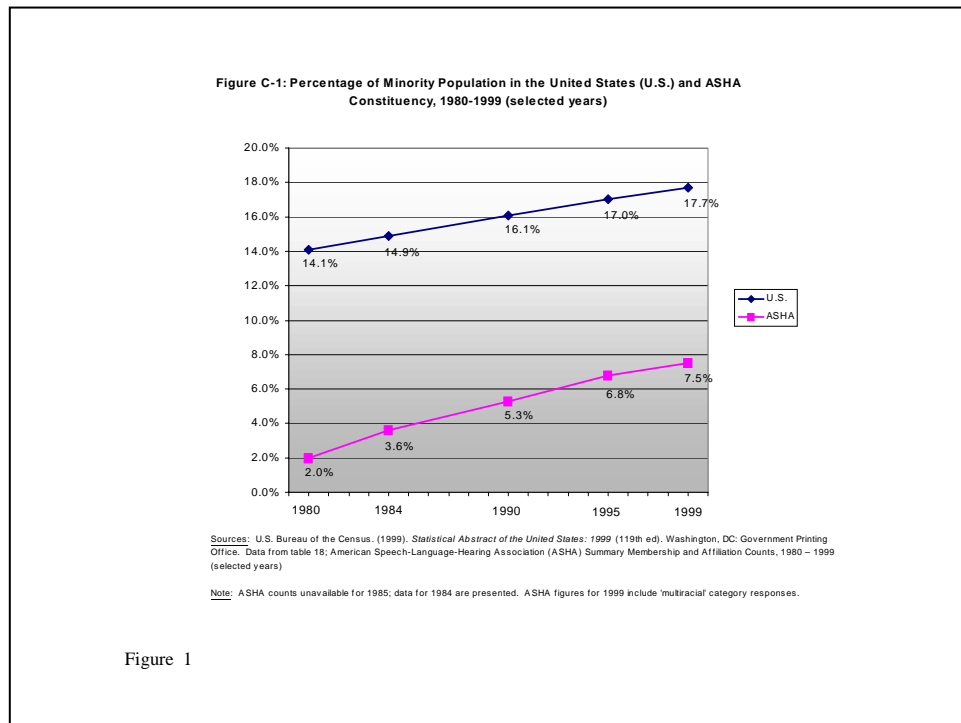
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The purpose of this workshop was to present issues identified by students of color regarding their experiences in academic programs in Communication Sciences and Disorders and to highlight concerns of students arising in practicum settings and outside placements. Statistics regarding demographics of faculty/students and the population, suggestions for mentoring, and support groups were provided. In addition, issues identified by faculty members from minority groups such as: financial support, qualifications, mentoring, university support, and statistics were discussed. In the final portion of this workshop, successful solutions for recruitment and retention were provided, along with an exchange of ideas and experiences from other program representatives in attendance.

This paper will have 4 sections pertaining to each topic, concluding with a summary of the audience discussions.

## Demographics

The percentage of minority population in the United State and ASHA constituency between 1980-1999 indicate that a rise from 14.1% to 17.7% occurred in the US. In ASHA, the increase from 2.0% to 7.5% was not commensurate with the national growth. (See Fig.1 on following page.) ASHA's minority constituency has been consistently below figures for the US population. However, the gap between the two populations is slowly decreasing. The reason for the decrease is the increase in minority population joining ASHA. A further look at ASHA statistics reveal that in 1990, 0.3% were members from American Indian/Alaska Native groups, In 1999, 0.6 % were. Among the Black population, in 1990, 2.2% were members and in 1999, 2.7% were. White members constituted 94.7% of ASHA membership, and in 1999, 92.4% of the membership, indicating a slight decline with an increase in minority membership. (See Table 1.)



**Table C-2: Percentage Comparison of United States (U.S.) Population and ASHA Constituents by Race/Ethnicity, 1990-1999 (selected years)**

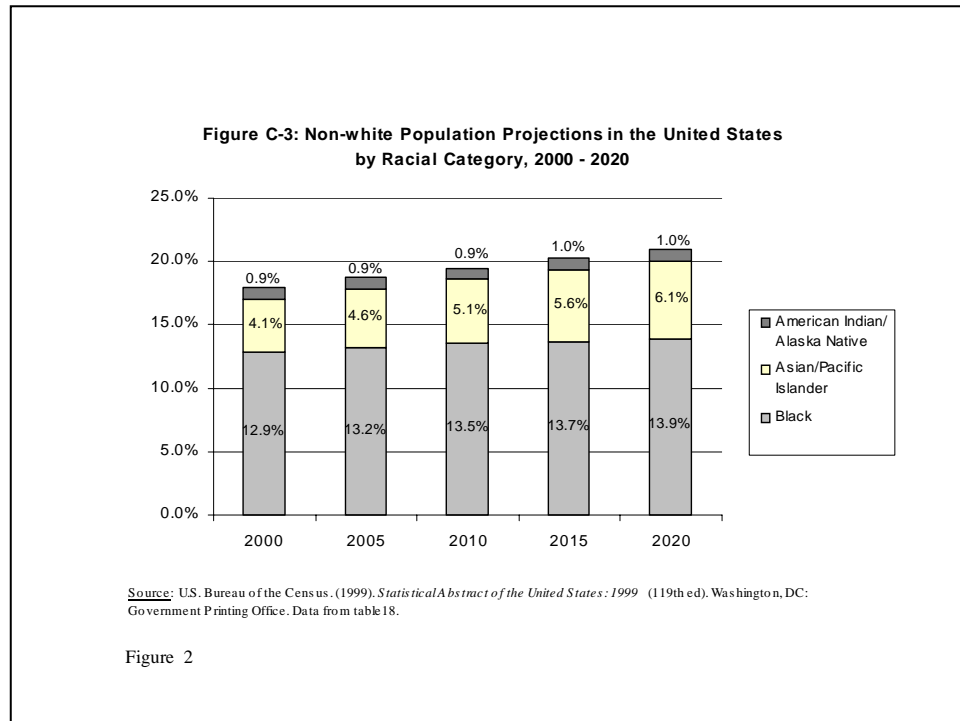
Race/Ethnicity	1990		1995		1999	
	U.S.	ASHA	U.S.	ASHA	U.S.	ASHA
American Indian/Alaska Native	0.7	0.3	0.7	0.3	0.7	0.6
Asian/Pacific Islander	2.8	1.4	3.4	1.6	3.8	1.6
Black	11.8	2.2	12.0	2.7	12.2	2.7
White	75.7	94.7	73.6	93.2	72.1	92.4
Hispanic or Latino	9.0	1.4	10.3	2.2	11.2	2.3

Sources: U.S. Bureau of the Census. (1999). *Statistical Abstract of the United States: 1999* (119<sup>th</sup> ed). Washington, DC: Government Printing Office. Data from table 19. American Speech-Language-Hearing Association (ASHA) Summary Membership and Affiliation Counts.

Note: ASHA constituent responses to 'multiracial' category (0.3% in 1999) were not included in this table. ASHA did collect data on race and ethnicity as separate variables prior to 2000. Therefore the above percentages will total to 100%.

Table 1

According to the US Census Bureau, the percentage of white Americans in the US population is projected to decline 3.1% over the next twenty years (see Fig.2). For the years 2000-2020, the Hispanic population in the US is projected to grow faster than the non-white minority population (which includes Black, American Indian/Alaska Native, and Asian/Pacific Islanders). For example, the nonwhite minority population is projected to increase 3.4% between 2015 and 2020, while the Hispanic population is projected to increase by 7.9% during the same time frame (Figure 3). In fact, in some states (e. g., California) whites are in the minority (45% of the population), with Texas trailing behind. Such data provide insight into projected needs for a diverse professional constituency.



## Faculty

Ethnicity regarding faculty indicates that of 1426 faculty members, as reported by the CAPCSD Survey (1996-97), 1278 (89.6%) were Caucasian, 83 (5.8%) were African American, 27 (1.9%) were Asian/Pacific Islanders, with the remaining faculty distributing across Hispanic, Native American, Other, or chose not to report (Table 2). There was no statistically significant difference in base salary between ethnic groups. Ethnic category did not interact significantly with any other variable (rank, gender). No further differences could be detected statistically.

**Percent of Ethnic Minority Faculty and Students  
1982/1983 – 1996/1997**

	82/83	84/85	86/87	88/89	90/91	92/93	94/95	96/97	% Change
	%	%	%	%	%	%	%	%	94/95 – 96/97
<b>Faculty</b>									
Full-Time	5.8	5.7	5.7	5.6	5.2	6	7.2	7.8	0.6
Part-Time	NA	3.5	3.2	3.2	3.6	6	6.1	6.4	0.3
Supervisors	NA	NA	NA	NA	NA	NA	4.9	6.8	1.9
<b>Students</b>									
Undergraduate	11.8	9.9	9.8	8.4	8.7	8.3	7.8	11.1	3.3
Master's	10.2	7.5	6.9	6.2	7.8	7.6	7.2	8.2	1.0
Doctoral	10.2	11	9.4	13.8	10.9	12.9	12.4	13.1	0.7

Table 2

## Students

Student population over the last twenty years shows a stable ethnic minority population among undergraduates, a decrease in Masters level, and an increase in doctoral level students. The years 1988-1989 saw the largest increase in minority students on the doctoral level. The most noted increase in all three levels of students was seen between the years 1995 and 1997 (from 0.7 for doctoral, 1.0 for master's and 3.3 for undergraduate students). Consistent with this increase is the rising minority membership in ASHA membership during this time frame from 1995-1999.

As one can predict, there is a increase in diverse students rising upward in the educational pyramid, but their representational faculty are not in keeping with this statistical trend. There is a particular short fall in representation in the undergraduate and graduate Communication Sciences and Disorders Programs nationwide. Thus the need to broaden recruitment efforts targeting students of

color in the educational pipeline. Currently, only 6.6% of certified communication Disorders Professionals (ASHA, 2000) are from underrepresented ethnic groups.

What can be done to increase this representation?