

ISSUE I: NOTES FROM SMALL DISCUSSION GROUPS
Addressing And Enhancing Diversity In Academic Programs

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The following summary represents the topics and views that were discussed by those attending the session. The summaries should not be construed to represent the official views of the CAPCSD.

The outcome of the discussions included the following recommended ACTIONS.

For CAPCSD:

- Survey academic programs to determine the diversity (race, ethnicity, demographics, disability, age, sexual orientation, etc.) of the students and faculty.
- Provide a pre-conference session on attracting a diverse student body.
- Include information about available grants on the web page.
- Discuss at 2003 conference GRE writing sample.
- Gather data on what successful accommodations they have made for students with disabilities.
- Develop a position statement regarding how to respond to students with disabilities.
- Gather data on legal precedent that would impact interaction with students with disabilities.
- Create data bank on admissions requirements, especially as it relates to age (e.g., California reports policies which encourage admission of first-time freshmen over non-traditional students).
- Track success of non-traditional versus traditional student matriculation.

For CSD program faculty and administrators:

General

- Look at your own house! Support provision of an environment that is welcoming, sensitive and respectful of differences.
- Explore university scholarship programs and offer prospective high school students a scholarship to the university through the doctorate degree.
- Develop an increased understanding of legal issues related to student admission, remediation, and retention. Example:
 - “Screening” students’ speech/language skills can only be done if it is done with ALL grad students (e.g., cannot be implemented only with ESL students).
- Assess the communication skills of all incoming students (at graduate and/or undergraduate level) to identify all students with communication problems.
- Develop benefit from having guidelines on “minimal level” expectancies for oral and written language skills. These may provide pre-requisite foundation before students are allowed to participate in clinical training.
- Encourage NSSLHA students to go to 5th and 6th grade middle school classes to promote the profession.
- Contact high school guidance counselors and invite them to a full day workshop on health careers. The agenda should include general descriptions of SLP and AUD, as well as information regarding academic preparation and career opportunities.
- Utilize opportunities to recruit from community and four-year colleges to increase diversity of students.
- Recruit actively from liberal arts programs. Respect their skills. Be user friendly—move them directly into the graduate program. Plan so that they can do all of their work at the graduate level with less than an extra year added to their program.
- Use your web site to recruit.
- Use the print campaign from ASHA in your university to recruit diverse students. The posters show a variety of under-represented groups. This is a kit that could be used in a variety of settings including get to high school students. Concern: we have an identity crisis that we need to address.

- Provide a week-long summer program designed to provide an on-campus experience for high school students of diverse groups.
- Faculty takes on recruiting. Recruit one person at a time. (Not just for males.)
- Write individual letters to undecided freshmen at your university. Invite them to your recruitment activities.
- Must be responsible for creating specific learning situations to enhance diversity, including a diverse mix in group formation for learning activities.
- Curricular changes may be needed (diversity and non-traditional).
- Infuse diversity into individual courses.
- Deviate from strict GRE and GPA standards for admission and consider other strengths in achieving a more diverse student body.
- Use ASHA standards to “teach and re-teach” concept to bring the diverse students up to speed.
- Examine own local programs and community resources to better utilize local situation to increase diversity of experiences (clinic, observation, etc.).
- Explore and use campus resources to increase diversity.
- Hold faculty colloquia on diversity areas.
- Provide diversity training to off-campus/externship placements and supervisors. You can do this as you train for the new standards.
- Create more faculty/student mentoring programs for underrepresented groups to support and retain the students and to assist students in the transition from undergrad to grad programs.
- Improve recruiting/selection/retention procedures for attracting qualified candidates to CSD programs.
 - Target high school students, using programs like the Allied Health Academy in central California.
 - Work to make CSD a more attractive career choice for undergraduate students.
- Conduct more surveys to identify diversity split among professionals and within categories. We do not know enough about how many CSD faculty have disabilities

or are minorities—racial, ethnic, GLBT, etc. Conduct a formal survey of CSD students to identify the percentages there as well.

- Develop a list of support services for retention of all students, not just those with disabilities.
- Develop methods to increase the sensitivity of external sites and all colleagues to the special needs of students with disabilities. Also need to increase the sensitivity of other graduate students.

Gender Balance

- Recruit more males into the field.
- Offer scholarships for males and disband the notion of speech-language pathology being a “female” profession. That is, there should be active recruiting of males.
- Male program directors should be encouraged to teach undergraduate intro courses to encourage (model) males to continue in the professions.

Cultural, Racial, and Linguistic Diversity

- Recruit minorities to our programs by
 - developing relationships with minority programs that will funnel into our masters programs,
 - providing information on SLP/A professions at the junior high and high school levels,
 - offering communication service hours for high school students to expose to profession,
 - providing special funds or scholarships to minorities,
 - encouraging university faculty to support commitment to diversity, and
 - providing funds for “add-on” faculty.
- Develop strategies to retain minority students after they matriculate into CSD programs. Several members noted that they gave minorities special consideration in admissions, and then saw them drop out of the program because of poor preparation for the rigors of college/graduate school, and because of poor knowledge of expectations.

- Remind program directors of their responsibility in monitoring inclusion of content and experiential learning relative to diversity throughout the curriculum.
- Contact campus organizations that represent individuals of diversity and integrate services. Some of the organizations may have funds for recruitment of students and faculty.
- Recruit from inner city schools, using hospital and university grants, to provide high school students with opportunities to work in allied health professions.
- Recruit from undergraduate language majors. This is advantageous for bilingual.
- Investigate the availability of ESL teachers in local communities. Encourage students to spend a minimum of five weeks with an ESL teacher. Hours are not counted as ASHA hours. However, students gain exposure and it may serve as a recruitment tool.
- Encourage writing-intensive courses (to level the “playing field” with regard to limited English skills).
- Consider partnering with a “minority” institution and developing a comfort level for students to apply to and accept admission into the graduate program.
- Should share resources/ideas they are using to help increase multicultural competencies in students. Examples:
 - Culturegrams published by Brigham Young University.
 - Notion of developing a Multicultural Advisory Board to provide input on student training.
 - University of Arizona 5-video tape series for increasing cultural awareness.
- Assign specific faculty to nurture students with any cultural, racial, linguistic, or disability differences.
- Make the necessary accommodations for “diverse” students who cannot discriminate English phonemes. Realize that we will need to do this. The flexibility of the new ASHA standards will allow for this.
- Increase availability of materials for testing and evaluating clients.
- Develop formal multicultural activity curricula for CSD programs such as the one used by Gallaudet University.
- Downgrade importance of GRE and GPA for student admissions.

Disability

- Establish and define specific job descriptions to ensure that any specified disability will not interfere with performance. That is, accommodations can only proceed as far as the job description allows.
- Provide “accommodation” statements on course materials and/or program publications (the statements will vary based on institutional policies).
- Develop formal skills list for each profession within CSD to identify specifically what is required for each job. This will help determine whether students with disabilities have the “minimum skills” required to perform their jobs. Several programs already have developed such skills list (e.g., University of Minnesota).
- Develop methods to increase the sensitivity of external practicum sites and all colleagues to the special needs of students with disabilities. Also increase the sensitivity of other graduate students.
- Develop a strategy to identify what disabled students can and cannot do.

Sexual Orientation

- Encourage the provision of sensitivity training to students (and faculty) by outside agencies (e.g., PFLAG, Antidefamation League).
- Use GLBT to educate via clinical forum in regard to clinical maturity and professionalism.

Age-Related

- Offer courses at non-traditional hours.
- Offer distance learning – night classes.
- Decide on reasonable accommodations.
- Initiate non-traditional admission standards.

For ASHA:

- Develop essential skills as the area (University of Minnesota reportedly has information about this web site—www.cdis.umn.edu).

- Identify the responsibilities of a speech-language pathologist and audiologist to give faculty factual information on “what it takes” to work in the professions (i.e., what disabilities would prohibit success in the field).
- Collect data from employers regarding physical/mental capabilities they would insist on (not just for clinical competence but for safety of clients); that is , how do they view disabilities as impacting job performance?
- Develop and maintain a data bank of clinicians with disabilities so that mentoring relationships can develop.
- Consider a focused recruitment program aimed at encouraging men to enter the professions.
- Re-evaluate current eligibility guidelines for the Minority Student Leadership Program. They should include GLBT, gender, and perhaps other categories.
- Address the impact of the new standards, which include demonstrable competency/ outcomes in all areas, on the accommodations that may be considered for flexible program completion for a diversity of students including international students.
- Encourage membership to offer shadowing and service learning opportunities to pre-college students from underrepresented/minority groups.
- Canvass programs that have effective strategies for enhancing retention of students from underrepresented groups – publish results in ASHA Leader or the Newsletter for SID 10 and 14.
- Turn it around and make the field more attractive. Overriding view—how can you not be aware that you are teaching upper middle class women.
- Find one or two people who are doing it right; that is, find the best practices and distribute them to the membership. Demographics differ among programs. Do not just look in the field, find the places that work.

For CAPCSD, ASHA, and SID #10 Issues in Higher Education:

- Investigate television advertising sponsored by major corporations, such as Johnson and Johnson, to educate the public regarding our professions.
- Obtain data from other allied professions on their efforts to increase the number of men in the helping professions.

