

A FRAMEWORK FOR DIVERSITY, EQUITY & INCLUSION

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CAPCSD Plenary Presentation
April 8, 2021

Disclosures

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- ❑ **Financial:** Salary from North Carolina Central University
- ❑ **Non-financial:** Editor for SIG 14 Perspectives, member of ASHA Multicultural Issues Board, co-guest editor for a special forum on diversification of the workforce for AJSLP, serves on CSDCAS subcommittee for Student Recruitment, co-chair of CAPCSD DEI Committee

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- ❑ **Financial:** Salary from Pacific University
- ❑ **Non-financial:** Co-Chair, CAPCSD DEI Committee; co-guest editor for a special forum on diversification of the workforce for AJSLP; guest editor for a special forum on holistic admissions for SIG 10

Disclosures

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- ❑ **Financial:** salary from Western Kentucky University
- ❑ **Non-financial:** CAPCSD DEI committee member

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- ❑ **Non-financial:** CAPCSD DEI committee member

Disclosures

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- ❑ **Financial:** salary from American-Speech-Language-Hearing Association
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- ❑ **Non-financial:** Guest editor for TLCSD Special Issue (*Beyond Cultural Competence: Addressing Racism, Equity and Inclusion*); Member of CAPCSD DEI Committee; Chair of Aphasia Access DEI Taskforce

Abstract

Equity and inclusion require intentional, active and evidence-based efforts to be successful. Programs need to use fully their spheres of influence to diversify their programs and create a welcoming community. This session will address ways to take concrete action steps to facilitate change.

Agenda for Presentation

- ❑ CAPCSD Initiative: Diversity, Equity, Inclusion Committee
- ❑ The ARC of Experience of a Student in a Program
- ❑ Creating change
- ❑ Conclusion

1. Introduction to the CAPCSD DEI Committee

CAPCSD DEI COMMITTEE

Danai Kasambira Fannin

Kerry Mandulak

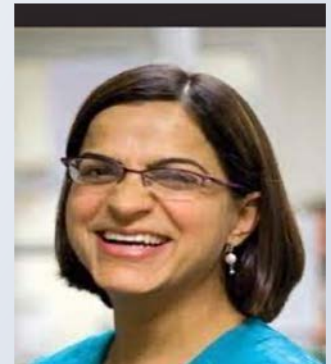
Lauren Bland

Teresa Girolamo

Jamila Harley

Nidhi Mahendra

Officer: Jenny Taylor, VPOA



Shared understanding of Diversity, Equity, Inclusion



Diversity

Existence of individual and social differences that contribute to identity.



Inclusion

Intentionally fostering an environment in which each individual is valued and respected for their diversity, is empowered to engage and contribute, and is provided access to resources and opportunities.



Equity

Grounded in the principles of fairness, equity makes diversity and inclusion central to establishing policies and practices, creating opportunities, and ensuring each individual has the tools and support they need to achieve their individual success.



LONE STAR COLLEGE

Lone Star College,
Texas



**MATRICULATION &
EDUCATIONAL
EXPERIENCE**

ADMISSIONS

RECRUITMENT
The Student
Voice

**CLINICAL
EXTERNSHIPS**

**ACCREDITATION &
CERTIFICATION
CONSIDERATIONS**

2. ARC(H) of student experiences

ARC of student experiences

- ☐ The student voice
- ☐ Holistic review for admissions
- ☐ Matriculation / Educational Experiences
- ☐ Clinical placements and externships
- ☐ Accreditation and certification considerations / professional issues

The Student Voice

“The resistance and difficulty to change, with respect to long-standing traditions, strongly held beliefs, and assumptions about merit and achievement, may be so well-entrenched in our processes within our programs.” (p. 4; Mandulak, 2021)

https://doi.org/10.1044/2020_PERSP-20-00137

A student was in a language development course. This student was the only Black, queer student in their program. They worked near full-time throughout their undergraduate studies and were committed to becoming an SLP. On a final paper, they received grades in the 80's for the first few parts. However, they failed the last part. When they wrote to the faculty member to ask for feedback, the faculty member simply referred them to their written feedback in the paper.

Recruitment

- ❑ Building sustainable community ties
- ❑ Learning to recognize excellence across communities
- ❑ Sessions to attend
 - ❑ Admissions: Boles
 - ❑ Recruiting historically excluded students: Joseph & Mandulak

Retention

- ❑ Supports that are student-centered and equitable
- ❑ Sessions to attend:
 - ❑ LGBTQIA+: Daniels & Robison; Rothbart and colleagues
 - ❑ Anti-racism: Deal-Williams; Lee and colleagues; Meyer & Shune
 - ❑ Inclusion: Johnson; Robinson

The Student Voice in CAPCSD

- ❑ CAPCSD:
 - ❑ DEI Task Force
 - ❑ IPE/IPP Committee
 - ❑ Other CAPCSD committees
- ❑ Organizations as one (of many!) avenue for change

Admissions

Faculty experience admissions work as politically, cognitively, and procedurally difficult, because it positions them between impulses, principles, and pragmatism.

Julie Posselt, *Inside Graduate Admissions*, pg 18

Inclusion is not bringing people into what already exists; it is making a new space, a better space for everyone.

George Dei, Canadian educator, anti-racism, and equity advocate

<http://edu.gov.on.ca/eng/policyfunding/equity.pdf>

AAMC Holistic Review Framework (2020)

- ❑ Individualized consideration
 - ❑ Important for every applicant
- ❑ Operational guidance
 - ❑ Mission driven and diversity oriented
- ❑ Balanced approach
 - ❑ Experiences, attributes, and metrics

[AAMC Holistic Review](#)

A flexible, individualized way of assessing an applicant's capabilities, by which balanced consideration is given to experiences, attributes, and metrics, AND when considered in combination, how the individual might contribute value to the institution's mission and goals.

[AAMC Holistic Review Definition \(2020\)](#)

Holistic Review: Core Principles (AAMC, 2020)

Core Principle 1

Criteria are broad based, linked to program **mission and goals**, promote diversity and inclusion as essential to excellence.

Core Principle 3

Individualized consideration about how applicant will **contribute value to learning environment** to achieve outcomes of institution.

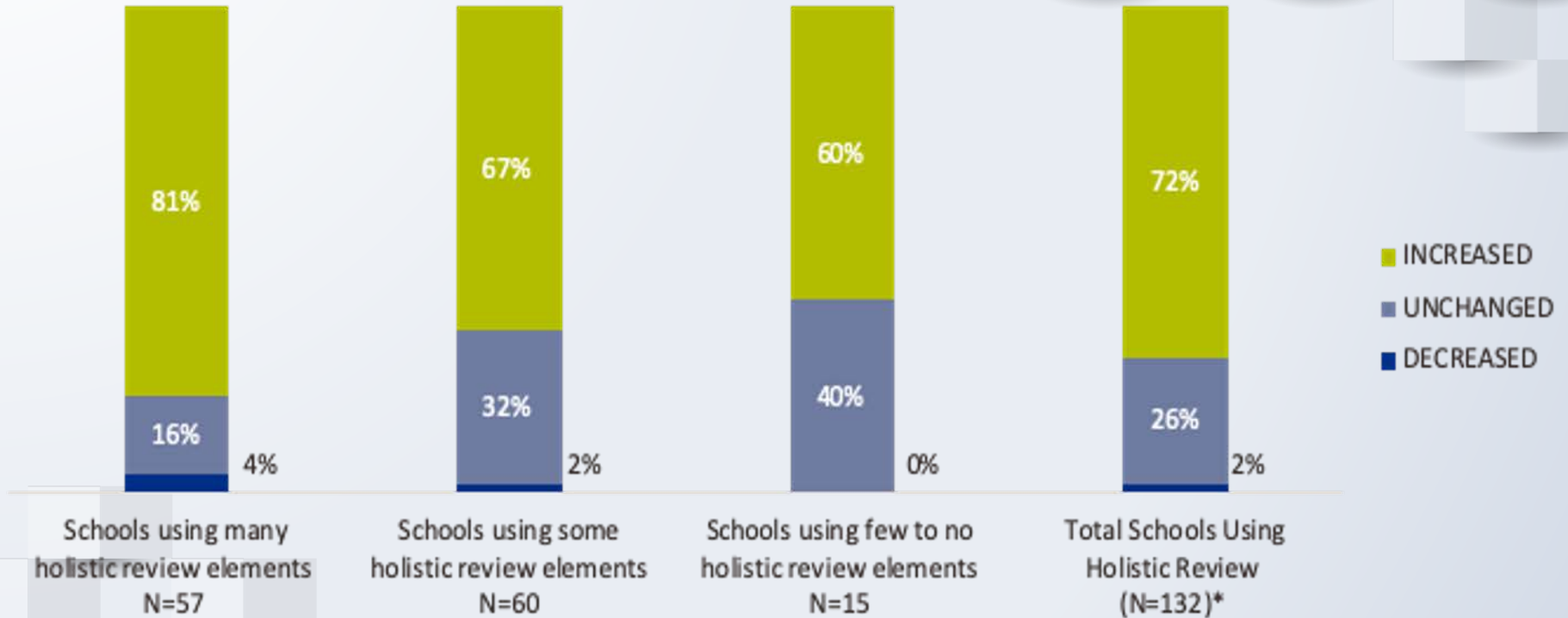
Core Principle 2

Criteria evaluating **experiences, attributes, and metrics** are applied equitably across entire applicant pool, grounded in data that predicts success.

Core Principle 4

Race, ethnicity, & gender can be considered **IF** directly tied to mission-related goals **AND** as one of a broad mix of factors (permitted by state law).

Change in diversity for schools self-identified as using holistic review, by holistic review score (UU-HEALTH, 2014)



Defining Implicit Bias

- ❑ Implicit prejudices are social preferences that exist **outside of conscious awareness.**
- ❑ Implicit attitudes, of which implicit prejudice is a special case, reflect **associations** between **social categories (e.g., Asian/White, old/young)** and **evaluations (e.g., good/bad, smart/dumb).**
- ❑ Implicit bias does not mean that people are hiding racial prejudices. **They actually do not realize they have them.**
- ❑ In fact, the majority of those with implicit biases **hold no explicit biases.**

Forms of bias in admissions

Groupthink

Members of a group set aside their own opinions, beliefs, or ideas to achieve harmony.

Halo Effect

One very high test score, interesting experience, or strong reference can make the applicant appear more positively throughout their application.

Ingroup Bias

A reviewer gives preference because they see the candidate to be within the same 'group' as them.

Stereotype Bias

If reviewer is influenced by an existing stereotype, they may unknowingly make an assumption about the applicant they do not intend.

Confirmation Bias

If a reviewer thinks applicant is a shoe-in before an interview, they already assume the applicant will do well. The reviewer will look for signs to confirm their hypothesis.

Belief Revision

Occurs when reviewers maintain a prior view without adjusting for new information. We struggle to treat new information equally to what we already know.



Three conditions that encourage implicit bias



Time
Constraints/Busyness
Cognitive Overload

Ambiguity

Lack of Attention
Paid to the Task

Non-cognitive variables for holistic review

Sedlacek, 2017

The work of Sedlacek has operationalized what it means to be a “nontraditional” student, and how evidence of non-cognitive variables predict success better in these students.

[Sedlacek : Open access resources](#)

Non-cognitive variables

- ☐ Positive self-concept or confidence
- ☐ Realistic self-appraisal
- ☐ Understands or deals with racism (or other -isms)
- ☐ Prefers long-range goals to short term needs
- ☐ Availability of a strong support person
- ☐ Successful leadership experience
- ☐ Demonstrated community service
- ☐ Knowledge acquired in a field

How do we evaluate non-cognitive criteria?

(Artinian et al., 2017; Sedlacek, 2017)

CHOOSE THE CRITERIA

- ☐ Include noncognitive variables as well as academic criteria in the INITIAL screening process
- ☐ Balance the weight
- ☐ Add essay questions or conduct interviews

EVALUATE THE EVIDENCE

- ☐ Provide training for admissions committee members
- ☐ Create rubrics that assess what the candidate has brought forward
- ☐ Use that information for decision making processes

Matriculation and Educational Experience



How Can Programs and Supervisors Respond to Students to Make a More Inclusive Experience?



“I grew up in a diverse community and never had to hide my true self there. Once I entered CSD, ***I hid part of me*** because I’ve been experience numerous microaggression. I learned to be “more proper” around CSD professionals. When I befriended other diverse CSD students, I realized that I am not alone and started to become more “me” again. As a person of color in a very uniquely diverse community, I am the first high school-, college-, and soon-to-be-doctoral graduate in my family. ***I also don’t have a role model in this field because there are no representatives of my community.*** However, I hope to become one in the future”. ([Abdelaziz et al., in review AJSLP](#))

How Can Programs and Supervisors Respond to Students to Make a More Inclusive Experience?

“Many of the discrimination other students of color and I have experienced have fallen through the cracks and **are left unaddressed**. Many have experienced differential treatment from advisors and professors, suspect bias grading, and don’t speak up when microaggressions occur within class and clinic. **Many will say they are sorry that it happened, but do not acknowledge that what happened is not okay**. After raising some of these concerns to a professor, she said that students need to learn to deal with these microaggressions ourselves, bc we are likely going to continue to face these in the real world (newsflash: we already do). She said it was not faculty’s job to “mama bear” their students when these issues arise. Yet, she claims at the end of our discussion that she really cares about diversity, equity, and inclusion. The program i’m in claims they have a multicultural emphasis, and that they are always striving to be culturally competent, but I see it as a marketing tool. **There are no internal supports for these students facing biases during their graduate years.**”

(Abdelaziz et al., in review)

How Can Programs and Supervisors Respond to Students to Make a More Inclusive Experience?

“Some of the challenges that I have faced as a minority in the CSD field are regarding the fact that I am a minority. My parents are both immigrants, my brother is on the ASD spectrum, I have Essential Tremor, I'm Puerto Rican, bilingual and went to school in the Midwest. I have faced discrimination both within my cohort as well as with a particular professor. ***I considered changing my major, transferring and moving back to Puerto Rico my sophomore year when I was told I did not belong in the field while having an A in the class.*** The McNair Scholars program is what helped me the most”. ([Abdelaziz et al., in review AJSLP](#))



How Can Programs and Supervisors Respond to Students to Make a More Inclusive Experience?



“Had patient say he didn’t want to receive speech therapy from someone who didn’t speak English. ***Supervisor was next to me and did not say anything or provide any support.*** She also claimed to not hear it after confronting the issue after the session.” (Abdelaziz et al., in review *AJSLP*)

DEI and the Graduate Clinician Experience

Placements, Internships/Externships, and Supervision

Considerations for Clinical Faculty

- ☐ Assess implicit biases that may be influencing student placement
- ☐ Assess personal cultural competence and cultural humility
- ☐ Assess how cultural competence and cultural humility can be infused in clinic and academic coursework
- ☐ Collect and assess data on diversity of students in externship assignments
- ☐ Become a member of an ASHA Multicultural Constituency Group
- ☐ Establish a department culture that values diversity, equity, inclusion, and allyship

Considerations for Community Partners

- ☐ Actively recruit diverse externship supervisors
- ☐ Require externship supervisors to complete implicit bias training/assessment
- ☐ Encourage externship supervisors to assess cultural competence and cultural humility
- ☐ Partner with community externship sites to increase access for students from diverse backgrounds
- ☐ Ensure externship supervisors are adhering to the ASHA Code of Ethics

Considerations for Students

- ❑ Include questions related to DEI in student's clinical supervisor feedback survey
- ❑ Provide an open door and safe space for students to share experiences with microaggressions, discrimination, or racism during externship
- ❑ Identify students from diverse backgrounds for high level, unique, or niche externship opportunities

Considerations for Students

- ❑ Encourage students from diverse backgrounds to apply for ASHA and NSSLHA leadership programs for students
- ❑ Encourage students from diverse background to get actively involved in ASHA Special Interest Group
- ❑ Provide resources to assist students with dealing with microaggressions and racism
- ❑ Partner with ASHA for career development training for students from diverse backgrounds (ie, using career portal, resume building, interviewing skills)

Resources

[ASHA Code of Ethics](#)

[ASHA Cultural Competence Practice Portal](#)

[Cultural Competence Checklist](#)

[Taking Action Against Microaggressions Micro Course Series](#)

[ASHA SLP 2019 Health Care Survey](#)

[Connecting Audiologists and SLPs with Mental Health Resources](#)

[ASHA Multicultural Constituency Groups](#)

[ASHA Special Interest Groups](#)

[ASHA Career Portal](#)

[Minority Student Leadership Program](#)

[National Student Speech Language Hearing Association](#)

[Harvard Implicit Association Bias Test](#)

[Moving Forward as a Profession in a Time of](#)

Accreditation and certification considerations / professional issues

Professional Issues: Accreditation, Certification, Licensure

- ❑ Accreditation - ensures the quality of academic programs

Certification - denotes that an individual meets a specific standard to practice

Licensure - allows practice within a designated location

Lubinski and Hudson, (2013 pp 60-65)

Organizations

CAA accredits SLP and audiology graduate programs

The Accreditation Commission for Audiology Education accredits AuD programs.

ASHA awards certification for SLPs and audiologists

AAA awards certification for audiologists

Audiologists and SLPs are required to hold a license in each state and some territories.

Why does this matter relative to DEI and preparation of new professionals?

- ❑ There are guidelines that stipulate what programs need to demonstrate they do. All have language supporting types of DEI.
- ❑ Certification references the skills professionals need to demonstrate while in practice. Those include understanding and engaging in cultural respect.
- ❑ Should there be an issue of non-compliance, there is an opportunity to notify the accrediting, certifying or licensing agency.

3. Change



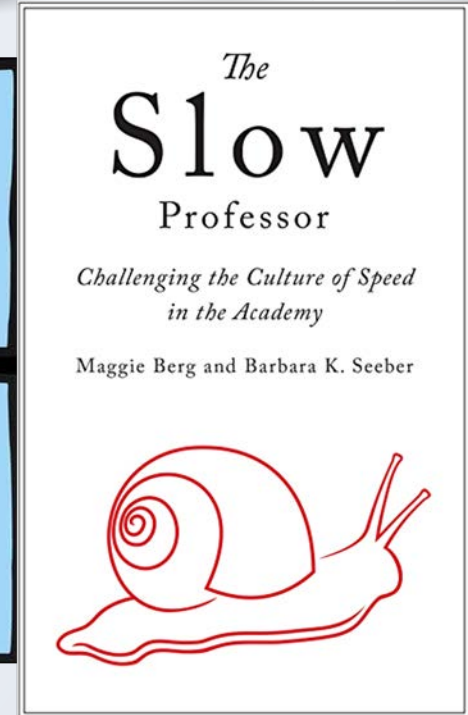
"We must act with all due alacrity yet also with the thoughtfulness and seriousness of purpose appropriate to meaningful action."

Dr. Martin Luther King Jr.

Change takes time and places pressure

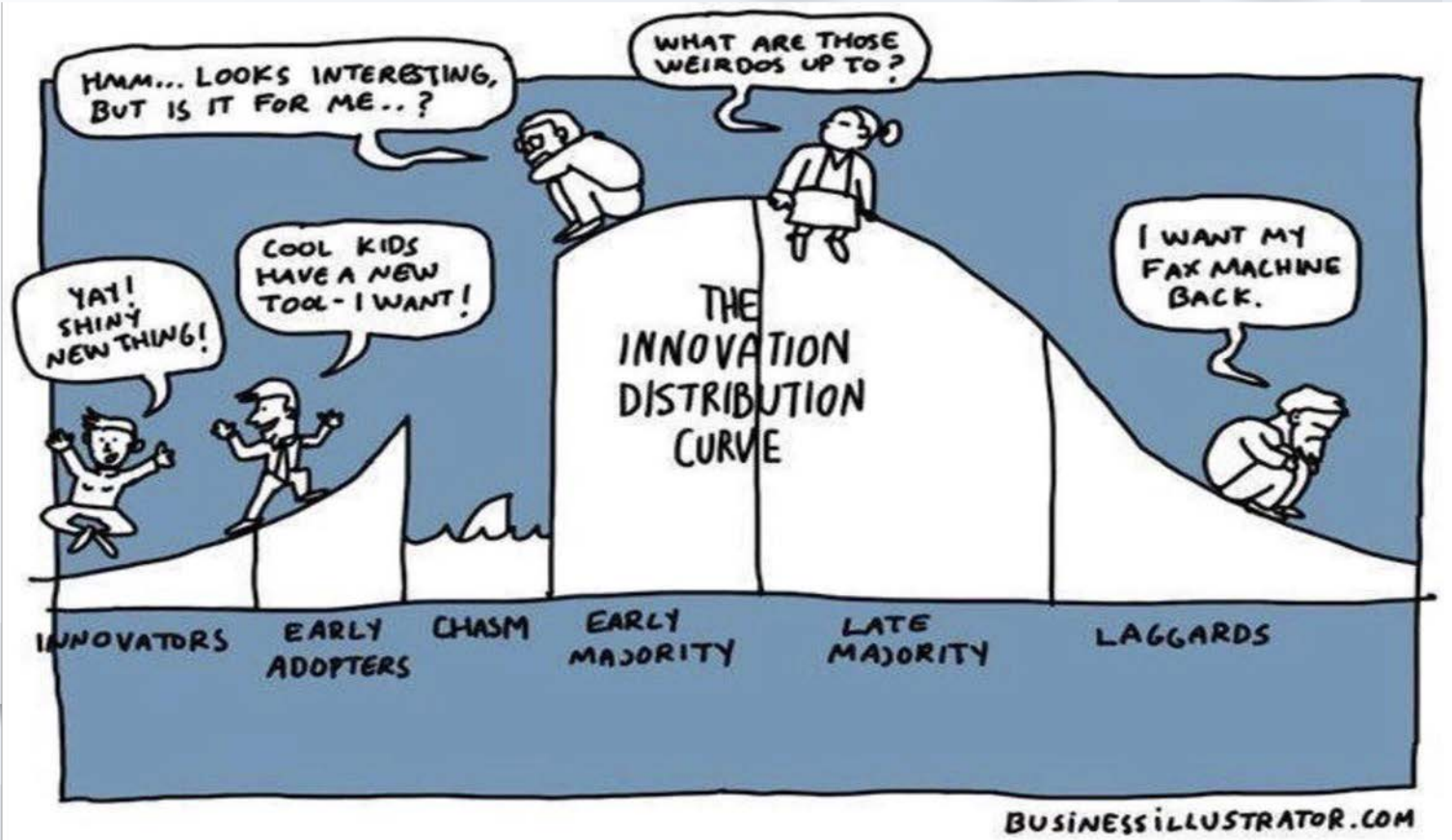


Martins, 2019

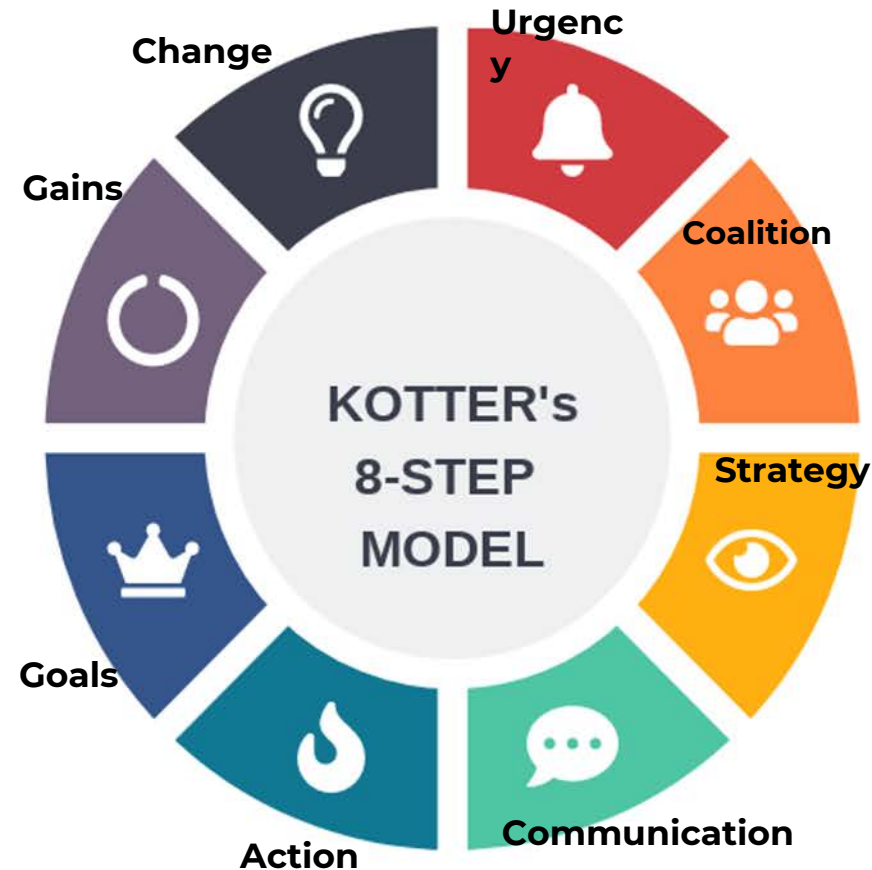


Berg & Seeber, 2016

Not all change happens at once



8-step Change Model (John Kotter, 2012: Leading for Change)



01 Create

Establish a feeling of urgency of hurriedness towards change.

02 Build

Formulate a guiding coalition

03 Form

Develop a strategy to bring about change.

04 Enlist

Communicate or put forth the vision or strategy for change

05 Enable

Empower employees for taking action to incorporate changes

06 Generate

Formulate and generate short-term goals

07 Sustain

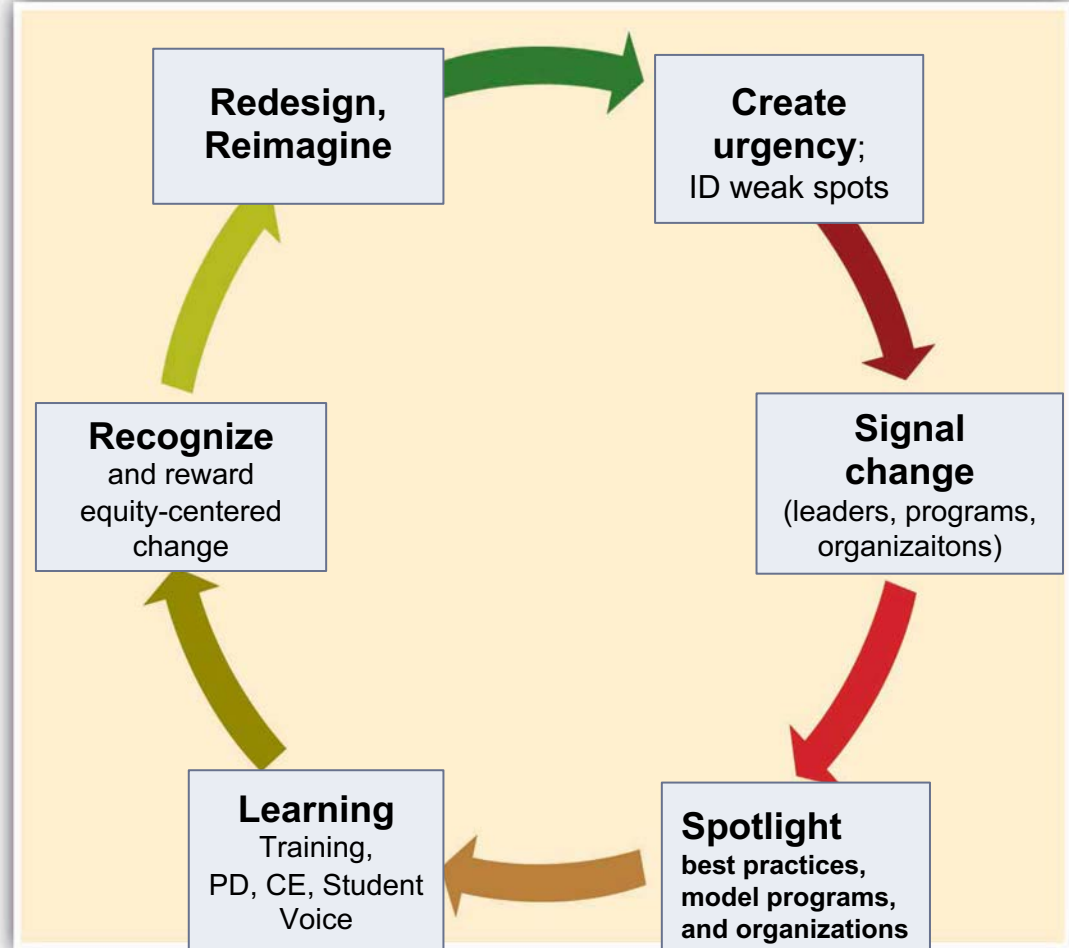
Capitalize of wins or gains in order to produce bigger results

08 Institute

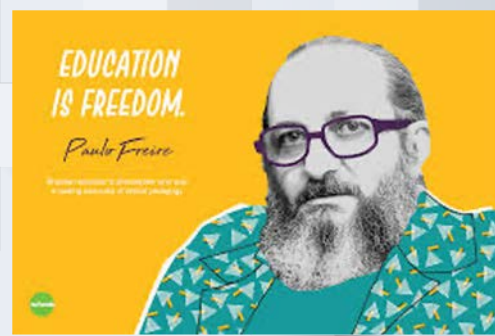
Incorporate new and better changes in workplace culture

Organizational change

(Example: Adapted from Schein, 1990)



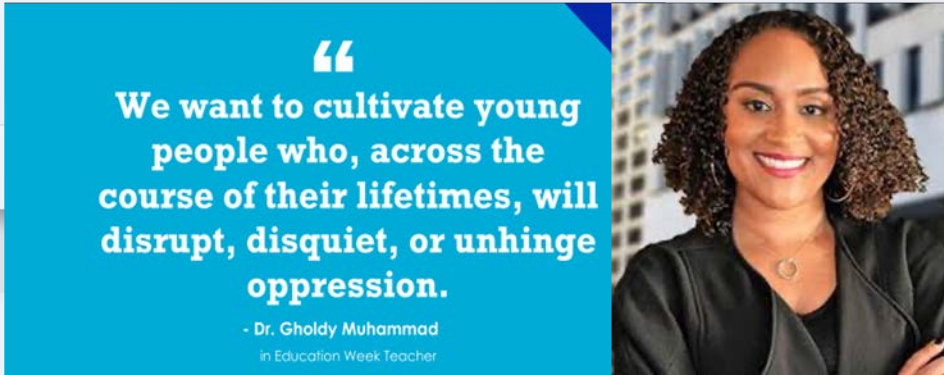
Academic programs as change agents



- ❑ **Emancipatory education and programming:** Education should play a role in creating a just and democratic society.
- ❑ **Anti-racism:** Self reflection, recognition, admission, and self-critique



“All instruction is culturally responsive. The question is: to whom is it currently responsive?”
Gloria Ladson-Billings



Ibram Kendi

**Scopes of Practice
Professional Standards
Institutional Climate**

**Program
Vision**

**Program
Mission**

**Strategic
Plan**

**Program
Learning
Outcomes**

**Program
Leadership**

Faculty

CEs

**Retention/
Tenure/
Promotion**

Staff

Outreach

Recruitment

Admissions

Retention

Advising

Mentoring

**Student
voice**

**Student
supports**

Climate

**Policies &
Procedures**

Curriculum

**Clinical
Practicum**

Placements

**Justice Equity Diversity & Inclusion (JEDI)
Anti-Racism, & Emancipatory Education**

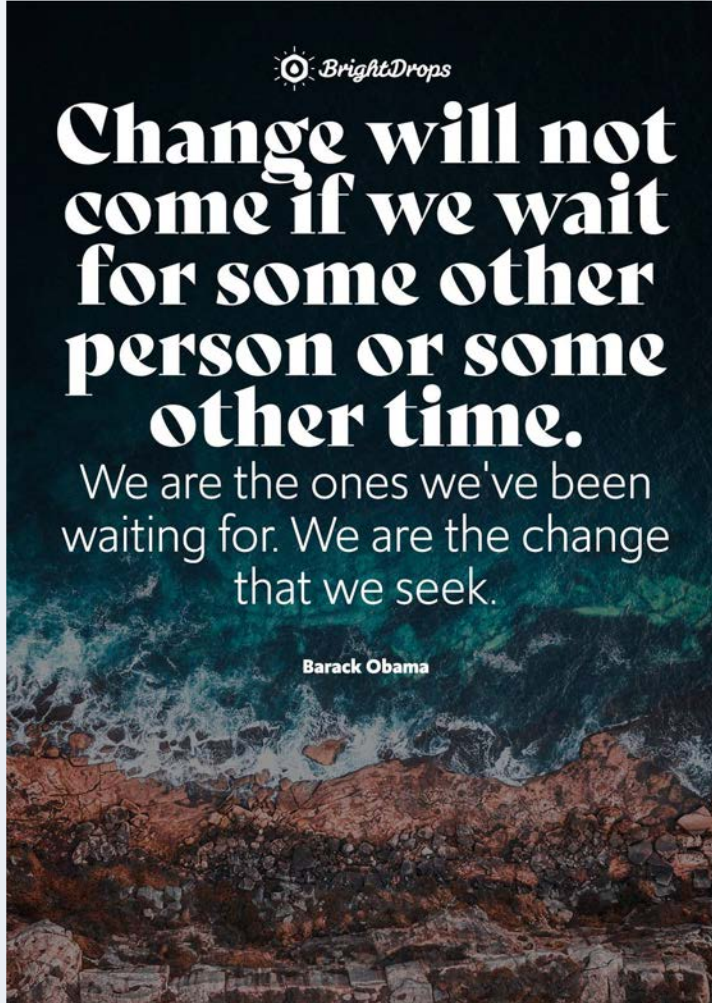
In humility



**Change will not
come if we wait
for some other
person or some
other time.**

We are the ones we've been
waiting for. We are the change
that we seek.

Barack Obama





Thank you!

Any questions?

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