

# A Vision for Anti-racism in CSD Academic Programs

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(she/her/hers)  
CAPCSD  
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# Disclosures

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American Speech-Language-Hearing Association (ASHA)

- *Financial:* I am a paid employee of ASHA.
- *Nonfinancial:* As the CSO for Multicultural Affairs, I stand to gain and lose, if we have a more diverse, inclusive and equitable approach to preparing CSD professionals

# Learner Outcomes

Describe	Describe the desired future state of CSD as it relates to diversity, equity, and inclusion
Describe	Describe the case for exemplifying and teaching anti-racist approaches in CSD
Identify	Identify anti-racist practices and approaches that can be applied in CSD academic programs

Yet another  
disclosure...

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# My Crystal Ball Cracked



# Assumptions/Definitions/Terminology

Anti-Racism & Allyship

Race & Disparities

BIPOC

DEI

Equity

*Complex relationships among race, culture, socioeconomic status, and even literacy, language, and religion contribute to disparities. Over and beyond patient behaviors, health disparities also result from government policy and actions of insurance providers and health care professionals.*

(Payne, 2011)

## Race and Disparities

- Race IS a social construct
- Race has real impact
- Disparities—differences
- Used to reflect differences between racial groups
  - Health disparities
  - Educational disparities
  - {socio-}Economic disparities



# Diversity

The composition of a group of people from any number of demographic backgrounds and identities





# Equity

Recognition and elimination of barriers to full participation by individuals and within systems

# Inclusion

The act or practice of including and accommodating people who have historically been excluded (because of their race/ethnicity, gender identity, sexual orientation, ability, etc.)

# Institutional/Systemic Racism

Systems and structures with policies, procedures or processes that disadvantage African Americans or other racial groups.

## DISPARATE IMPACT:

When an organization's policies, practices, or procedures are unbiased but end in a disproportionate impact on protected groups—race, color, religion, sex or national origin

When rules/standards/policies/practices that appear neutral, but the outcome for one group is more favorable than another, and the differentiating factor in those groups is a protected characteristic.

# Inequality

Unequal access to  
opportunities





# Equality?

Evenly distributed  
tools and assistance





# Equity

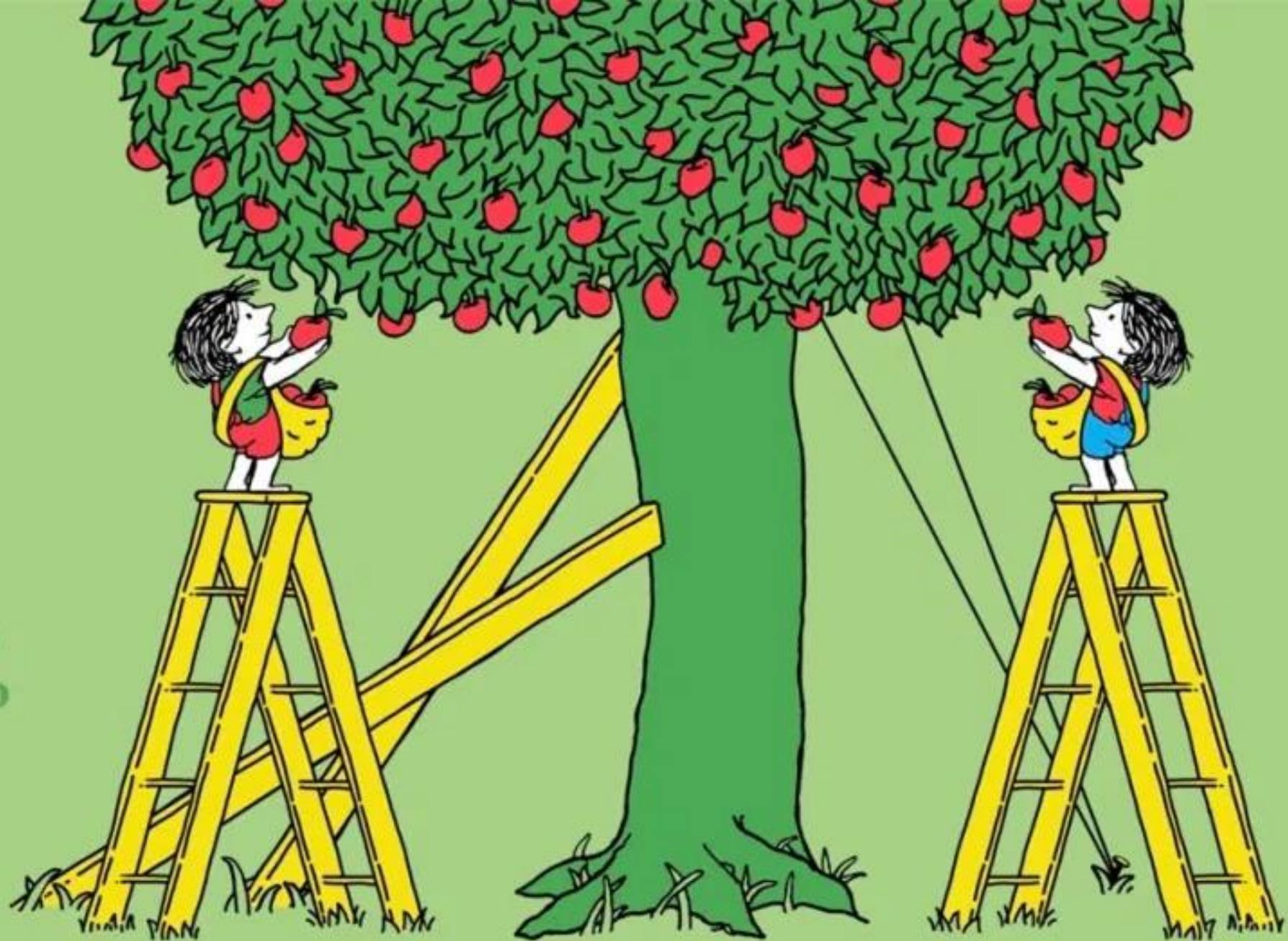
Custom tools that  
identify and address  
inequality



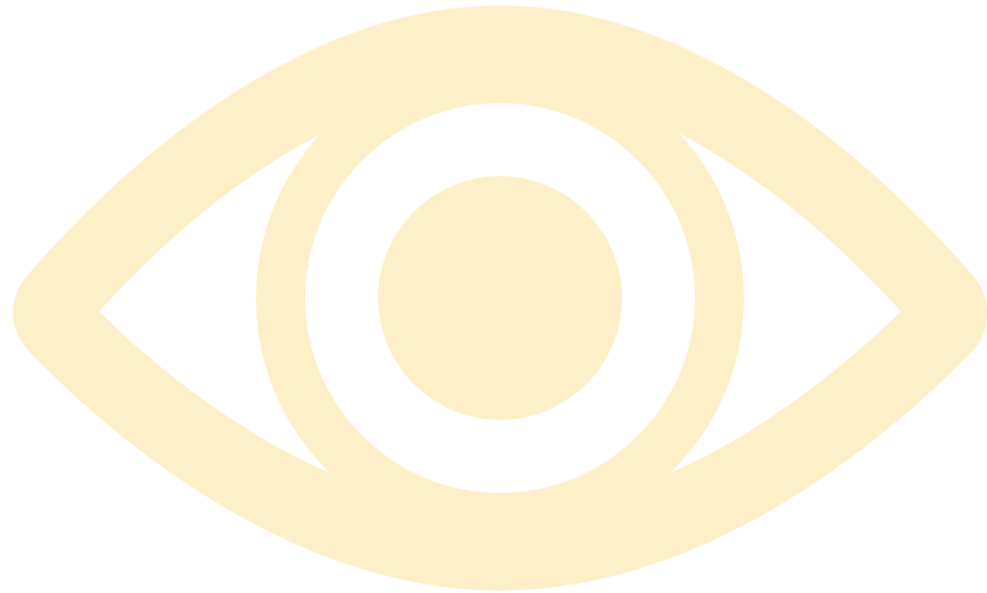


# Justice

Fixing the system to  
offer equal access to  
both tools and  
opportunities



My Vision







So what's  
the vision  
for our new  
home?

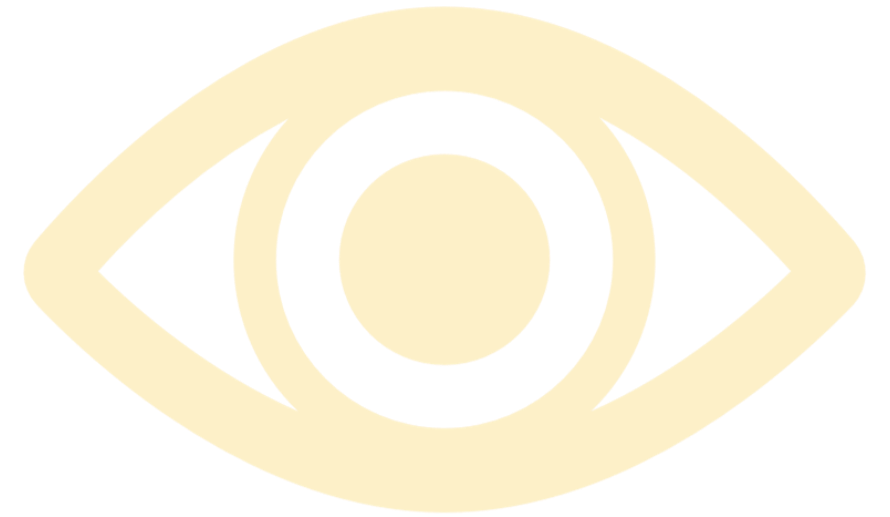


What are  
our must-  
haves?





# What will set us apart from the status quo?





# Representation Abounds!

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- BIPOC students are well-represented
- Students of color see themselves in faculty, staff and administrators
- Students of color hear familiar experiences in the examples, languages, cases presented
- Administrators and decision-makers are from a variety of backgrounds; their perspectives are reflected in decisions/solutions
- Mentorship and sponsorship is prevalent and the norm
- There is a feeling of collegiality within the student cohort, among faculty and staff
- Personal ongoing advisement occurs

# Inclusion is the Norm!



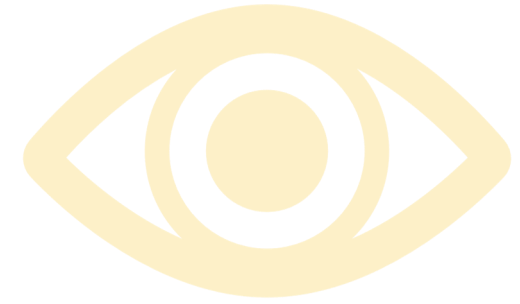
- Assimilation is not expected
- BIPOC's experiences are positive—they don't complain about experiencing microaggressions, they can share their experiences without fear of repercussions, or judgement
- Peers/colleagues help and learn from each other
- Individuals' identity is supported and acknowledged
- Dress codes account for cultural differences—e.g., hair styles
  - There are no hair attacks (Mena Fombo-TEDx)
- Faculty seek out and utilize resources and resource people to teach about low incidence populations, languages
- There is NO social isolation
- There are images on the walls of a range of people
- The responsibility for addressing DEI doesn't fall upon those who are marginalized
- Images in ppts, topics from journal articles represent a range of populations, communities, languages, etc.

# BIPOC Experiences are Valued!

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- Peer learning occurs routinely and consistently for all students and faculty
- Individuals are aware of opportunities and ways to engage/connect/excel/present/participate, etc.
- Faculty training is provided on DEI
- Faculty & staff & students start each semester trusting each other
- Active encouragement of individuals with diverse voices occurs
- All individuals are treated with respect
- BIPOC don't feel they must prove themselves or work harder
- BIPOC are supported, appreciated



# Fear is a Thing of the Past!

- There is no fear of asking questions or for information
- There is no fear of reprisal/repercussion for raising concerns or asking for help
- Fear of making mistakes is gone
- Concerns raised are taken seriously and addressed.
- No one is afraid to apologize
- People are allies
- People speak up and speak out about voices being drowned out or ignored
- People know how to offer constructive feedback, diplomatically
- Feedback is welcomed and considered in development planning

You WILL  
Make  
Mistakes

Learn to  
Apologize &  
the Value of  
an Apology



There's no statute of limitations  
on apologies



You have nothing to lose



Sincere apologies are never  
conditional

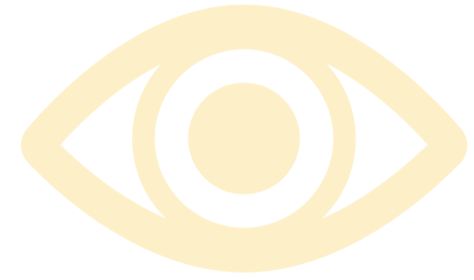


# Power is Shared!



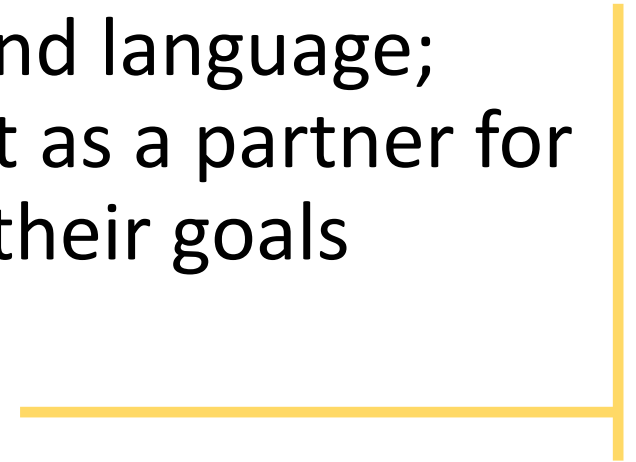
- People are willing to act beyond their own benefit
- Conflict is managed effectively
- Faculty consider the power dynamic as they interact with students
- Departmental faculty function as self-directed work teams, with a variety of diverse perspectives sought out as routine part of problem solving
- Clear criteria exist and are applied universally in tenure and promotion; decisions are transparent
- Data are tracked and promotion rates are equitable.





# Learning Occurs!

- Students learn how to think
- Faculty offer multiple opportunities and ways to meet learning outcomes
- Students learn by whatever means necessary
- Students learn how to think about culture and language; they don't see themselves as the expert, but as a partner for assisting clients/patients/students to reach their goals





A vision is not just a picture of what could be; it is an appeal to our better selves, a call to become something more

Rosabeth Moss Kanter  
Harvard Business School



# The Case for Anti-Racist Curricula

- Self-fulfilling prophecies persist
- We've ignored race
- We've pretended to be color-blind
- We think we're bad people if we're biased
- We equate racism and systemic racism
- BIPOC students don't see enough of the success they want to achieve
- Creating a positive learning environment benefits all students

# The Case for Inclusive Education

- To respect and appreciate cultural diversity
- To promote the understanding of unique cultural and ethnic heritage
- To promote the development of culturally responsible and responsive curricula
- To facilitate acquisition of the attitudes, skills, and knowledge to function in various cultures
- To achieve social, political, economic, and educational equity

(National Association for Multicultural Education, 2019).



# Your Responsibility



Provide rich and rewarding educational experiences for ALL students

Constructively guide ALL students through the acquisition of knowledge and skills, so they can be successful beyond the university

# Inclusive Considerations for CSD Academic Programs



# Administrative Structure and Governance

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- What's the commitment and expectation of the university related to DEI?
  - How is that commitment demonstrated (e.g., is it integrated into their strategic plan?) How does the department's commitment align?
  - What are the university's priorities? How will the department help the university achieve those?
  - What is being done across the university?
  - What metrics are in place across the university?
  - What resources are available from the university?
  - How much support is being offered by the university?
- What does the program tell students about their commitment to DEI?
- How does the program include diversity of perspective as it establishes standards, policies, practices, and procedures to address DEI?



# Faculty

- How diverse is the faculty & staff? What type of diversity? How are faculty & staff recruited? Is there a differential in tenure and promotion or pay by race/ethnicity?
- What systems are in place assuring equity in promotion & tenure?
- What systems exist for filing and managing complaints about treatment based on race? Who is responsible for implementing those systems?
- What expectations exist related to faculty for addressing DEI?
- What competency is expected of faculty to address DEI?
- What are faculty expected to do to demonstrate that they can address the needs of BIPOC students?
- What faculty development is/has been offered related to teaching cross-culturally/teaching BIPOC students? How often is this a part of faculty development?
- Where/how are faculty expected to gain expertise to address the needs of BIPOC students?
- What is expected of clinical educators who may be supervising cross culturally?



- What are the expectations for including content in coursework that addresses working with BIPOC populations?
- How is information provided on addressing culture and language in the curriculum?
- What does program expect in terms of students' development of competence for addressing cultural/linguistic diversity?
- How does the program assess/measure that competence?
- How does the program account for providing training to work with populations that are not available in clinical practicum?
- Where and how are externship sites identified? How diverse is the surrounding community? How is the community involved?
- Where and how are externship placements determined? Is there any measure of the equity of those placements?

## Curriculum (Audiology & SLP)



- Are BIPOC students actively recruited? How?
- Are there diversity goals for the program/university? How are those goals supported by the program?
- What is used to determine the potential for students' to be successful in the academic program? Is the focus of remediation punitive or growth? Is there equity in the expectations, or are they equal?
- What are the program's expectations related to the experience BIPOC students have in the learning environment and in their graduate program?
- What systems exist for filing complaints related to race? What is the extent to which those systems are used?
- How does the program offer advising—is the expectation the same or are the differentiated approaches to advising students of color?
- What support services are available and made known to students of color? How is it determined what services are needed by which students? How is it determined that services are being utilized by BIPOC students?
- For students enrolled in distance education, what allowances are there for potential inequities in access to needed resources for participating in distance education?

# Students





# Factors Influencing Student Success

- family support
- faculty encouragement
- intrinsic motivation, and perseverance
- campus involvement
- living environment
- classroom experience
- academic advising
- extracurricular activities
- financial support
- faculty involvement

# Successful Student

- How would you describe them?
- Characteristics/Background:
  - How would you describe them intellectually?
  - What's their motivation like?
  - How do they learn?
  - Where are they from?
  - What's their socio-economic background?
  - What skills do they come with or lack?
  - How do they get along? How well do they do in program?
  - What issues/obstacles do they face?



# Recruitment Requires Increases in:

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# Assessment

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- Does the program evaluate differences between BIPOC students' learning success and that of White students? Are students of color demonstrating learning at the same rate and are they expected to demonstrate in the same manner?
- What options are available for alternate means of demonstrating learning?
- Are BIPOC students are graduating at same rates?
- Are BIPOC students passing the Praxis at the same rates?
- What is the rate and types of employment by alumni? Are there distinctions by race in the rate of employment and types of jobs students get upon graduation?



# Program Resources

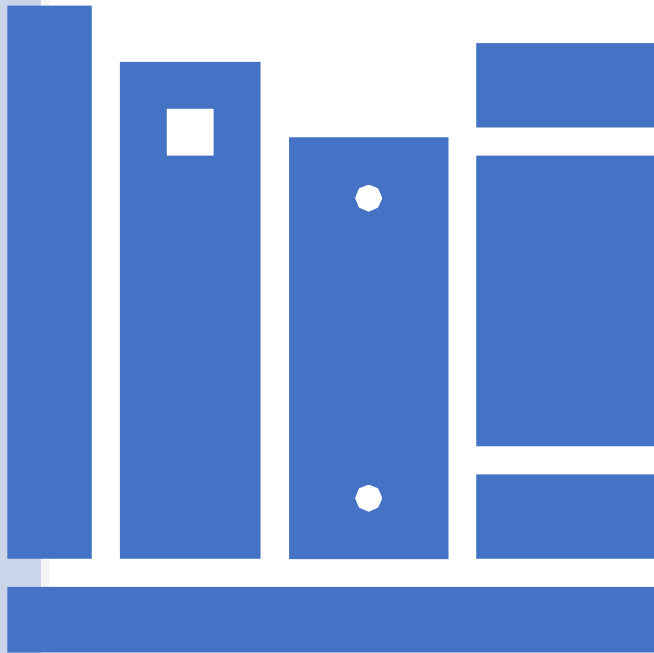
- How does the program make determinations about the allocation of resources to faculty/staff and to students?
- Is there an expectation that educational and clinical materials will include the depiction of and applicability to diverse populations? Who decides what's included? Purchased?
- What is the program's history of hiring and treatment of clerical and technical staff who are BIPOC?





The way you  
become world-  
class is by asking  
good questions.

Tim Ferriss  
Entrepreneur, Tech Advisor



# Anti-racist Practices & Approaches

Implementing Inclusive Teaching Practices

# 5 Principles for Inclusive Teaching

(Columbia University Center for Teaching and Learning)



Establish &  
support

Establish & support a class climate that fosters belonging for all students

Set

Set explicit student expectations

Select

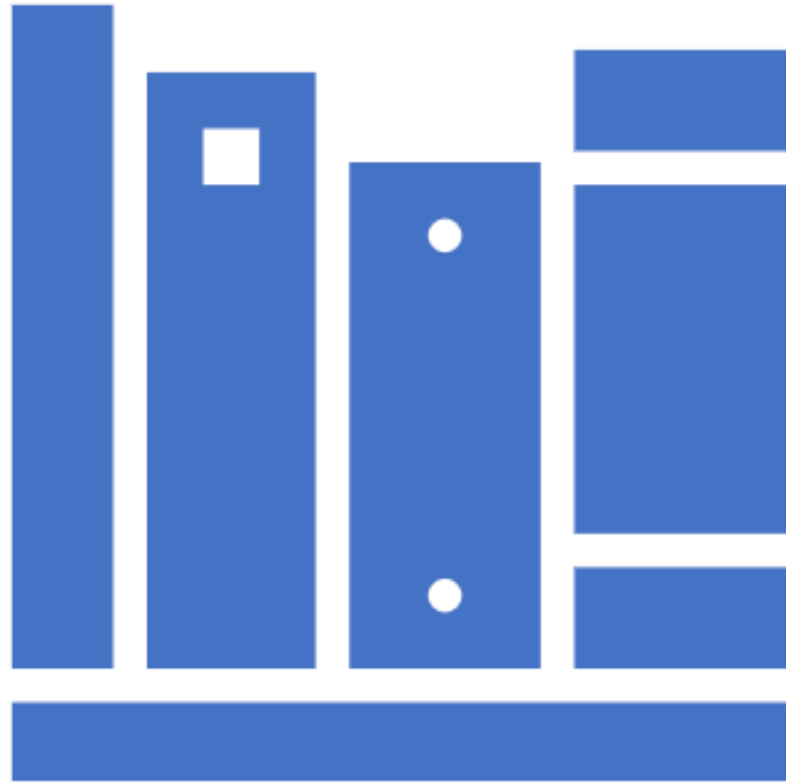
Select course content that recognizes diversity and acknowledges barriers to inclusion

Design

Design all course elements for accessibility

Reflect  
on

Reflect on your beliefs about teaching to maximize self-awareness and commitment to inclusion



# Establish & support a class climate that fosters belonging for all students

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Principle 1

(Columbia University Center for Teaching and Learning)



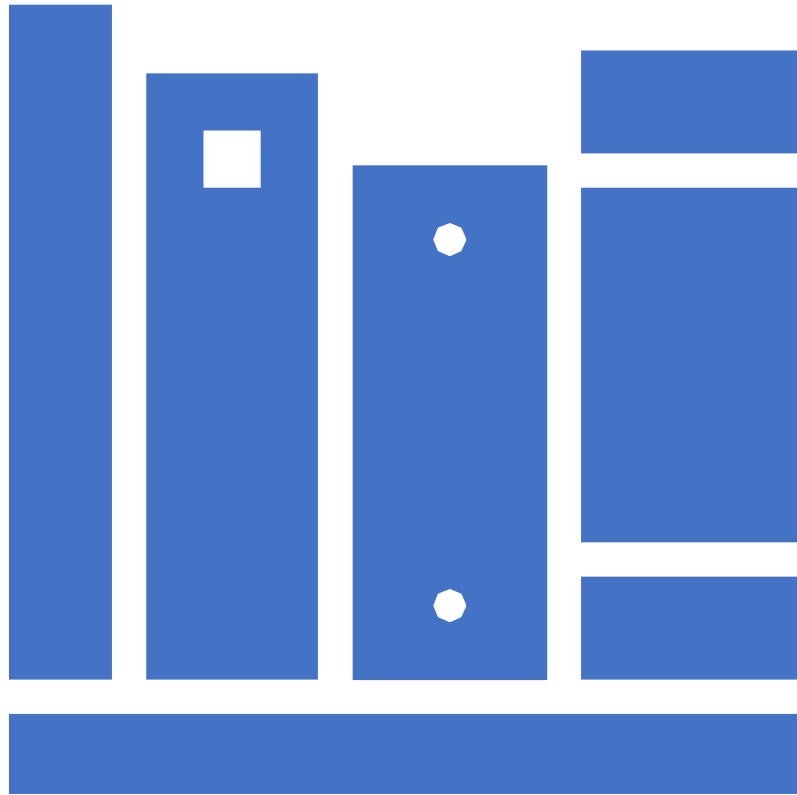
# Establish climates that foster belonging

- Learn who's who in your classes
- Allow individuality and autonomy
- Expect camaraderie and community
- Adjust your behavior based on biases you know you have
- Expect success; convey confidence
- Address microaggressions, unacceptable behavior

# ASHA's Micro Course Series on Microaggressions

- Recognizing Microaggressions: Am I doing that?
- Experiencing Microaggressions: How Can I Respond?
- Witnessing Microaggressions: What Can I Do?
- Combatting Microaggressions: How Can I Help?





# Set explicit student expectations

Principle 2

(Columbia University Center  
for Teaching and Learning)

# Set explicit student expectations



- Set clear and consistent guidelines
- Expand assessment criteria; share explicit rubrics
- Offer multiple opportunities for demonstrating learning
- Insist on agreed norms for classroom decorum
- Enhance your skill in facilitating conversations around race
- Establish inclusive student learning outcomes

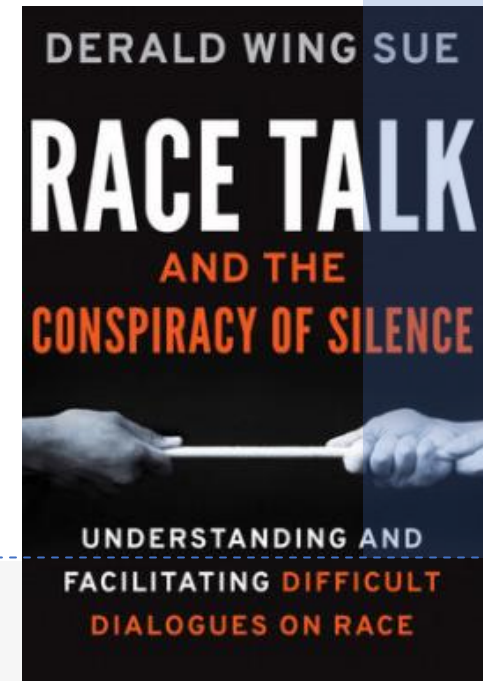
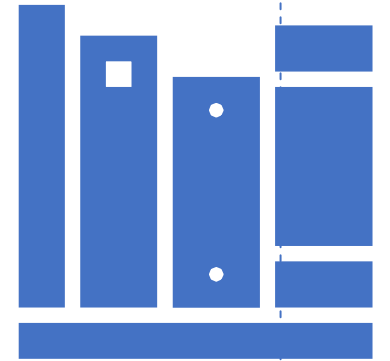


Derald Wing Sue, PhD  
Professor of Counseling  
Psychology and Education,  
Teachers College,  
Columbia University

[https://www.colorado.edu/center/teaching-learning/sites/default/files/attached-files/facilitating\\_difficult\\_race\\_discussions.pdf](https://www.colorado.edu/center/teaching-learning/sites/default/files/attached-files/facilitating_difficult_race_discussions.pdf)

# **FACILITATING DIFFICULT RACE DISCUSSIONS**

FIVE INEFFECTIVE STRATEGIES  
AND FIVE SUCCESSFUL STRATEGIES

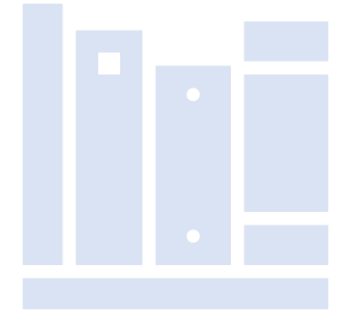


# Establishing Inclusive Student Learning Outcomes

- ☐ Yes ☐ No Are you providing opportunities for learning in order to advance diverse education, equity, and social justice?
- ☐ Yes ☐ No Are students being challenged by the topics, discussions or assignments?
- ☐ Yes ☐ No Are some folks uncomfortable (in a good way)?
- ☐ Yes ☐ No Does the outcome connect to larger goals at the program and the university levels (Strategic Plan Goal)?



# Inclusive Student Learning Outcomes



In addition to content specific outcomes, include outcomes that increase awareness and understanding of different perspectives (have students summarize and explain).



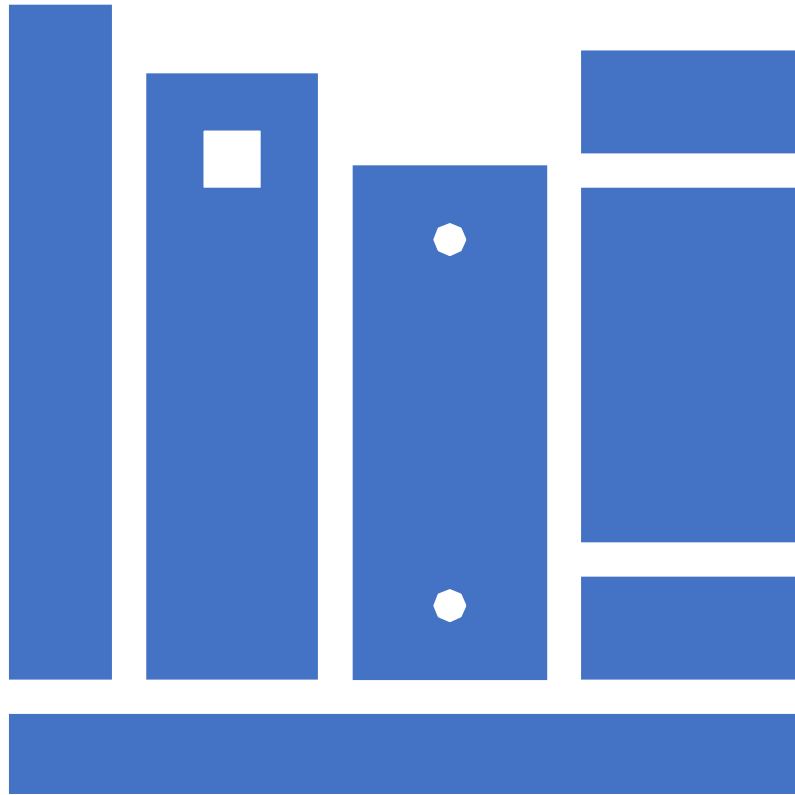
Develop outcomes that use critical-thinking approaches, such as the ability to identify and question assumptions, evaluate an argument, or to pose counter-arguments.



Have students apply different lenses to analyze the same topic (historical, economical, or literary). Students should be able to understand why certain lenses are used.



Have students practice improving communication that is thoughtful and respectful to others.



Select course content  
that recognizes diversity  
and acknowledges  
barriers to inclusion

Principle 3

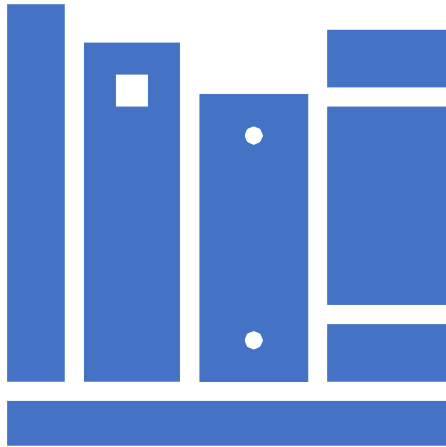
(Columbia University Center  
for Teaching and Learning)

# Course content that recognizes diversity and acknowledges barriers

- Examples
- Case Studies
- Problems
- Project Topics
- Data
- Texts and other reading materials; diversity of authors/perspectives



All students should see themselves reflected in all of these.



# Content to Include:

- Health Care Disparities
- Educational Disparities
- Social Determinants of Health (SDoH)
- IPP/IPE-Role in Reducing Structural/systemic Racism

3 fundamental aspects to self-assess:

1

Access

2

Bias

3

Competence

# Care Without Cultural Competence? **That's Unheard Of.**

Prepare to be challenged. Prepare to be informed. Prepare to be...prepared. Welcome to **That's Unheard Of**, a simple resource for keeping up with cultural competence for your practice. This site was created to help you know what you don't know – to fill gaps in your soft skills and increase



# Design all course elements for accessibility

Principle 4

(Columbia University Center for Teaching and Learning)



# Design all course elements for accessibility



## **Diverse learners**

Multiple modalities

Multiple representations and supporting materials (illustrations, videos, glossaries, etc.)



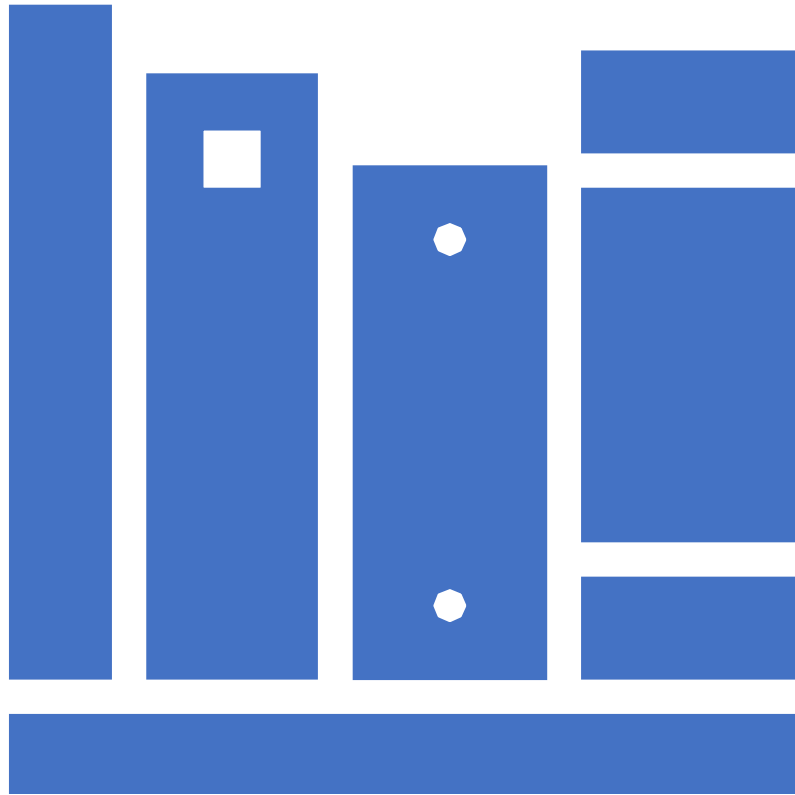
## **Diverse learning styles**

Allow choices/options for demonstrating learning and many opportunities to get feedback on progress and to track toward success

Let students choose topics or assignment formats—let them co-design elements of classroom activities or assignments



**Increased flexibility and options in UDL is applicable to increased inclusion in classrooms**



Reflect on your beliefs  
about teaching to  
maximize self-  
awareness and  
commitment to  
inclusion

Principle 5

(Columbia University Center  
for Teaching and Learning)

# Maximize self-awareness and commitment to inclusion

- Setting up your classroom
- Mixed participation: small group, large group, individual, pairs
- Attendance
- Late Work
- Shifting thinking as a faculty of setting up rules and role of enforcer, to facilitator of learning and using errors as teachable moments not crimes

(Matt Cheney, Plymouth State University CoLab—Cruelty Free Syllabus)

From a student at U of MD via Twitter

I simply asked my prof for a few days extension on a project because MY DAD died as a result of Covid-19 and THIS is the response I get:

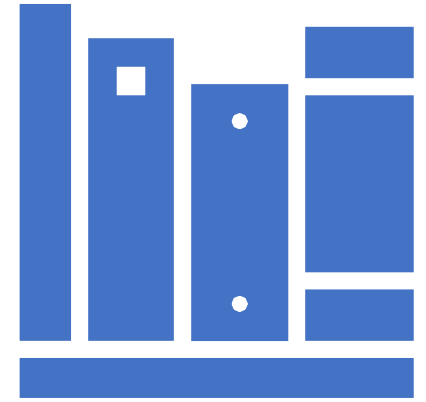
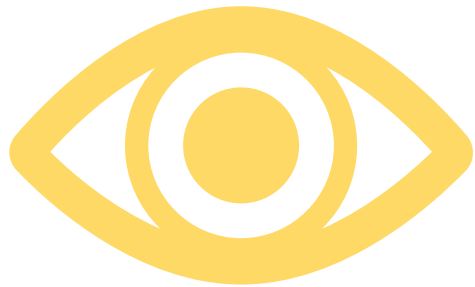
Re: Project 3

Try to get it done on time. That would be much better. I'd like to be consistent with all students because there are many who are having difficult times.





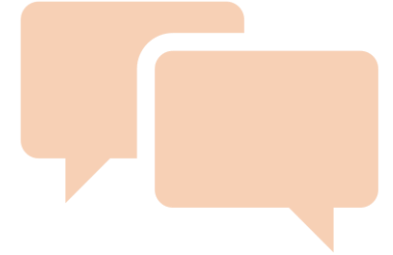
Project Implicit®



Thank you!

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[vdealwilliams@asha.org](mailto:vdealwilliams@asha.org)



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