

BUILDING AN ACADEMIC COMMUNITY THAT IS DIVERSE, ACCOMPLISHED, & COLLEGIAL

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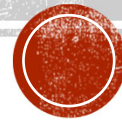
Professor & Chair

Pronouns: She, Her, Hers

Celeste Domsch, Ph.D., CCC-SLP

Professor & Graduate Program Coordinator/Graduate Advisor

Pronouns: She, Her, Hers



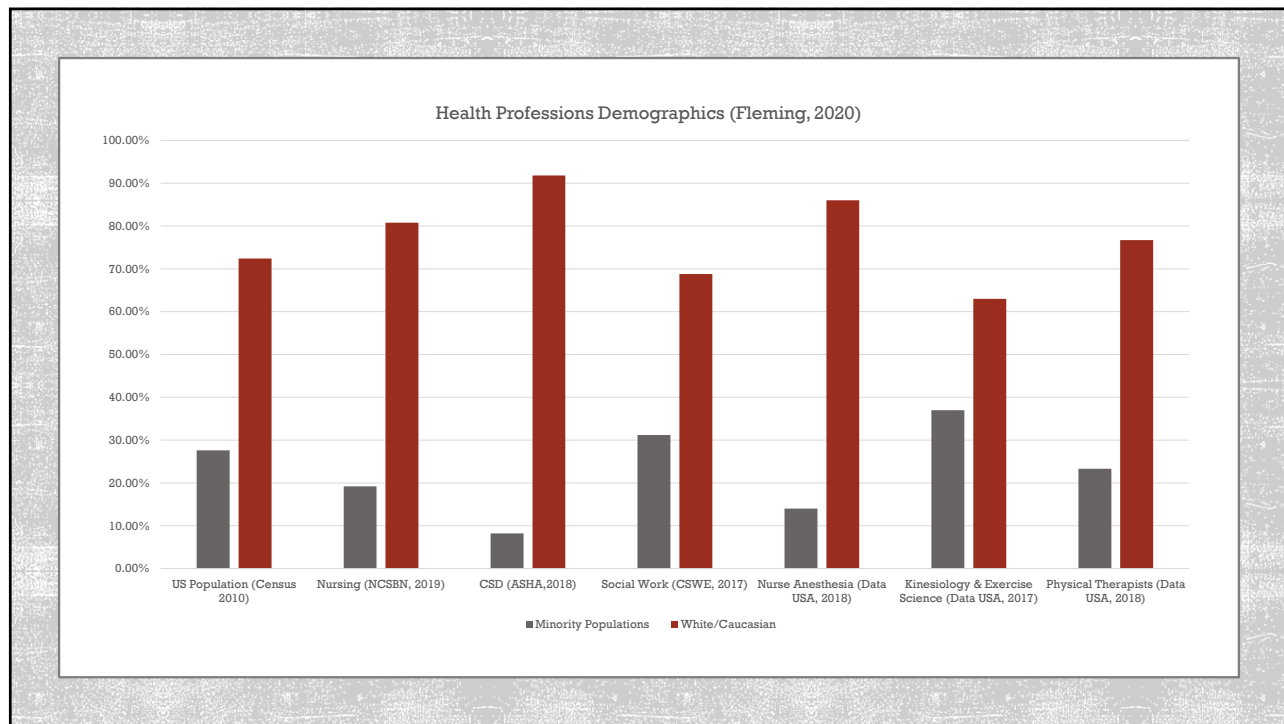
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LEARNING OBJECTIVES:

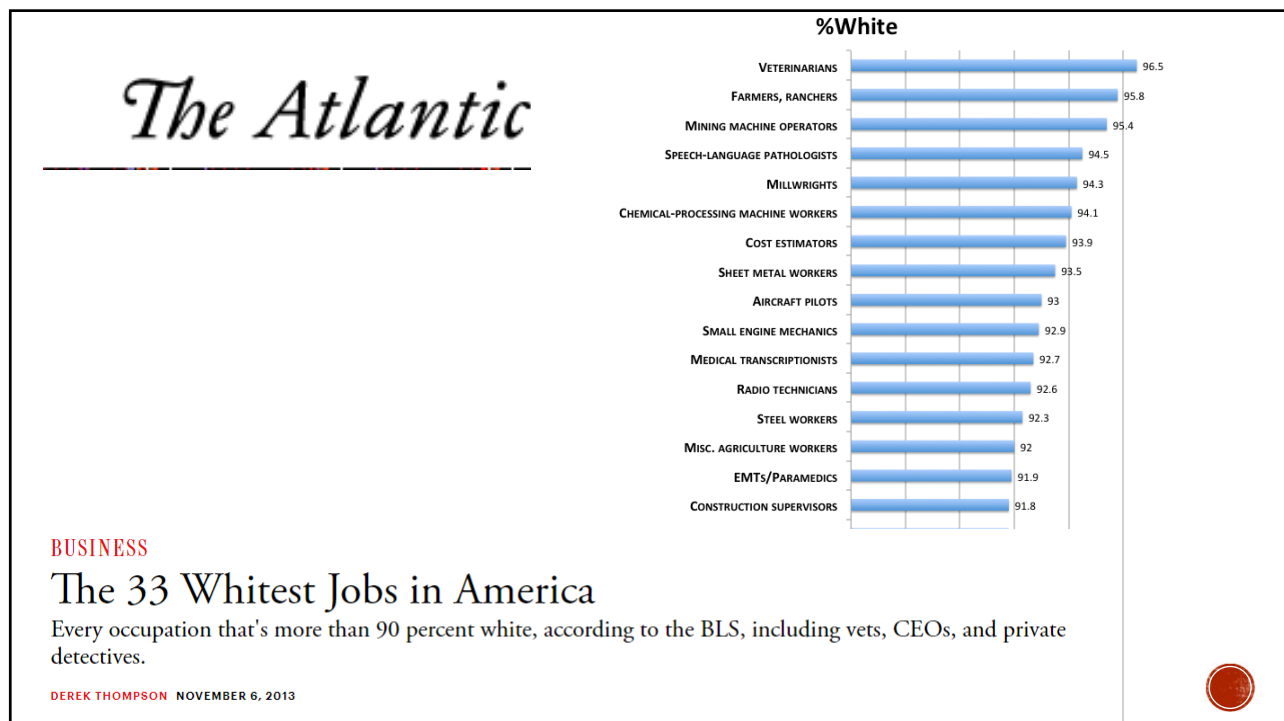
- Discuss ways to recruit and retain talented faculty.
- Identify ways to diversify the applicant pool for graduate programs.
- List ways to help decrease attrition risks for students.
- Describe ways to mentor undergraduate students through the pipeline to graduate school.
- Connect the importance of engaging alumni with retention and success of current students.



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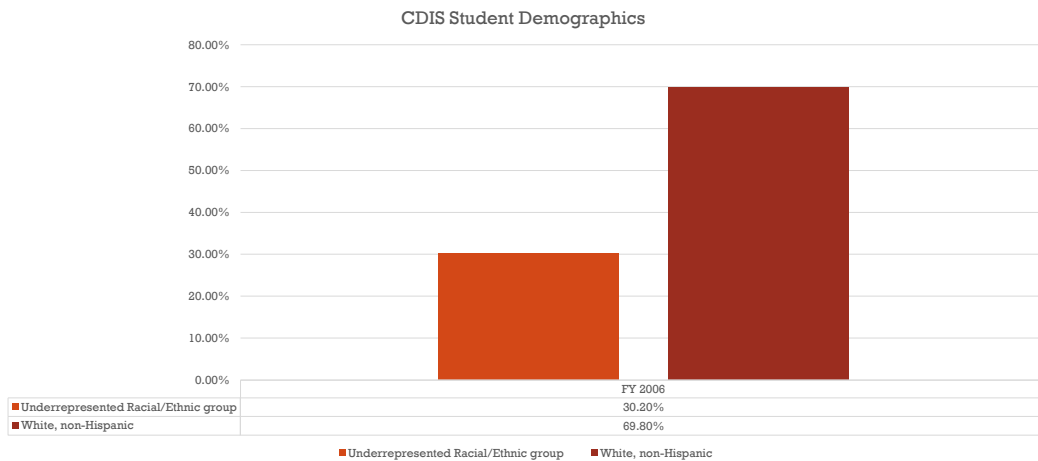


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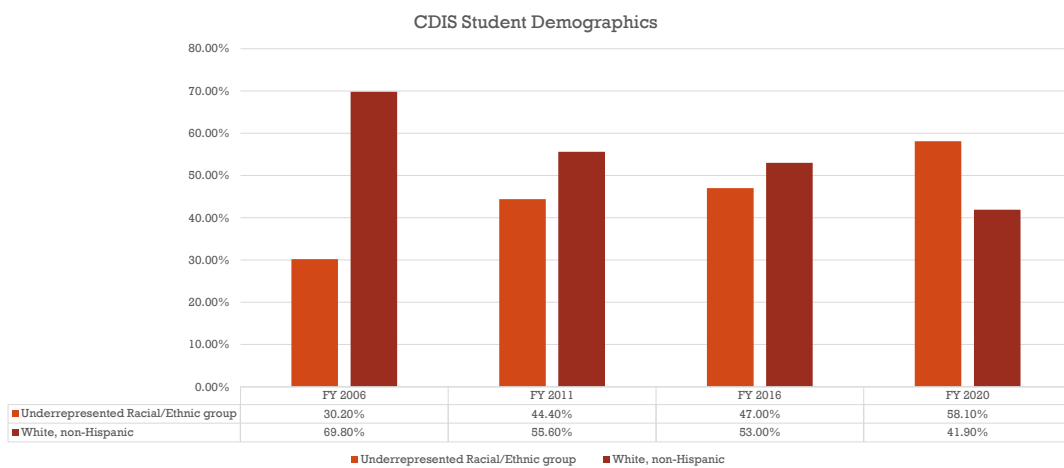
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HOW IT STARTED



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HOW IT'S GOING



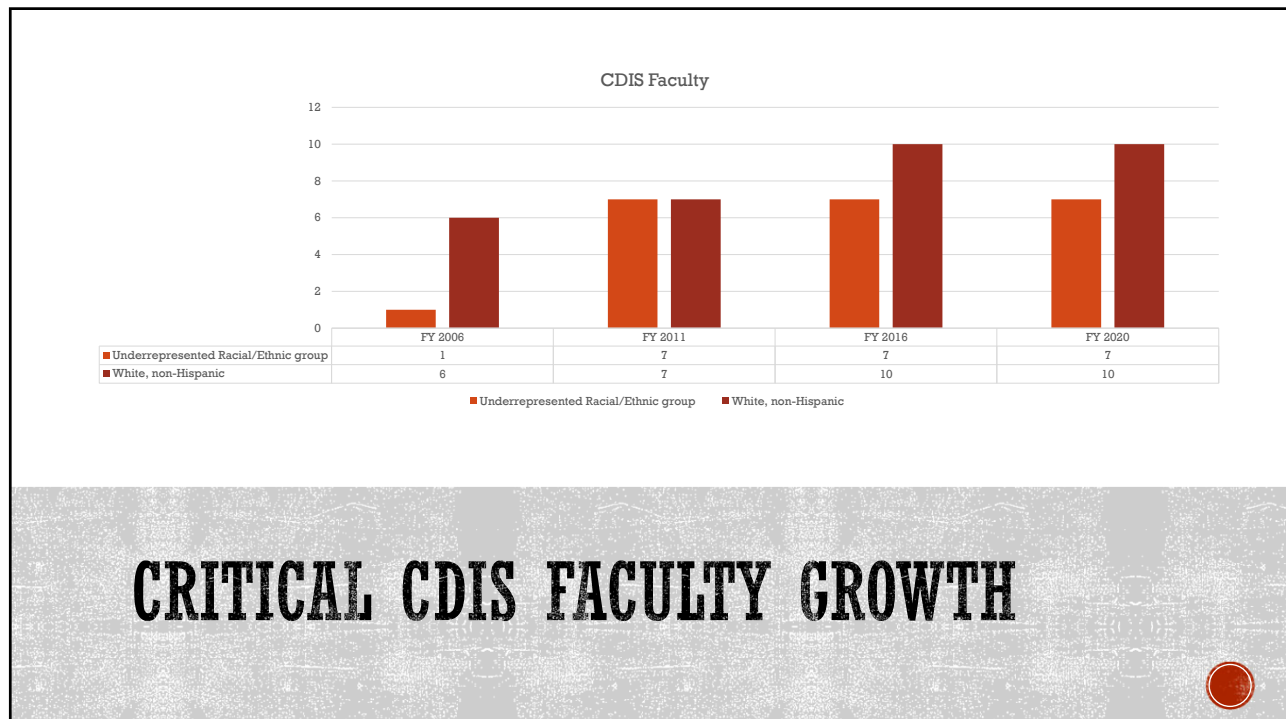
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INITIAL CHALLENGES

- Small faculty
- Rather homogenous profession nationally
- Poor visibility

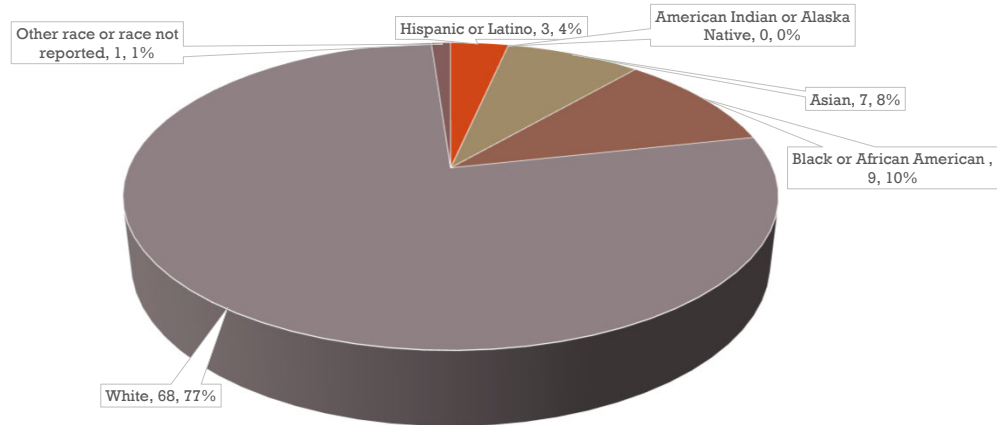


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DOCTORATE RECIPIENTS, SPEECH-LANGUAGE PATHOLOGY & AUDIOLOGY: 2019



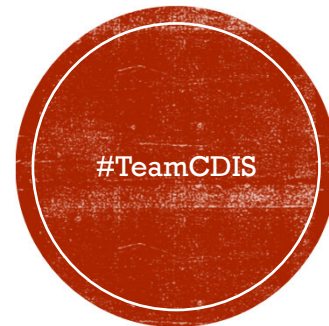
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INITIAL STRENGTHS

- Accreditation
- Clinical reputation
- Strong staff support
- Institutional support
 - Target of Opportunity
 - Start-ups

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FACULTY RECRUITMENT/RETENTION



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RECRUITING TALENTED FACULTY

- Faculty Development
- Read
- Look in the mirror & shine a light
- Doc students
- Hiring matrix
- Diverse orgs/outlets in your field
- Go look!
- Campus Visits



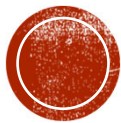
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RETAINING TALENTED FACULTY

- No bait and switch
- Personnel Committee
- Reduce service
- Support teaching
- Support scholarship
- Recognize and respond to microaggressions



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GOOD LEADERSHIP REQUIRES
YOU TO SURROUND YOURSELF
WITH PEOPLE OF DIVERSE
PERSPECTIVES WHO CAN
DISAGREE WITH YOU WITHOUT
FEAR OF RETALIATION.

Doris Kearns Goodwin

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WHO ARE YOUR "GOOD" STUDENTS?

- Traditional definition
 - Top grades and top clinical ratings
 - Restrictive

- Strengths-Based definition
 - Good students are those making appropriate progress through the program
 - Expansive
 - Considers the social determinants of performance in grad school



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DIVERSIFY YOUR APPLICANT POOL

- Drop standardized testing requirements permanently
- Advertise widely
- Offer an online introduction
- Showcase current students
- Update your website
- End result: Admit talented students from a variety of backgrounds



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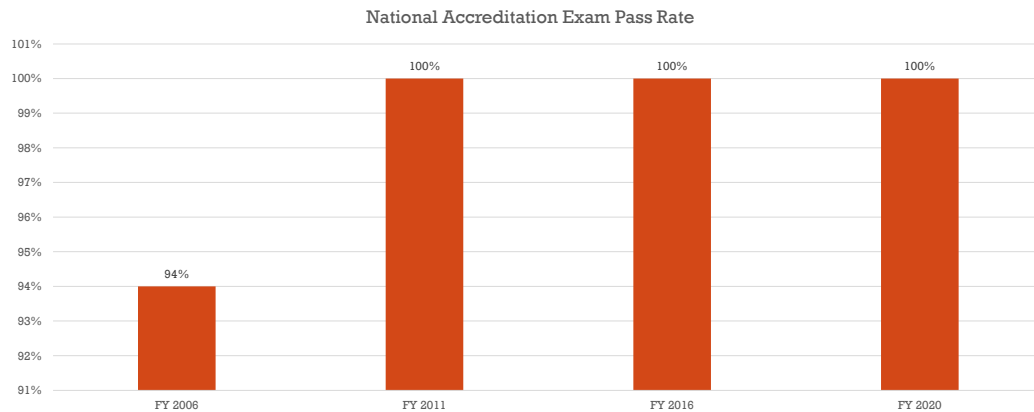
THE STANDARDS QUESTION

- What will happen to your program when you "lower your standards"?
- Our response:
 - Ask yourself why dropping standardized test scores is "lowering standards"
 - Replace scores with multiple tools
 - Letters of recommendation
 - Statements of purpose
 - Resumes
 - Interviews
 - UG GPA etc.



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THE CRE QUESTION ANSWERED



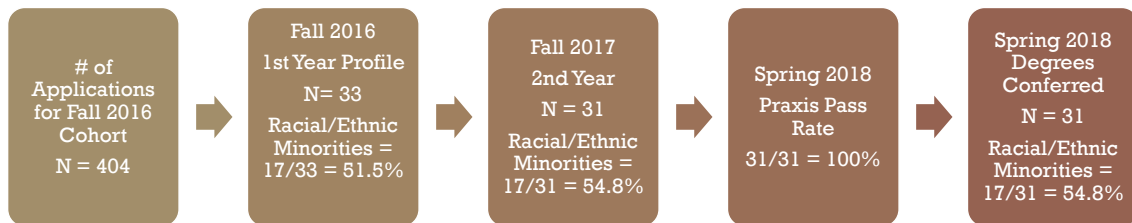
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STRENGTHS-BASED ADVISING

- Traditional advising often deficit-based
 - Demoralizing for the student
 - Results in reduced engagement
 - Students may "**actively avoid and resist** the very services designed to help them overcome their deficits" Schreiner & Anderson, 2005, p. 21
 - Vicious cycle of low expectations/low performance
- Strengths-based advising
 - What are you best at?
 - Discover and develop student talents

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2016-2018 COHORT



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REDUCE ATTRITION RISKS FOR STUDENTS

- Expect success
- Promote success
- Encourage access to/use of University resources by all
- Offer equity in opportunities
- Normalize Faculty/Student interactions
- Small group activities
- Student mentoring
- Alumni

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GROW YOUR OWN

- Educate about graduate school early
- Share the mentoring responsibility widely among the faculty
- Individual discussions on where and why to apply
- Be clear about recommendation letters



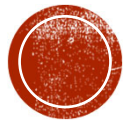
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BUILD ALUMNI CONNECTIONS

- Guest lectures
- Spotlight accomplishments
- Externships
- Mentoring
- Marketing
- Bonus: University Advancement



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WHAT NOT TO DO

Lessons learned....

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RESOURCES

- **GRE Not Required:** A running list of PhD programs that cut the cord
<https://grenotrequired.com/>
- Linder, C., Harris, J. C., Allen, E. L., & Hubain, B. (2015). Building inclusive pedagogy: Recommendations from a national study of students of color in higher education and student affairs graduate programs. *Equity & Excellence in Education*, 48(2), 178-194.
- Moneta-Koehler, L., Brown, A. M., Petrie, K. A., Evans, B. J., & Chalkley, R. (2017). The limitations of the GRE in predicting success in biomedical graduate school. *PloS one*, 12(1), e0166742.
- Schreiner, L. A., & “Chip” Anderson, E. (2005). Strengths-based advising: A new lens for higher education. *NACADA Journal*, 25(2), 20-29.
- Soria, K. M., Laumer, N. L., Morrow, D. J., & Marttinen, G. (2017). Strengths-based advising approaches: Benefits for first-year undergraduates. *NACADA Journal*, 37(2), 55-65.



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