



Faculty and Students of Historically Disadvantaged Groups: Considerations for Inclusion

Derek E. Daniels, Ph.D., CCC-SLP
Wayne State University

Kerry Mandulak, Ph.D., CCC-SLP
Pacific University



Disclosures

- Dr. Derek Daniels
 - I receive a full time salary for employment at Wayne State University
 - I have no relevant non-financial disclosures to report
- Dr. Kerry Mandulak
 - I receive full time salary for employment at Pacific University, and I received an honorarium + travel expenses to present at MSHA
 - I am the co-chair of the CAPCSD DEI Committee and have served as co-guest editor for the AJSPLP Special Forum focused on Diversification of the Workforce, as well as the guest editor of the SIG 10 Special Forum on Holistic Review for Graduate Admissions: Considerations and Starting Conversations

Learning Outcomes

- Participants will identify barriers that faculty and students of historically disadvantaged groups can face in academic and clinical settings.
- Participants will learn how intersectionality can affect the experiences of students and faculty.
- Participants will identify solutions to creating inclusive environments for students and faculty of historically disadvantaged groups.

Positionality Statement

- Dr. Derek Daniels
 - I am a BIPOC faculty member with additional marginalized identities.
 - I am still a work in progress.
 - I don't have all the answers.
 - I still have a lot to learn.
- Dr. Kerry Mandulak
 - I am a white, cisgender woman who has ADHD / neurodivergency.
 - I agree with Derek! I am a work in progress, I don't have the answers, and I certainly have so much to learn!
 - I want to support my BIPOC colleagues and students.
 - I will likely make mistakes but am committed to listening and learning.

Diversity, Equity, Inclusion

- Diversity - Refers to variety or differences, and can be used with respect to many characteristics or identities.
 - What different types of students or faculty do I have (with respect to race, gender, sexual orientation, ability, nationality, etc.)
- Inclusion - Refers to how welcoming an environment feels.
 - What experiences do students or faculty have within this environment? Who feels welcome and who feels left out?
- Equity - Refers to providing individuals with the resources that they need to be successful. Some individuals may need more resources than others.
 - Who may be starting out at a disadvantage, and how can I provide them with resources to make the playing field more level?

Diversity within ASHA ...

- Demographic data from the “2019 Member and Affiliate Profile”:
 - ASHA represents 201,737 CSD professionals
 - Audiologists (13,610 members)
 - Speech-Language Pathologists (181,628 members)
 - Speech, Language, and Hearing Scientists
 - ...With respect to gender: 3.7% of speech-language pathologists are male
 - ...With respect to race: 8.3% of ASHA members and affiliates identify as racial minorities
 - ...With respect to age: 30.7% of ASHA members and affiliates are individuals who are 34 years of age or younger.

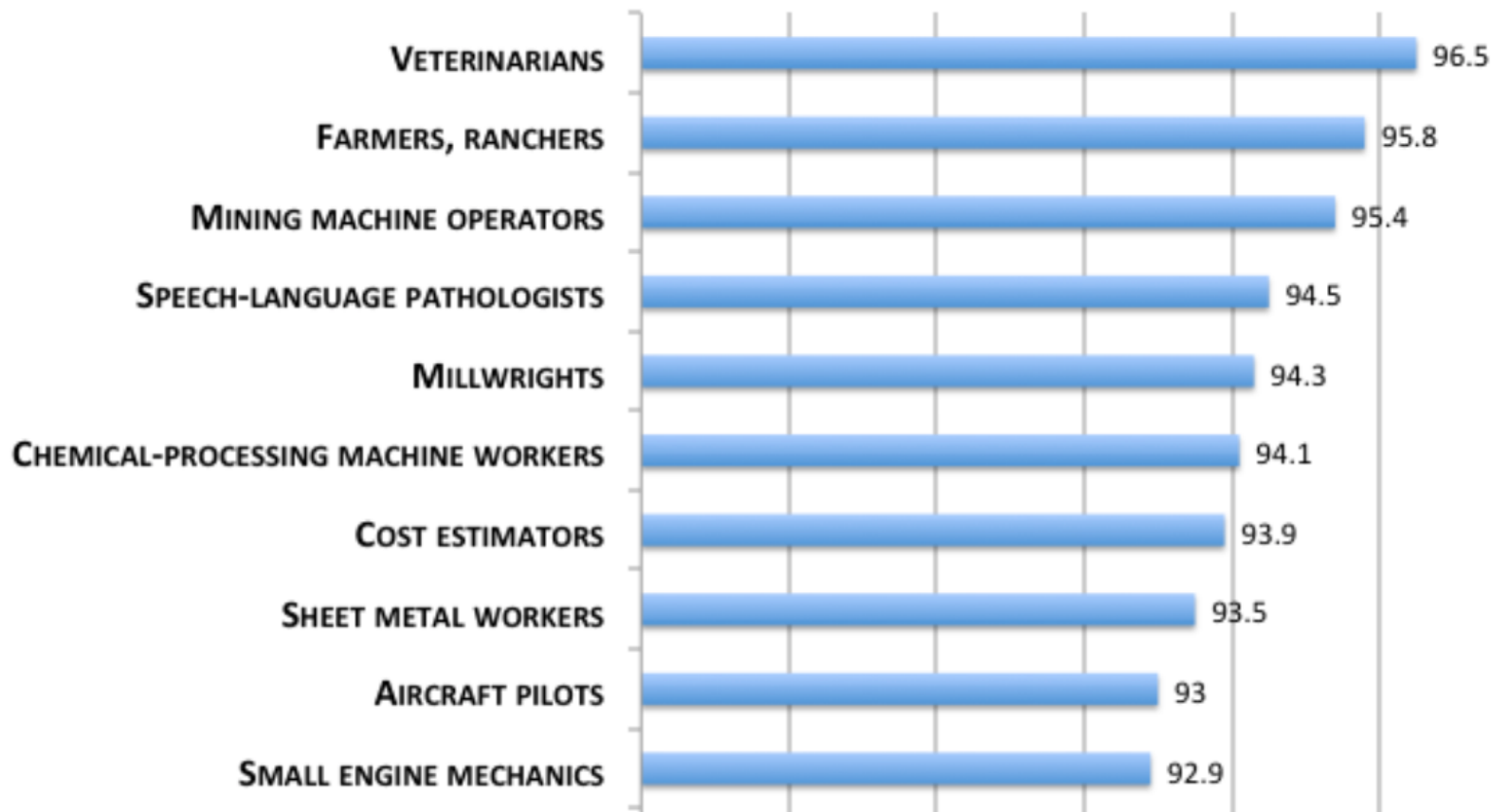
BUSINESS

The 33 Whitest Jobs in America

Every occupation that's more than 90 percent white, according to the BLS, including vets, CEOs, and private detectives.

DEREK THOMPSON NOV 6, 2013

%White



Exercise 1

- Think about a time(s) when you felt left out. Think about a time(s) when you may have concealed or adjusted a part of yourself. How did those experiences make you feel?

Exercise 2

- Think about a time(s) when you felt included. Think about a time(s) when you felt free to express yourself. How did those experiences make you feel?

Derek's Personal Reflection

- Undergraduate experience
- Graduate experience
- Professional work experiences

- Common Themes
 - Mentorship
 - Resources
 - Connections



Cultural Competence and Cultural Humility

- We not only seek to learn about the culture(s) of others (cultural competency), but we also reflect upon our own culture(s) (cultural humility).
- Cultural humility requires us to be aware of how our personal biases might impact our interactions with others.
- This process is always ongoing.

Gender Minority Stress Model

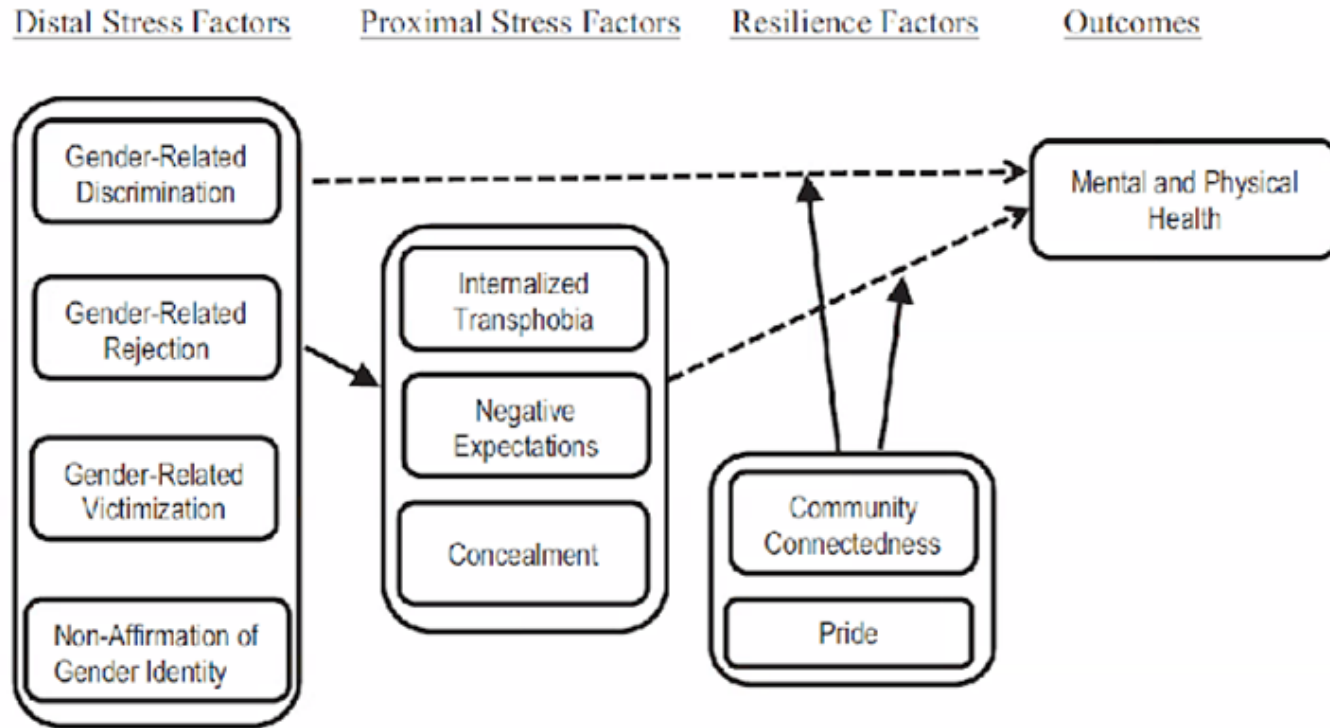


Figure 1. Minority stress and resilience factors in transgender and gender non-conforming people. Dashed line indicates inverse relationships.

Meyer's Minority Stress Model for LGB, adapted for gender minorities by Testa et al. (2014)

Intersectionality

- Term originated in 1989 by Kimberle' Williams Crenshaw when writing about the experiences of Black women.
- We are privileged by some identities and disadvantaged by others
- Individuals can experience overlapping discriminations.

Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics

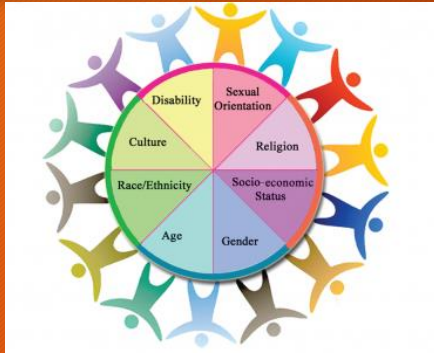
Kimberle Crenshaw†

Crenshaw, Kimberle. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics," University of Chicago Legal Forum: Vol. 1989: Iss. 1, Article 8.



<https://curriculum.law.ucla.edu/guide/Bibliography/47>

Cultural Diversity and Intersectionality



Cultural
Diversity -
different
cultures



Intersectionality
- overlapping
discriminations

WHEEL OF POWER/PRIVILEGE



Adapted from ccweb.ca

@sylviaaduckworth

Social Location Map

Click the link above ^^
to see the entire handout













































Social location map



Remember that these categories are social constructions, so they are completely arbitrary. For the simplicity of the map, each category is VERY oversimplified and presented in binary ways, erasing the complexities of all of them. For now, we're going to start simple to get our heads around the concepts before we bring in the complexity, but be aware that there is a lot of GREY that is erased in the black and white.

Sometimes you may not fit neatly into either category, that's ok. The list is not complete, but it lets us start a conversation about patterns that will be useful for discussing other identities.

Targets 	Agents 	Visible	Non-visible	Add-up	Cut-off
Woman	Man				
Homosexual, bisexual, pansexual, Asexual	Heterosexual				
Transgender, non-binary, intersex	Cisgender				
With a "disability"	Temporarily able-bodied				
Neurodivergent (Depression, Autism, ADHD, Schizophrenia, Bipolar D., Borderline P.D. etc)	Neurotypical				
Person of color	White				
Dark skin	Light skin				
Indigenous (Native American)	Descendant of colonizing group				
Low income/ Working class	Middle/upper class				
1 st generation college graduate	Descendant of college graduates				

Higher Education Considerations

- Students with marginalized identities come to the college classroom with pre-determined assumptions about abilities.
- It was easier for students to recognize where they lacked privilege.



NADOHE
National Association of Diversity Officers in Higher Education

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Undergraduate Students' Perceptions of Diversity Over Time

Molly J. Dingel
University of Minnesota Rochester

Starr K. Sage
University of Saint Thomas, Saint Paul



THE PRIVILEGED POOR

**How Elite Colleges Are Failing
Disadvantaged Students**

ANTHONY ABRAHAM JACK

Higher Education Considerations

- Retention in the STEM disciplines
- Microaggressions
- Racially-motivated or LGBTQ+ hate crimes
- Connections to community

Dwivedi (2018)

- Conducted a qualitative study on the experiences of undergraduate students of color.
- Findings included themes related to financial stability, support, and identity.

Eastern Michigan University
DigitalCommons@EMU

Master's Theses and Doctoral Dissertations

Master's Theses, and Doctoral Dissertations, and
Graduate Capstone Projects

2018

The experiences of undergraduate students of color
in the field of speech-language pathology

Charu Dwivedi

Rightful Presence (Barton & Tan, 2020)

SOCIAL JUSTICE lens for
what we are doing in the
classroom

Beyond Equity as Inclusion: A Framework of “Rightful Presence” for Guiding Justice-Oriented Studies in Teaching and Learning

Angela Calabrese Barton¹  and Edna Tan²

Acknowledging injustices and restoring justice by changing our practices

Equity as inclusion ... there are limits

- Power dynamics
- Patriarchy and whiteness - making justice / injustice VISIBLE

Diversity in the classroom (Lo, 2020)

Diversity

- What do instructors recognize as features of diversity in the classroom?

Instructor Mindset

- Underlying beliefs about student intelligence

Legitimized membership in higher education

- How instructors position students within higher education

Teaching

- How diversity impacts instructors' approach to teaching

Learning

- How diversity impacts instructors' approaches to learning

Diversity in the classroom (Lo, 2020)

Diversity

- Racial, ethnic, gender diversity
- Ideologies, abilities, perspectives
- Lived experiences

Legitimized member of higher education

- Newcomer or outsider?
- Guest-host relationship

Rightful presence

- Inviting students in
- Recognizing their expertise

Diversity in the classroom (Lo, 2020)

Three conceptions of diversity

	Conception I	Conception II	Conception III
Diversity	Demographics	Ideologies, abilities, and perspectives	Lived experiences
Legitimized membership	Newcomer or outsider	Guest-host relationship	Rightful presence
Instructor mindset	Fixed	Growth deficit	Growth asset
Teaching	Equality	Accommodations	Intentional implementation
Learning	Irrelevant or impediment	Strengths and weaknesses	Reciprocity

“

We cannot shape curricula that are divorced from lived experience. We cannot view knowledge as something to simply be handed out in “lifeless and petrified” chunks, for the recipients to do with as they will. We cannot envisage learning as a process in which content is simply passed from instructor to student in merely instrumental and transactional fashion. We cannot conceive of students, or allow them to conceive of themselves, as passive spectators. Instead, we should be approaching teaching and learning with a vision of students as dynamic and evolving co participants (Gannon, 2020).

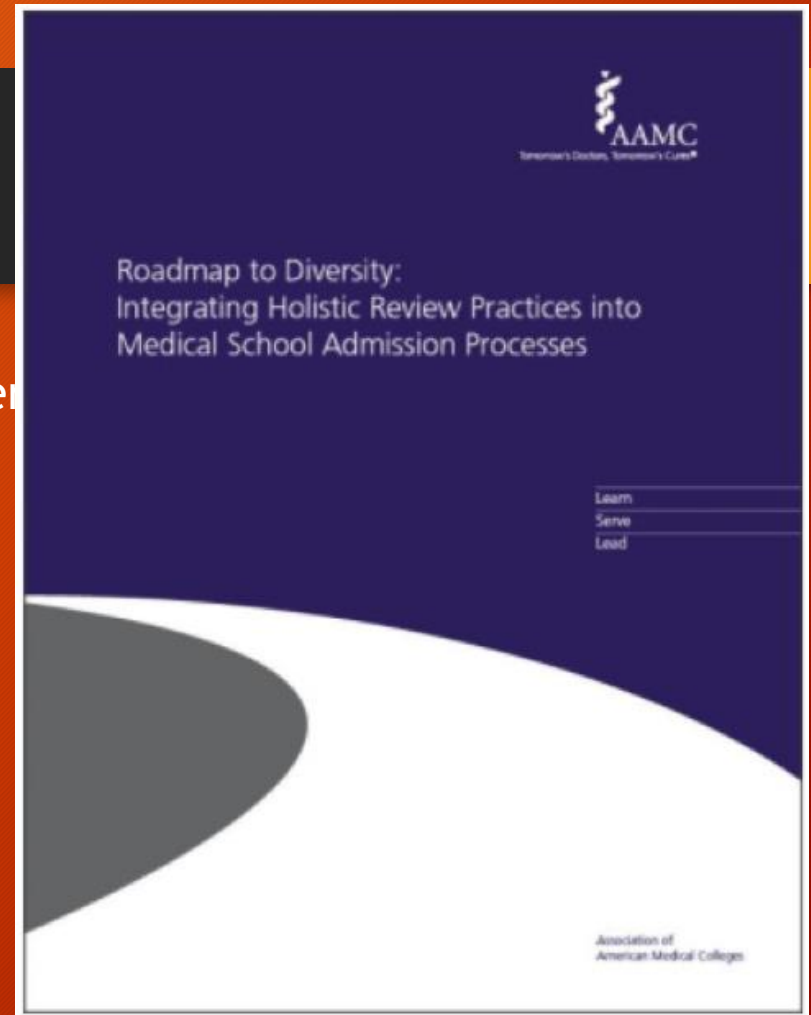
AAMC Holistic Review Framework (2020)

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

Holistic Review // Holistic Admissions

FLEXIBLE, individualized way to consider
providing **balanced** consideration to ...

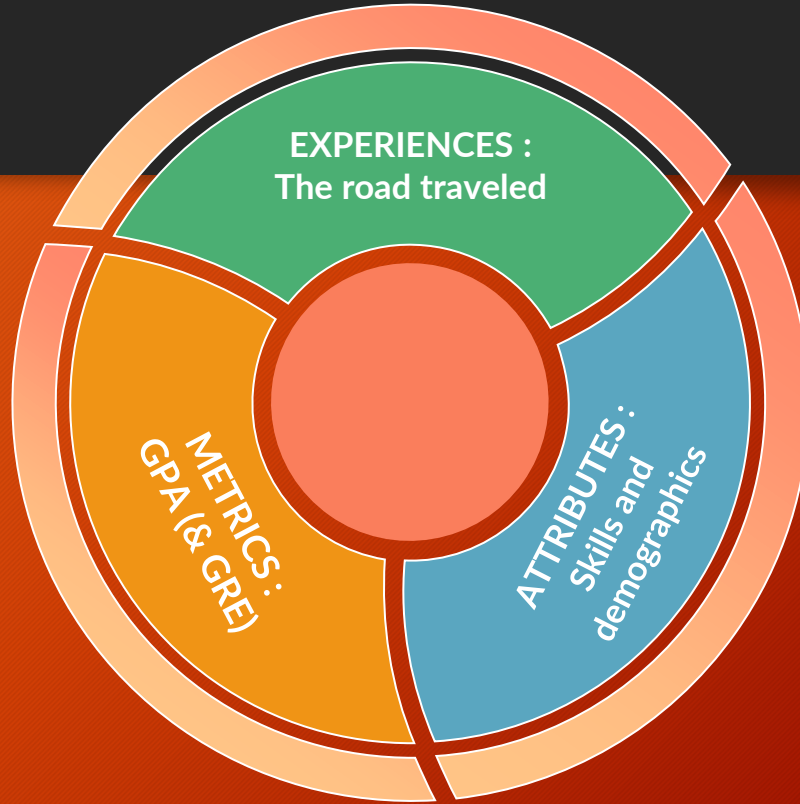
- EXPERIENCES
- ATTRIBUTES
- METRICS



Contributions as a STUDENT but also a PROFESSIONAL

Broad range of factors

Goal : Diverse,
inclusive student body
who will be poised to
address the many
needs facing our
workforce



Evidence for Holistic Review

UU HEALTH study (2014)

Leaders from 91 percent of the schools stated that holistic review had a positive impact on the school, including increased diversity; admission of students who are better prepared for success in the profession; admission of students who have faced barriers to success in their lifetimes and who would have been excluded under traditional admissions processes; and increased awareness of and sensitivity to diversity among admissions committee members.

The Case for Holistic Review in CSD

What are our overall goals ... really?

- Successful graduate student
- Successful graduate clinician
- Successful clinician contributing to our field who also represents the communities we serve

BEST FIT for any program, led by program V/M/V

Consider criteria that promote diversity & equity

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.

Non-cognitive variables

- Positive self-concept or confidence
- Realistic self-appraisal
- Understands or deals with racism (or other -isms / systems)
- 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

[Sedlacek : Open access resources](#)

Matthews and Daniels (2019)

- Conducted case-studies of four male speech-language pathology graduate students.
- Findings indicated themes related to:
 - Study group dynamics
 - Social group dynamics
 - Client-clinician interactions
 - Need to connect with other males in the field



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Article 2

2019

The Gendered Experiences of Male Students in a Speech-Language Pathology Graduate Program: A Multi-Case Study

Jairus-Joaquin R. Matthews
University of West Georgia, jmatthew@westga.edu

Derek E. Daniels
Wayne State University, dedaniels@wayne.edu

Perspectives and
Reflections from
Colleagues on Being
Underrepresented

Feelings of Isolation

- You're the only one, or one of few, students or faculty in your department
 - With respect to race
 - With respect to sexual orientation
 - With respect to gender identity
- Fewer opportunities for connection
- Seek connections outside the department

Difficulty Finding Mentors and Opportunities

- Having to go outside of your department to find mentors
- Not knowing about scholarship or mentoring opportunities for students of color
- Not knowing about resources

Handling Implicit Biases

- Being perceived as meeting a quota
- Being the representative for your culture
- Biases toward professional style or dress
 - Hair
 - Clothes
- Aptitude is perceived as “less than”

Handling Microaggressions

- Being asked by others if you're in the right place
- Being the cultural informant
- Assuming that only faculty of color can teach courses on multiculturalism
- Not perceiving support from other faculty - everyone should do the work
- Being aware that sometimes students can experience microaggressions from clients and families

Student Stories: Microaggressions in Communication Sciences & Disorders (Abdelaziz et al., 2021)

Cultural Adjustments

- Making constant cultural adjustments to fit in.
 - *“From a student standpoint, as a Black male in a predominately White field, I recall having to assimilate a great deal to norms and customs that were not my own. I felt I lacked the social and cultural capital other students possessed and I didn't know how to overcome that. However, despite other students being more advantaged than I, this helped me persevere. That's the bright side, I guess. The other side that is more illuminated is how our institutions have a lot of work to do in becoming socially just and equitable.” (Colleague 1)*
 - *“Constant code switching can be exhausting.” (Colleague 2)*

Inclusion and Infusion

Where are you in this picture?



ABCs of Inclusive Leadership – Beverly Daniel Tatum

- A = Affirming Identity
 - Who is included?
 - Who is missing?
- B = Building Community
 - Efforts to create ties among everyone
- C = Cultivating Leadership
 - Training the next generation of professionals

NATIONAL BESTSELLER

"An unusually sensitive work about the racial barriers that still divide us in so many areas of life." —Jonathan Kozol

WHY ARE ALL THE BLACK KIDS SITTING TOGETHER IN THE CAFETERIA?

And Other
Conversations
About Race

Revised and Updated

TWENTIETH
ANNIVERSARY
EDITION

Beverly Daniel Tatum, PhD

Beverly Daniel Tatum - ABCs of Inclusive Leadership

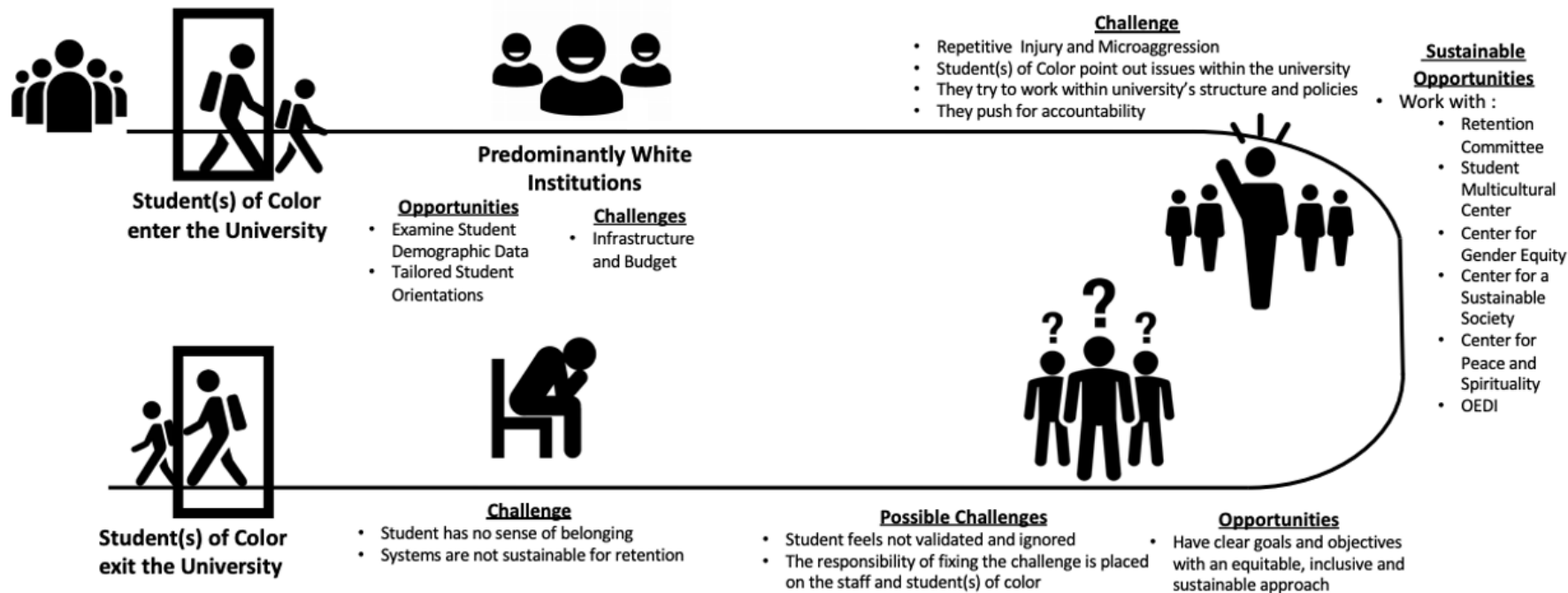


Raising Awareness and Visibility

- Department mission statements
- Course syllabi statements
- Department committees on diversity, equity, and inclusion
- Anti-discrimination magnets or stickers
- Posting flyers and events throughout the department that advertise a broad range of campus and community activities:
 - PRIDE week, Coming Out week, Black History Month
 - Student organization groups
 - Faculty constituency groups
- Advertising scholarships and mentoring programs (University, ASHA, CAPCSD)
 - ASHA's Minority Student Leadership Program

A SUSTAINABLE ENVIRONMENT TO SERVE STUDENTS OF COLOR

The "Challenges And Opportunities" Students Of Color Face In Predominantly White Institutions



Person of Color *: The term "person of color" (plural: people of color, persons of color; sometimes abbreviated POC) is used primarily in the United States to describe any person who is not white. The term encompasses all non-white people, emphasizing common experiences of systemic racism.

Predominantly White Institution (PWI) ** is the term used to describe institutions of higher learning in which Whites account for 50% or greater of the student enrollment.

Infusion of Diversity into Courses

Multicultural Constituency Groups

Multicultural constituency groups (MCCGs) are allied/related professional organizations that are independent of the American Speech-Language-Hearing Association. Each MCCG focuses on an identified population and addresses the client/patient/professional/student perspective of that population. Through both individual and collective efforts, the MCCGs recruit professionals; promote cultural competence and improvement in the quality of speech, language, and hearing services; promote research and knowledge related to identification, diagnosis, and treatment; support students; advocate at the local, state, and national levels for consumers; encourage leadership and engagement in professional and related issues, provide professional support and networking opportunities; and disseminate information and resources. ASHA provides information on these organizations here as a resource for members and/or the public. ASHA provides no financial support to these organizations.

<https://www.asha.org/practice/multicultural/opportunities/constituency/>

ASHA Multicultural Constituency Groups

- Asian Indian Caucus
- Asian Pacific Islander Speech-Language-Hearing Caucus
- Haitian Caucus
- Hispanic Caucus
- L'GASP - GLBTQ
- National Black Association for Speech, Language, and Hearing
- Native American Caucus

Infusion of Diversity into Courses

- “Get to know” you assignments
- Make students aware of ASHA multicultural constituency groups in undergraduate introductory courses
- Join a multicultural constituency group - they are for everyone
- Diversity course reading content
- Encourage involvement in research projects and presentations
- Don't downplay research projects and research papers that address diverse populations.
- Create opportunities for students to meet each other

Inclusive Teaching Methods

Transparent Teaching

(TILThighered.com)

- “To make learning processes explicit and equitably accessible for all students”
- “SMALL adjustment (tilt) rather than a massive revision”
 - “Boosting all students’ self-awareness of their learning processes”
- INTENTIONAL, inclusive teaching strategy
 - High impact + equitable
- Confidence, belonging, metacognitive awareness of skill development

TRANSPARENT TEACHING

TASK

- Description

PURPOSE

- Rationale

CRITERION

- How it’s graded / assessed / feedbacked
- Examples of successful work



INSTRUCTIONS: Please print this file (7 pages total, including this cover sheet), and staple papers together in the top left corner. You may print 1 or 2-sided, but please do not use pens or markers that bleed through if you print two-sided. I suggest you use colored pencils for coloring, and use different colors for different structures. Please do not add report covers or use odd-sized paper.

- For the first two images of the respiratory framework, you will need to draw or trace (onto this paper) the framework of the thorax. Drawings do not need to be “artistic” – drawing the structures can help you understand how they inter-relate. If you’re averse to drawing, you may also trace images from class resources, but please do **NOT** use tracing paper (too hard to give feedback). You get points for each correct structure, plus points for making *clear* drawings.
- For the remaining four images of the respiratory system, you are to color in the various structures and provide an unambiguous, clear label of each structure listed. You get points for each correct item.

Anatomy is all about attention to detail and precision. Make sure you know the boundaries of each structure, and clearly label each structure precisely. See me early and often with any questions. 😊

B

E

F

O

R

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R

PURPOSE: This assignment is meant to allow you another way to practice learning the names and locations of the many different structures we discuss in class. Drawing and coloring may help you visualize where and how the structures are related. Labeling the structures gives you another opportunity to practice finding the terms and then writing them down before you have to do it on a module quiz. You will be honing your skills with respect to **precision and attention to detail**, which can help you be successful in this type of course.

TASK:

1. Print this file (7 pages total, including this cover sheet). I would recommend 1-sided, just in case you use pens or markers that might bleed through.
2. For the first two images of the respiratory framework, you will need to *draw* or *trace* the framework of the thorax. No artistic skills needed!
3. For the remaining four images of the respiratory system, please *color* in the various structures and provide a *label* for each structure.
4. You have permission to ask any and all questions you might have, including any time you have trouble locating or determining an exact boundary for the structure. I am here to assist you and help you practice.
5. ***HINT*** Do not wait until the end of the module to complete these drawings! Complete each page or two as we complete them in class. That way you can ask questions as we go.

BEFORE

+ Grading:

Page	Points Earned	Points Possible
1. Anterior View of Thoracic Cavity		20
2. Lateral View of Thoracic Cavity		10
3. Anterior View of the Lungs and Airways		24
4. Anterior View of the Major Muscles of Inhalation		24
5. Anterior View of the Thoracic Muscles of Exhalation		12
6. Anterior View of the Abdominal Muscles of Exhalation		10
Total		100

A F T E R

GRADING:

You get points for each correct structure, for making clear drawings, and for providing accurate labels for the structures.

Page	Points Earned	Points Possible
1. Anterior View of Thoracic Cavity		20
2. Lateral View of Thoracic Cavity		10
3. Anterior View of the Lungs and Airways		24
4. Anterior View of the Major Muscles of Inhalation		24
5. Anterior View of the Thoracic Muscles of Exhalation		12
6. Anterior View of the Abdominal Muscles of Exhalation		10
Total		100

Increasing Presence

- Actively seek out workshops and seminars
- Pro-active student groups
- Flexible office hours and advising appointments
- Check in with other faculty colleagues

Exercise

- What are some areas in your own practice (as a student, faculty member/instructor, or supervisor) that you think need addressing?
- Think about some ways where you can foster diversity, equity, and inclusion as a student, faculty member/instructor, or clinical supervisor.
- What populations or groups do you want to learn more about, and how can you make that happen?

A charge to me

To Derek: You have been my teacher today, instructing me in the importance of deep honesty and possibilities, reminding me that 'habits of survival' have hallways not travelled, and (this is the important part) you survived so you can liberate those voices humanity needs recorded.

Please write us all out of our boxes

Be there for the young ones ahead

Replace me in the classroom

-Dr. Kesho Y. Scott
Grinnell College
Undergraduate advisor and mentor

