



2022

Student Voices from a Student- and Faculty-Led Diversity, Equity, and Inclusion Committee

Mary C. Wofford

Western Carolina University, mwofford@wcu.edu

Thales De Nardo

Western Carolina University, tdenardo@wcu.edu

Amy Rose

Western Carolina University, ajrose@wcu.edu

See next page for additional authors

DOI: 10.30707/TLCSD6.3.1664996985.134075

Follow this and additional works at: <https://ir.library.illinoisstate.edu/tlcsd>



Part of the [Speech Pathology and Audiology Commons](#)

Recommended Citation

Wofford, Mary C.; De Nardo, Thales; Rose, Amy; Carlisle, Yelena; Fasanello, Nicholas; Himelein-Wachowiak, Emma; Kerr, Karis; and Whiteside, Helen (2022) "Student Voices from a Student- and Faculty-Led Diversity, Equity, and Inclusion Committee," *Teaching and Learning in Communication Sciences & Disorders*: Vol. 6: Iss. 3, Article 6.

DOI: 10.30707/TLCSD6.3.1664996985.134075

Available at: <https://ir.library.illinoisstate.edu/tlcsd/vol6/iss3/6>

This Scholarly Teaching is brought to you for free and open access by ISU ReD: Research and eData. It has been accepted for inclusion in Teaching and Learning in Communication Sciences & Disorders by an authorized editor of ISU ReD: Research and eData. For more information, please contact ISURed@ilstu.edu.

Student Voices from a Student- and Faculty-Led Diversity, Equity, and Inclusion Committee

Abstract

Speech-language pathologists and audiologists have recognized an increased need for discussions surrounding diversity, equity, and inclusion (DEI) in the profession. The purpose of this work is to describe one evidence-informed approach to forming a departmental student- and faculty-led committee at a university and to highlight participant student voices from the committee. The committee's formation, organization, and activities are discussed from the perspectives of its members.

Keywords

diversity, equity, inclusion, higher education, communication disorders

Cover Page Footnote

Correspondence concerning this article should be addressed to Mary Claire Wofford, 165 Health and Human Sciences, 3971 Little Savannah Rd, Cullowhee, NC 28723 or at mwofford@wcu.edu.

Authors

Mary C. Wofford, Thales De Nardo, Amy Rose, Yelena Carlisle, Nicholas Fasanello, Emma Himelein-Wachowiak, Karis Kerr, and Helen Whiteside

Our society grows increasingly diverse, but the composition of the field of communication sciences and disorders (CSD) does not match the same pace of change (American Speech-Language-Hearing Association [ASHA], 2021a, 2021b). In response to persistent health inequities among minoritized groups and a call to confront systemic racism and lack of representation in CSD (Ellis & Kendall, 2021), many departments are responding with an increased emphasis on teaching culturally responsive practices in undergraduate and graduate training (Guiberson & Vigil, 2021; Stockman et al., 2008). While increasing efforts indicate progress, many students and faculty express there is a continuing need to discuss topics related to Diversity, Equity, and Inclusion (DEI) in high accountability, low judgment spaces. The purpose of this work is to: (a) describe one evidence-informed approach to forming a departmental student- and faculty-led committee at a university and (b) highlight student voices from the committee.

To provide recommendations about DEI committees, we must first recognize workforce and preparation trends in the field of CSD. Data from the last decade demonstrate a largely monolithic (e.g., female, White, non-Hispanic/Latino, English-monolingual) workforce among speech-language pathologists (SLPs) and audiologists (ASHA, 2021a, 2021b). Students in CSD increasingly participate in specialized coursework (Preis, 2008), seek additional opportunities to work with underrepresented clinical populations (Quach & Tsai, 2017), form “counterspaces” where students of color can network and engage with one another (Mayes et al., 2020), and seek increased mentorship from a variety of backgrounds among faculty (Mayes et al., 2020; Mohapatra & Mohan, 2021). However, perspectives from faculty of color are underrepresented in the training of SLP students (Horton et al., 2021). Evidence also indicates that efforts toward cultivating and embracing authentic identities can influence the careers of SLPs from culturally and linguistically diverse (CLD) backgrounds (Lowell et al., 2018). The role that institutions historically have held includes dedicated DEI committees that address a variety of issues, including workforce preparation, departmental policies, or development of awareness around DEI concepts. A primary motivation of the DEI committee detailed in this manuscript was to discuss these workforce issues in CSD that may influence service delivery and to encourage and support students with underrepresented identities to enter the field.

What are the common roles of DEI committees in departments?

Given the longstanding inequities across America and the recent advent of DEI initiatives to address these inequities, the discipline of CSD has been actively discussing how to move the field forward on several fronts, including the revision of standards that guide higher education programs in speech-language pathology and audiology (ASHA, n.d.; Mahendra & Visconti, 2021). The Council on Academic Accreditation (CAA) for Audiology and Speech-Language Pathology has revised its standards on diversity effective January 1, 2023, with an emphasis on CSD programs providing evidence that “diversity, equity, and inclusion are incorporated throughout the academic and clinical program, in theory and practice” (CAA, 2022, p.14). Acknowledging and addressing the disparities in CSD academic and clinical programs is critical to the creation of a more positive and inclusive culture in higher education. Salmi and D'Addio (2021) in their article on policies for achieving inclusion in higher education note the importance of inclusive access and that policy changes and non-monetary interventions can make a difference in the removal of barriers for students from under-represented groups. CSD students involved in National Student Speech Language Hearing Association (NSSLHA) have also heeded the call to action for DEI initiatives

with “plans-of-action” added to their 2020-2022 strategic plan; goals include (a) building a strong and diverse membership community, (b) enhancing member understanding and engagement, and (c) facilitating collaboration and growth (NSSLHA, n. d.).

The formation of DEI committees in higher education settings, including CSD programs, can provide a step forward in achieving the goals outlined above by ASHA, CAA, and NSSLHA (Division of Diversity, Inclusion, And Community Engagement at Rutgers University-New Brunswick, n.d.; Lingras et al., 2021). Rutgers Division of Diversity, Inclusion, and Community Engagement has shared a DEI Committee Good Start Guide which suggests four components that DEI committees should include. First, committees need to be clear about the purpose and charge of the committee. Second, they should consider the skills and knowledge committee members have that support the committee in fulfilling its purpose. Next, the committee needs to establish a shared language for keywords and concepts related to the topic. Last, the committee should anticipate that there will be competing ideas and healthy conflict. Similar components are reflected in Lingras et al.’s (2021) six-step process for creating DEI committees at the departmental level:

- Leadership support (i.e., buy-in, financial support and commitment from department leadership)
- Recruitment and membership (i.e., open invitation, representation across roles, meeting format and logistics)
- Purpose and guidelines (i.e., assess current climate and needs, develop mission)
- Long and short-term goals (i.e., cluster activities based on committee charges)
- Communication and collaboration (i.e., visibility, advertise activities and initiatives, collaborate with other groups)
- Ongoing evaluation (i.e., reassessment and future planning)

Subsequently, we briefly discuss the literature that supports the involvement of both students and faculty members in DEI efforts.

What are the advantages of student- and faculty-led initiatives?

The deliberate design of the committee described in this manuscript as a student- and faculty-led approach allowed for all members to be actively engaged in the process of learning. Faculty and students have equal opportunities to contribute to discussions and decision making. The benefits to this joint approach include increases in students’ engagement (Cook-Sather, 2011), enthusiasm about the learning process (Bovill et al., 2011), and greater ownership of one’s education (Cook-Sather & Alter, 2011). Benefits to faculty include an increase in educational collaboration between student and faculty (Cook-Sather, 2015), increase in engagement with students (Cook-Sather & Luz, 2015), and expansion of perspectives that lead to improvements in teaching (Cook-Sather, 2014).

The evidence presented to this point informed the formation of the committee discussed in this manuscript. Subsequently, we present student committee members’ voices that converge with the recommendations and the perceived benefits of committee membership and participation. Student quotes came from four committee members’ written responses to a set of questions about the committee’s activities. The students represented a variety of roles within the committee (e.g., undergraduate and graduate, cohort representative and meeting participant). All students were

participants in the committee from its inception. We begin by describing the composition of the committee and the components of a typical meeting.

Who is involved in the DEI in CSD committee?

The following sections capture the voices of Western Carolina University (WCU) CSD students in both undergraduate and graduate programs who were both student members and cohort representatives. Meetings occurred once monthly via Zoom. Three faculty members and between four and six cohort representatives led the meetings along with an external member who was an alumna of the program. Faculty members volunteered to be part of the committee as they would for other service opportunities at the beginning of the academic year. The committee was comprised of faculty members, the external member, and undergraduate or graduate students in the program, and a variety of racial, ethnic, and linguistic backgrounds were represented among committee members. Meetings were promoted by a faculty member and the cohort representatives. A second-year graduate student cohort representative described the composition of the DEI committee.

The Diversity, Equity, and Inclusion (DEI) Committee within the Department of Communication Sciences and Disorders (CSD) at Western Carolina University provides an opportunity to foster a sense of community connectedness both within the department and across the discipline. The members of the committee range from undergraduate students to graduate students, practicing clinicians to faculty members (many of whom are both). We are made up of students who have been deeply involved in DEI efforts and initiatives at numerous institutions, students who hold a deep passion and curiosity for these important topics, and members who intend to learn with hopes of furthering the mission of the committee in their academic work and clinical practice. Attending meetings and holding a position with the committee as a graduate student representative has been rewarding in many ways. We've been able to network with students and faculty, present on topics that are meaningful to us, share experiences, and learn from others in the most important way we can think of: by actively listening.

Cohort Representatives

The position of cohort representative is designated to one or two students per cohort of students (e.g., junior, senior, first year graduate, second year graduate). Cohort representatives submit their name to the faculty at the beginning of the year to be considered as a spokesperson for their cohort and a representative of the committee to their classes. Students should have a commitment to DEI and be enrolled as a CSD major or graduate student. Two cohort representatives (one graduate, one undergraduate) shared their descriptions of the role of a cohort representative.

The role of the cohort representative is a nominated role that undergraduate or graduate students hold within the committee. These committee members hold the responsibility to facilitate bi-directional communication between the constituent student body and the committee at large, present on topics, create digital signage, and develop plans for future meetings. Fulfilling our communicative responsibility as cohort representatives, we have shared information related to the topics discussed in the meetings, promoted upcoming

events that the committee has identified as occurring at both the university and community level, and advocated for inclusive considerations both in academic and clinical settings.

The role of a cohort representative is also to be a collaborative co-leader among the group. This role requires leadership skills, the ability to communicate and collaborate with other leaders and members of the group, and a strong desire and willingness to learn with and from others. As a cohort representative, it is important to set aside time to conduct research about various topics relating to DEI in the field of CSD, lead committee meetings, and reach out to members of the community to potentially participate in and contribute to committee meetings.

External Member

The DEI in CSD committee also benefits from the perspective of an external member who is an alumna of the graduate program and an SLP of color. She described her perspective on her role in the committee in the subsequent paragraph.

As an external member, my role, I believe, is to represent the "real world". The world wherein we will sit with clients and start forming our own biased thoughts and if left unchecked can have life-altering and damaging effects on them. The world wherein we may sit in meetings and will have to advocate with passion and competence. The world wherein it's sometimes easier to not have these conversations. In these times, if we don't have the tough conversations, sit in our own biases, and work through them (and we all have them), then we will be doing a disservice to ourselves and our clients. We can't keep viewing the world through our myopic lens. We must see the humanity in us all, the bold, complex, and evolving capabilities. When this is done, we fail to do one of the first things we were taught to do, collect baseline data. I often share articles and new information with my mentees. It's quite easy to become complacent with a therapy technique that we have "perfected" and can be adapted for each client. But if we are honest and truly want each client to flourish, then our growth and constant disruption of our comfort zones is a daily challenge that we must meet without any protective armor but with a truly open mind and the willingness to learn things beyond the amount of CEUs we need each Certification Maintenance interval. We have to do the hard work, the good work, the necessary work.

What is discussed in DEI in CSD meetings?

Mission Statement & Meeting Topics. The mission statement of the WCU DEI committee was crafted by the faculty, students, and external member. In each meeting, the committee reviews the mission statement and engages in dialogue about a topic related to DEI. An undergraduate cohort representative contributed the following description of committee meeting formation and topics.

In early committee meetings we discussed how we envisioned the committee would function. We collectively decided on our mission statement and brainstormed topics of interest and possible activities of the committee. First, we discussed the definitions of diversity, equity, and inclusion. Then, once the committee had a working understanding of DEI, cohort representatives began presenting on topics.

Topics included:

- *The homogenous demographics of SLPs and how this trend impacts patient care.*
- *The difference between communication difference and communication disability.*
- *The relationship between identity and language and how certain languages and dialects are stigmatized.*
- *What is lacking in CSD curricula?*
- *Should it be a requirement for SLPs to study a second language?*
- *How is disability represented in the media?*
- *What is the experience of a person of color in the field of Speech-Language Pathology?*
- *What is the importance of using appropriate language when working with and advocating for individuals who have disabilities?*
- *What are the consequences of using stigmatic language against individuals with speech and language differences during intervention?*

Another undergraduate committee member voiced her experience about the committee.

Committee activities that were most engaging for me included creating and contributing to presentations, researching topics I was not very familiar with such as African-American English (AAE), as well as planning for the future of the committee. I also enjoyed connecting with the professors who participated in the committee and learning from them outside of a traditional classroom setting.

Guest Speakers. The WCU DEI committee invites speakers from a variety of backgrounds to speak at monthly meetings. Exploring and reflecting on different perspectives and identities were recommended to increase student engagement and active learning (Cook-Sather, 2015). An undergraduate member of the committee described one such guest speaker.

*At times the DEI in CSD committee has hosted guest speakers. In one committee meeting, Botswanan activist and author of *Wildflower Season* (Ferguson, 2020), Leping Ferguson presented to the DEI committee as a guest speaker. Her presentation informed us how generational, geographical, and gender influences might contribute to how Black individuals interpreted and experienced the killing of George Floyd and the worldwide response to his death.*

Media. The committee members often discuss a piece of media at meetings to gain perspective about particular topics. A graduate member of the committee described her experiences with two pieces of media that most influenced her thinking.

The committee has completed several readings and watched several films related to the topic of inclusion, including the documentary “Code of the Freaks” by Salome Chasnoff (Chasnoff et al., 2020) and the reading “Black Rockette: Perspectives of a Black Female Speech-Language Pathologist in Academia” by Dr. Ianessa Humbert (Humbert, 2020). The DEI committee has helped us immensely by providing us with a safe space to explore issues related to racism, cultural and linguistic bias, lack of diversity, and stigma against disability within our field, as well as allowed me to generate solutions for these issues with our colleagues...Even more importantly, the DEI committee has given us countless opportunities to listen to and read about the experiences of these diverse individuals in our

field, both as speech-language pathology professionals and as clients. In particular, reading about Dr. Ianessa Humbert's perspective on being a Black SLP in academia was impactful. We recall her numerous experiences of within-field racism and her quote about how "diversity is not just about 'getting more,' it's about keeping more and allowing them to contribute in ways that the majority may never have considered" (Humbert, 2020).

Events. A graduate member shared that the committee "encourages its members to participate in a variety of local activities that aim to support and educate the Western North Carolina community on inclusion." Events that the DEI committee has encouraged attendance to include safe zone trainings for increasing awareness to issues of gender and sexuality, on-campus Black Lives Matter demonstrations, and visits to the WCU Cherokee Center. Lectures pertaining to DEI concepts, film screenings, conferences, among other events are researched by committee members and recommended to the group.

Advocacy. The committee activity included advocacy efforts to better prepare students to act in accordance with the role of SLPs according to ASHA's Scope of Practice (2016). In the 2020-2021 academic year, the committee created digital media flyers that circulated in shared spaces across campus to promote the mission of the committee. One graduate student and cohort representative member shared his viewpoint on advocacy within the WCU community.

Creating these flyers was a responsibility held by the cohort representatives. It was important that digital media was specific and explicit, with the intention of inspiring other departments across the university to consider creating a similar committee and expanding our impact. Beyond including information about the committee, digital signage summarized and graphically organized a topic or two discussed in the most recent committee meeting.

Committee Impact on Students

Curiosity. Student reflections contained several themes when discussing how the committee work has influenced students' motivations to learn more. Within the committee's activities and in the production of this manuscript, students expressed how dialogue promoted exploration of their own interests (Cook-Sather, 2011). Two students (one graduate, one undergraduate) shared how committee involvement stimulated their individual interests.

Having the opportunity to present to the committee both independently and as a team has been a really engaging and meaningful experience for us. Not only has this afforded us the opportunity to discuss topics that are of interest, it has also opened up the committee to discussions related to recruitment, retention, and service provision within an inclusive and considerate framework. With the committee's support, we have presented on topics including the portrayal of disabilities in media, the importance of inclusive language from a trauma informed perspective, and the realities of minority speech-language pathologists in a predominately white and heteronormative culture.

Not only are we more informed on topics of CSD and DEI, but we are also more confident, motivated, and skilled in finding information to supplement our degrees. The DEI

committee has grown our interests in DEI into a sustainable curiosity that we expect to stay with us far into our future careers. By serving on the committee, we have met people in the CSD program that we may not have met otherwise and have become better acquainted with people we recognized from our classes. In addition, we have been exposed to podcasts, books, research, and movies that we may not have discovered on our own. Meeting more people in the CSD department and finding new CSD resources has significantly impacted our education.

Leadership. Students mentioned that through their participation in the committee they gained several leadership opportunities. Building strategic and coordinated leadership was one key component of creating diversity committees in higher education (Leon & Williams, 2016). Three students shared their experiences on leadership.

- 1. Before joining the DEI committee, we did not often hear our student peers discussing topics of DEI in candid conversations, which concerned us because we worried that the lack of interest would reinforce a culture of exclusion and lead to cultural blindness. However, the DEI committee has demonstrated that we are not alone in our concerns, and our professors and peers are driven to impact our field positively. Knowing that we are not alone in our values and concerns is a powerful thing. As a result, we have more positive feelings towards our chosen career path, and we better understand how we can be assets to the field.*
- 2. Being cohort representatives and student members has been a rewarding leadership opportunity. This has allowed us to work alongside passionate, considerate, and curious students, clinicians, faculty, and advocates. Furthermore, this has allowed us the opportunity to engage in conversations and presentations within our discipline, with consideration of a focus area we intend to promote in future clinical practice. The information and skills that we have learned from participating in the DEI in CSD committee will help us immensely as we start to gain clinical experience working with diverse populations in speech-language pathology.*
- 3. We have learned the basics of how a committee functions. In addition, the committee format allows undergraduate students to collaborate with graduate students and professors. Working with people who are more advanced in the CSD profession has supported our collaboration and leadership skills and has increased a sense of personal responsibility as aspiring CSD professionals. Topics related to DEI are challenging to discuss. However, SLPs need to talk about DEI topics in professional settings for the DEI committee to fulfill its mission. After serving on the DEI committee, we are better equipped to discuss DEI topics with others in the CSD field and those receiving communication services.*

Vision. Members of the committee have developed a vision for what they believe the role of the committee is in the department and profession. Two students expressed their ideas for how they viewed future efforts of the DEI committee.

- 1. Looking to the future, we see the DEI committee being helpful to the CSD department at WCU and to the field of CSD as a whole in numerous ways. Presently, the profession*

of SLP is among the most white and female dominant professions in the United States (92% white, 96% female) (ASHA, 2021b), and the experiences of those who do not meet these demographics are underrepresented in research and discussion. The DEI committee can continue to highlight these unheard and needed perspectives – both firsthand through students and faculty who are a part of the committee, and secondhand through research and articles. In a field where the diversity of the professionals does not at all reflect the diversity of the patients and clients, it is paramount that students are given an opportunity to explore how we can increase diversity in the field, ethically serve our diverse patient population, and increase our cultural responsiveness.

- 2. Our vision for the DEI committee is to promote personal responsibility, educate on DEI topics, and increase curiosity and motivation in aspiring SLPs. As the committee evolves, we can see the DEI committee becoming involved in community outreach events. For example, committee members could organize services or educational events for underserved communities in the area. Also, we could see the DEI committee becoming involved in advocacy initiatives, such as contacting or visiting our representatives regarding legislation that impacts DEI in CSD. Finally, we hope to share with other departments in our college about our committee and learn what other programs have similar committees so that we can learn from and collaborate with other committees.*

Overall, student comments across the topic areas align with teaching and learning scholarship that promotes creation of spaces for engagement, advocacy, and responsiveness (Alicea & Johnson, 2021). Further, student comments indicated an active exploration of systemic power imbalances in CSD that is vital to developing student's critical lenses on our field (Ellis & Kendall, 2021).

Concluding Remarks

This work presents one collective effort of students and faculty to increase discussions of diversity, equity, and inclusion in a university CSD department over a two-year period. Evidence from the literature base supported student- and faculty-led initiatives and guided expectations about the role of DEI committees. A variety of students as well as an external member of the committee shared their perspectives about the formation of the committee and its mission statement, its composition, and the efforts of the committee in service of facilitating dialogue on topics important to its members. We hope this model may inspire other student- and faculty-led groups to continue the difficult work of promoting diversity, equity, and inclusion in CSD programs.

Disclosures

The authors have no financial or non-financial disclosures.

References

- Alicea, C. C. M. & Johnson, R. E. (2021). Creating community through affinity groups for minority students in communication sciences and disorders. *American Journal of Speech Language Pathology*, 30(5), 2028-2031, https://doi.org/10.1044/2021_AJSLP-20-00342
- American Speech-Language-Hearing Association. (2016). Scope of practice in speech-language pathology [Scope of practice]. www.asha.org/policy/
- American Speech-Language-Hearing Association. (2021a). Member and Affiliate Profile Trends 2001-2021. <https://www.asha.org/siteassets/surveys/2001-2021-member-and-affiliate-profile-trends.pdf>
- American Speech-Language-Hearing Association. (2021b). Profile of ASHA members and affiliates, year-end 2020. <https://www.asha.org/siteassets/surveys/2020-member-and-affiliate-profile.pdf>
- American Speech-Language-Hearing Association. (n.d.). *Standards for accreditation*. Retrieved February 11, 2022, from <https://caa.asha.org/reporting/standards/>
- Bovill, C., Cook-Sather, A., & Felten, P. (2011). Students as co-creators of teaching approaches, course design, and curricula: Implications for academic developers. *International Journal for Academic Development*, 16(2), 133-145. <https://doi.org/10.1080/1360144X.2011.568690>
- Chasnoff, S., Nussbaum, S., Patsavas, A., Rose, J., & Sandahl, C. (2020). Code of the Freaks. USA: Personal Hermitage Productions.
- Cook-Sather, A. (2011). Lessons in higher education: Five pedagogical practices that promote active learning for faculty and students. *Journal of Faculty Development*, 25(3), 33-39.
- Cook-Sather, A. (2014). Multiplying perspectives and improving practice: What can happen when undergraduate students collaborate with college faculty to explore teaching and learning. *Instructional Science*, 42(1), 31-46. <https://doi.org/10.1007/s11251-013-9292-3>
- Cook-Sather, A. (2015). Dialogue across differences of position, perspective, and identity: Reflective practice in/on a student-faculty pedagogical partnership program. *Teachers College Record*, 117(2), 1-42. <https://doi.org/10.1177/016146811511700204>
- Cook-Sather, A., & Alter, Z. (2011). What is and what can be: How a liminal position can change learning and teaching in higher education. *Anthropology & Education Quarterly*, 42(1), 37-53. <https://doi.org/10.1111/j.1548-1492.2010.01109.x>
- Cook-Sather, A., & Luz, A. (2015). Greater engagement in and responsibility for learning: What happens when students cross the threshold of student-faculty partnership. *Higher Education Research & Development*, 34(6), 1097-1109. <https://doi.org/10.1080/07294360.2014.911263>
- Council on Academic Accreditation; Audiology/Speech-Language Pathology. (2022, February). *2023 Revisions to CAA Standards for Accreditation*. ASHA. <https://caa.asha.org/siteassets/files/side-by-side-revisions-to-standards-for-accreditation-2023.pdf>
- Division of Diversity, Inclusion, And Community Engagement at Rutgers University-New Brunswick. (n.d.). *DEI Committee Good Start Guide*. Retrieved February 15, 2022, from <https://nbdiversity.rutgers.edu/dei-committee-good-start-guide>

- Ellis, C. & Kendall, D. (2021). Time to act: Confronting systemic racism in communication sciences and disorders academic training programs. *American Journal of Speech-Language Pathology* 30(5), 1916-192. https://doi.org/10.1044/2021_AJSLP-20-00369
- Ferguson, L. (2020). *Wildflower Season*. Lembang Ferguson International.
- Guiberson, M., & Vigil, D. C. (2021). Admissions type and cultural competency in graduate speech-language pathology curricula: A national survey study. *American Journal of Speech-Language Pathology*, 30(5), 2017-2027. https://doi.org/10.1044/2021_AJSLP-20-00324
- Horton, R., Muñoz, M. L., & Johnson, V. E., (2021). Faculty of color, bulletproof souls, and their experiences in communication sciences and disorders. *Perspectives of the ASHA Journals*, 6(5), 1227-1244. https://doi.org/10.1044/2021_PERSP-20-00170
- Humbert, I. (Sept 29, 2020). Black Rockette: Perspectives of a black female speech language pathologist in academia. <https://medium.com/@ihumbert/black-rockette-perspectives-of-a-black-female-speech-language-pathologist-in-academia-9573d6d5947d>
- Leon, R.A., & Williams, D.A. (2016). Contingencies for Success: Examining Diversity Committees in Higher Education. *Innovative Higher Education*, 41, 395–410. <https://doi-org.proxy195.nclive.org/10.1007/s10755-016-9357-8>
- Lingras, K. A., Alexander, M. E., & Vrieze, D. M. (2021). Diversity, equity, and inclusion efforts at a departmental level: Building a committee as a vehicle for advancing progress. *Journal of Clinical Psychology in Medical Settings*, 1-24. <https://doi.org/10.1007/s10880-021-09809-w>
- Lowell, S. Y., Vigil, D. C., Abdelaziz, M., Edmonds, K. Goel-Sakhalkar, P., Guiberson, M., Hamilton, A. F., Hung, P., Lee-Wilkerson, D., Miller, C., Rivera Perez, J. F., Ramkissoon, I., & Scott, D. (2018). Pathways to cultural competence: Diversity backgrounds and their influence on career path and clinical care. *Perspectives of the ASHA Journals*, 3(14), 30-39. <https://doi.org/10.1044/persp3.SIG14.30>
- Mahendra, N., & Visconti, C. F. (2021). Racism, equity and inclusion in communication sciences and disorders: Reflections and the road ahead. *Teaching and Learning in Communication Sciences & Disorders*, 5(3), 1. <https://doi.org/10.30707/TLCSD5.3.1649037688.713933>
- Mayes, M., Payne, M., & Franklin, A. D. (2020). One of one: Addressing feelings of isolation among black students in CSD. *Journal of the National Black Association for Speech Language and Hearing*, 15(3), 15-16.
- Mohapatra, B. & Mohan. R. (2021). A proposed framework for increasing racial and ethnic diversity in CSD academic programs: The REAP model. *Perspectives of the ASHA Special Interest Group 10, Issues in Higher Education*, 6(4) 755-767. https://doi.org/10.1044/2021_PERSP-20-00285
- National Student Speech Language Hearing Association. (n.d.). *2020-2022 Strategic Plan*. Retrieved February 15, 2022, from <https://www.nsslha.org/about/strategic-plan/>.
- Preis J. (2008). Effect of an undergraduate elective course, cultural diversity in communication, on attitudes and behaviors of communication sciences and disorders students: A pilot study. *Journal of Allied Health*, 37(4), e255–e277.
- Quach, W. & Tsai, P. (2017). Preparing future SLPs for the clinical world of cultural-linguistic diversity. *Perspectives of the ASHA Special Interest Groups*, 2(14), 82-102. <https://doi.org/10.1044/persp2.SIG14.82>
- Salmi, J., & D'Addio, A. (2021). Policies for achieving inclusion in higher education. *Policy Reviews in Higher Education*, 5(1), 47. <https://doi.org/10.1080/23322969.2020.1835529>

Stockman, I. J., Boulton, J., & Robinson, G. C. (2008). Multicultural/multilingual instruction in educational programs: A survey of perceived faculty practices and outcomes. *American Journal of Speech-Language Pathology*, 17(3), 241-264. [https://doi.org/10.1044/1058-0360\(2008/023\)](https://doi.org/10.1044/1058-0360(2008/023))