School of Speech, Language, & Hearing Sciences Diversity and Inclusion Plan

Approved Spring 2022

5. Diversity and Inclusion Statement

The School of Speech, Language, and Hearing Sciences is committed to preparing students to address the multifaceted challenges of the field of Communication Sciences and Disorders. We are passionate about the advancement of research, education, and practice to serve local, national, and global communities. Our sense of justice leads us to work toward equitable service delivery for all people who need it, as well as equitable treatment of professionals within the field. We recognize that creating a diverse and inclusive space is critical for achieving this mission and for developing a community of professionals that can best support each other and the clinical populations we serve. We strive to achieve this in our research, faculty and staff, students, and course content, across the domains of race, ethnicity, gender, sexual orientation, social class, national origin, levels of ability, age, gender identity and expression, religion, national origin, and generational status. As such, we strive to create a community that reflects the diversity of the broader community around us and to foster a perspective of cultural humility to ensure that all feel welcome and valued. To this end, we continuously work to make our community accessible and welcoming to all qualified individuals through our words and actions, including weaving issues of equity into all aspects of our curriculum, supporting and encouraging research programs that address issues across diverse populations, creating recruitment policies that encourage and support equitable consideration of all candidates, and facilitating programs within our School to assure that all voices are heard and all viewpoints are invited to the table. By addressing these issues and supporting these policies, we contribute in a meaningful, lasting way to the future health of the field of Communication Sciences and Disorders, the clients we serve, and the University.

6. Assessment of Student Success

Please report what you learned about student success. For instance, to what extent are your students experiencing academic success and graduating? Please include an explicit analysis of equity gaps in student achievement, with calculations of groups experiencing disproportionate impact. [1,000 words or less]

Student Enrollment

This analysis is based on data from Fall 2016- Fall 2020 from Tableau. Data for undergraduate and MA students are considered here, as a considerable percent of SLHS undergraduate students aim to apply to MA programs.

Among first-time-freshman undergraduates (FTF; who arrived at SDSU as freshmen, *n* = 201-274 students per academic year), the percentage of underrepresented minority (URM) students enrolled ranged from 26.9%-37.6%, compared to 31.0%-33.2% enrolled in that time period at SDSU. As per the CSU, URM students are students who identify as Black/African American, Hispanic/Latinx, or Native American. Among transfer undergraduate students (in SLHS, these are all upper division, *n* = 139-184 per academic year), the percentage of URM students enrolled ranged from 46.0%-50.3%, compared to 56.0%-59.4% enrolled in that time period at SDSU. We note the somewhat lower percentage range of upper-division URM transfer students compared to university-wide numbers.

See Figure 1 for enrollment by race/ethnicity in FTF versus upper division transfer status in SLHS relative to SDSU. SLHS enrollment data (2016-2020) reveal a higher number of URM students among upper division transfer students (46.2% Hispanic/Latinx and 3.6% African American) compared to FTF students (24.9% Hispanic/Latinx and 2.0% African American). This mirrors SDSU-wide patterns. Greater differences emerge at the MA level, with 14.9% of SLHS-MA students identifying as Hispanic/Latinx compared to 20.2% University-wide, and 1.4% of SLHS-MA students identifying as African American compared with 3.4% SDSU-wide.
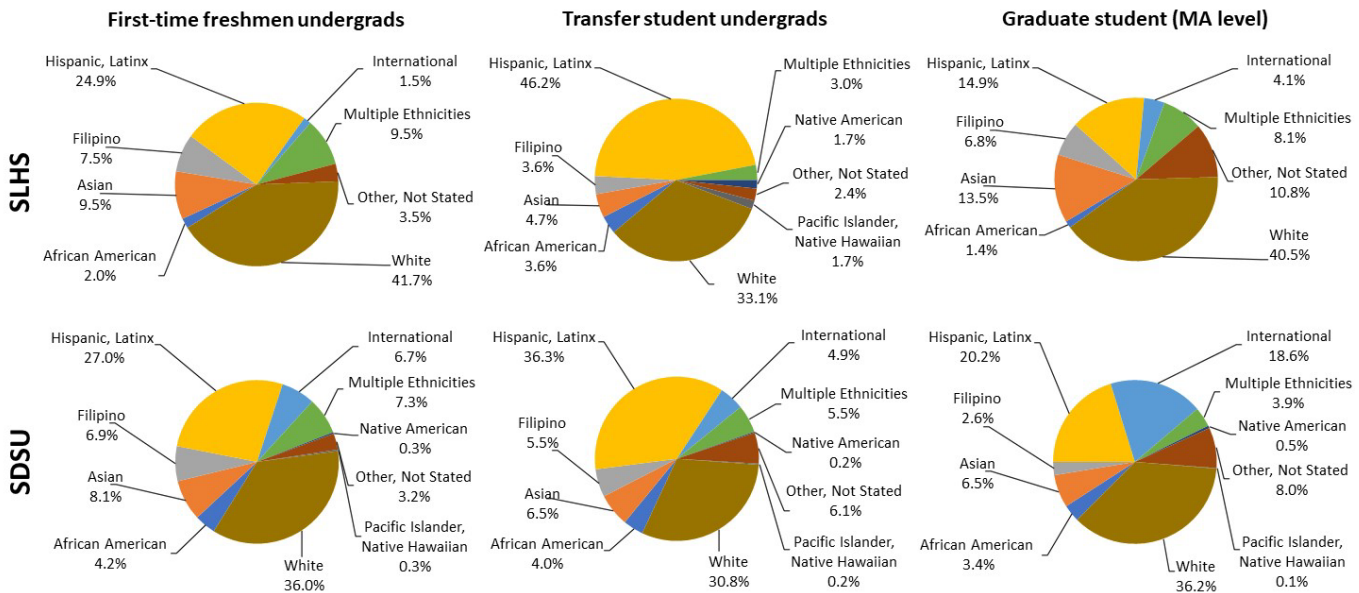

Figure 1. Enrollment by race/ethnicity and first-time freshman vs. upper division transfer status, Fall 2016-2020. SLHS data at the top and SDSU-wide data at the bottom.

See Figure 2 for enrollment by first generation status (parents had completed either no or some college *n* =

60-90 students per academic year) and in FTF versus upper division transfer status in SLHS relative to SDSU. In SLHS, the percentage of FTF students with first generation students ranged from 27.9% to 32.5% between 2016 and 2020. Among upper division transfer students, first-generation students ranged from 53.2% to 57.4% in the same time period. This reflected university-wide patterns. However, we note that, across 2016-2020, the percent of first-generation students among FTF students in SLHS (27.8%) was markedly lower than the percent of first-generation students among FTF students university-wide (36.9%).
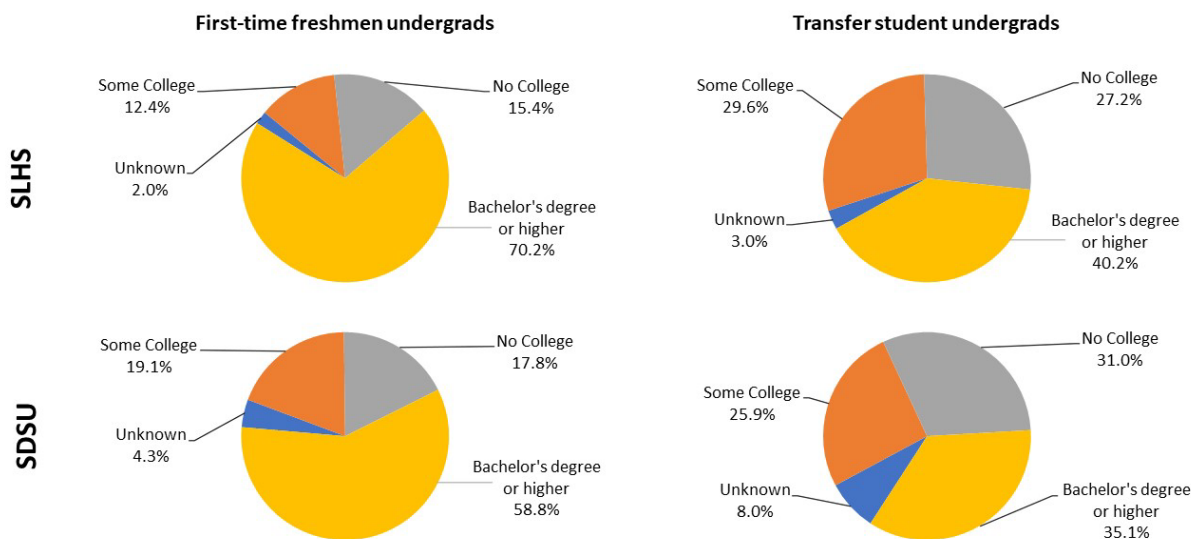

Figure 2. Enrollment by first-generation status and first-time freshman vs. upper division transfer status, Fall 2016-2020. Students with parents who have no college or some college are considered first generation students.

Graduation rates

Four-to-six-year graduation rates were examined by race/ethnicity and FTF status versus upper division transfer status. Proportionality indices were calculated comparing URM students to non-URM students; specifically, percentages of students graduating from URM groups were compared to percentages of students graduating from non-URM groups. As per university-wide convention, if the proportionality index of students graduating from one group is less than 80% that of students graduating from another group, then this is considered an equity gap. Findings were as follows:

● For first time freshmen (FTF), data since 2015 showed no equity gap in terms of proportionality index (PIs: 80-100%)
● For upper division transfer students, data since 2016 showed no equity gap in terms of proportionality index (PIs: 84-101%)
● Data across groups showed marked improvement for both FTF and Transfer Students, as follows:
  ▪ FTF: 19-71% during 2011-15 vs. 80-107% from 2015-2016
  ▪ Transfer students: 48-82% during 2011-15 vs. 84-101% from 2016-2018
  ▪ These improvements across all student groups were likely a result of changing the School's transfer admission GPA criterion from 2.0 to 2.75 during the 2015-2016 academic year, as well as introducing a new C or higher criterion to proceed from junior Fall courses (SLHS 305 and 320) to subsequent SLHS courses (i.e., SLHS 340 and 512, respectively) in the major.
● Equity gaps were only identified for on-time (4-year) graduation rates, with a URM / non-URM proportionality index less than or equal to 80% for late graduation rates since 2013 for FTF and since 2011

for transfer students. It was not possible to calculate valid proportionality indexes for URM subgroups due to low numbers.

D, F, and Unauthorized Withdrawal Grades (DFWs) across Junior and Senior SLHS Courses

Analyses were conducted across six junior classes (Fall: SLHS 305, 320, 321; Spring: SLHS 300, 340, 512) and four senior classes (Fall: SLHS 513, 580; Spring: SLHS 514, 539), see Table 1 below.[1] Among the students who received DFW semester grades, the proportion of URM and non-URM students was calculated. Proportionality indices were calculated by dividing DFW proportions for non-URM students by DFW proportions for URM students (with cases where URM students had more DFWs than non-URM students yielding smaller numbers). A similar pattern emerged across all junior-level classes, with URM students receiving more DFWs than non-URM students, and with the corresponding proportionality indexes ranging from 46.3 to 57.9, suggesting an equity gap.

Table 1. Mean DFWs, student enrollment, and % DFWs from 2016-2020 for each junior course, with Proportionality indices (PI) calculated comparing % DFWs across non-URM and URM students.

	SLHS 305	SLHS 320	SLHS 321	SLHS 300	SLHS 340	SLHS 512
Non-URM						
Mean DFW	7.6	5.8	4.4	1.75	5	2.75
Mean Enrolled	87.2	84.8	85.2	74.75	75	74.75
% DFW	8.7	6.8	5.2	2.3	6.7	3.7
URM						
Mean DFW	12.2	9.6	5.8	2	7.5	3.75
Mean Enrolled	67.6	65	62.6	49.5	50.5	47.25
% DFW	18.0	14.8	9.3	4.0	14.9	7.9
PI	**48.3**	**46.3**	**55.4**	**57.9**	**44.8**	**46.4**

Proportionality indices for SLHS senior classes (SLHS 513, 514, 539, 580) were not calculated per course because DFW rates were extremely low, averaging 0 to 1.25 percent across the 2016-2020 time period (i.e., a total of two to eight DFWs per course across the entire four-year span). These DFWs were distributed as a total of six DFWs across the four courses for non-URM students and a total of 11 DFWs across the four courses for URM students. This yielded a proportionality index of 54.5, suggesting that, even though extremely few DFWs were administered, URM students were disproportionately affected.

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[1] International students were left out of calculations for the Proportionality Indices represented in Table 1. International students are a very small proportion of SLHS undergraduate students (see Enrollment graphs in Figure 1), typically don't complete the full undergraduate curriculum, and distort the URM/non-URM distinction since, as a category, they must be considered non-URM regardless of individual students' identification with a URM group.

7. Planned Curricular Changes

In Summer 2020, each department was charged with reviewing existing coursework and/or developing new curricula to advance racial and social justice, anti-racism, and cultural diversity across the curriculum. Please report on the changes that have been made or proposed for your department.

In the last few years, we have initiated a number of important steps in SLHS to support our students in terms of diversity, equity, and inclusion.

Initiatives Targeted towards Success of Incoming (and Transferring) Juniors

- Starting in Summer 2018, for incoming transfer students, we have offered our **introduction-to-the-major course (SLHS 106) as an online summer course** in addition to the in-person Fall course. The intent is to orient our transfer students to the field, major, and academic demands before they arrive on campus. We intend on continuing this offering with yearly efforts towards content that supports students' views of their place in the field or related fields.

Initiatives Targeted towards Fostering Understanding and Appreciation of Diversity across our Curriculum and Community

- SLHS will implement periodic equity-focused curriculum reviews to evaluate and consider how learning outcomes related to diversity, equity, and inclusion are met. SLHS faculty already have a record of making adjustments to the curriculum based on annual faculty retreats, student feedback, and course evaluations.
- DEI topics, including cultural and linguistic diversity are included in 10 undergraduate and 19 graduate courses across the curriculum, and faculty work every year to keep this material up to date (Undergraduate classes: 106, 150, 300, 320, 340, 511, 512, 513, 514, 580; Graduate classes: 511, 546, 570, 600AB, 606, 607, 608, 609AB, 613, 614, 617, 675, 672, 673, 707, 750, 790, 793, 794). Efforts will continue to integrate this material across courses instead of limiting it to a few lectures, to invite guest speakers who can provide valuable perspectives, and to collaborate with and benefit from training provided by the SDSU Center for Inclusive Excellence and the Center for Teaching and Learning.
- In 2020, new student committees and associated leadership roles were created within our National Student Speech-Language Hearing Association (NSSLHA) graduate and undergraduate chapters. These groups are called JEDI (Justice, Equity, Diversity and Inclusion) groups, and they are tasked with extending cultural and linguistic diversity (CLD)-related topics covered in class through student-chosen invited guest speakers and representing the student body with respect to DEI issues.
- An undergraduate 200-level GE course titled *Communication as a Human Right* is under development (starting in Spring 2022). This course will introduce undergraduate students to inclusive thinking in our field early in their program and will thus enhance the overall undergraduate curriculum.
- The School will explore the feasibility of creating and sustaining a Spanish conversation club that will be open to undergraduate students in the SLHS major with various levels of Spanish proficiency. The club would create a social forum where students can hone and build confidence in their Spanish skills. This is a critical and valuable extracurricular supplement to boost the Spanish skills and enthusiasm of potential graduate school applicants who may become future bilingual speech-language pathologists and audiologists.

8. Planned Strategies and Interventions

All colleges should have approved diversity plans by November 2020. Departments and schools should identify specific interventions that support the goals outlined in the college plans, including how the individual department or school will support the four strategies to improve equity-minded hiring. Departments and schools should also identify strategies to improve faculty competencies with equity-minded teaching practices and inclusive pedagogies, and to improve staff competences with inclusive support practices. For each intervention, departments should identify incentives, resources, and other factors that may affect the department's ability to successfully implement their intended strategies, as well as how you intend to address any challenges.

<u>Senate DEI Recommended Strategies and Interventions</u> *and how they will be implemented in SLHS*

Objective 1: Increase the representation of diverse faculty within the semi-finalist pool by 20% within five years of policy implementation. It is noted that CHHS permits Schools to adapt diversity-definitions and criteria consistent with their discipline.

Intervention 1: Require implicit bias training. SLHS will follow CHHS and University guidelines regarding implicit bias training for search committee members.

Resources needed: This program is funded by the Chief Diversity Officer. This training typically takes two to three hours to complete.

Responsibility: The search committee chair is responsible for confirming that all members have participated in the training prior to beginning review of applications. The search committee chair is responsible for clearing each search committee member as being current in implicit bias training and for submitting relevant paperwork to the Center for the Prevention of Harassment and Discrimination (CPHD).

Assessment: The search can only move forward once the CPHD has confirmed completion of implicit bias training for all search committee members.

Intervention 2: Request Inclusion Representatives (IRs). SLHS will follow CHHS and University guidelines regarding presence of a certified Inclusion Representative on search committees.

Resources needed: This program is funded by the Chief Diversity Officer.

Responsibility: The search committee chair will complete the required training to become the IR for their committee, will find a committee member who is willing to do this, or will request an approved IR through the Inclusion Representative program as advised by the Associate Chief Diversity Officer.

Assessment: The search can only move forward once an IR has been approved by the CPHD.

Intervention 3a: Use Building on Inclusive Excellence (BIE) Criteria. SLHS will follow CHHS guidelines on the number of BIE criteria that must be met by all job search finalists to be approved for a campus visit.

Intervention 3b: **All applicants will include a Diversity and Inclusion statement** that reflects how they meet Building on Inclusive Excellence criteria as a part of the application materials submitted via Interfolio.

Resources needed: The BIE committee is organized by the Associate Chief Diversity Officer.

Responsibility: The Chair of the search committee will be responsible for including the BIE criteria in the job advertisement and requesting a DEI statement from all applicants. The search chair will also be responsible for submitting candidate materials to the Dean's Office and the Associate Chief Diversity Officer (ACDO) for review by the BIE committee as soon as finalists are selected. After the determination is made by the BIE committee, the Dean and the search committee chair will be notified by the ACDO. The College is responsible for store-housing these data for summarization and reporting.

Assessment: The search can only move forward in bringing candidates to campus once the BIE committee provides approval and confirmation that they have met the required BIE criteria.

Intervention 4: **Improve pool proportionality.** SLHS will follow CHHS and University guidelines, in cases where pool proportionality is not reflective of terminal degree holders within the field, to specify actions that have been taken to ensure a representative pool. Documentation of these actions will be provided to the ACDO. The Hiring Guide already requires departments to submit a pool proportionality form to the CPHD.

Resources needed: Committee chairs may need training to interpret the data and understand appropriate actions to increase pool proportionality.

Responsibility: The search committee chair is responsible for submitting the pool proportionality form, and any required documentation, to the CPHD and the ACDO. The College is responsible for store-housing these data for summarization and reporting.

Assessment: The College will submit an annual report to the faculty detailing implementation of this intervention.

CHHS DEI Recommended Strategies and Interventions and how they will be implemented in SLHS

Objective 1: Improve the climate perceptions of faculty members, particularly with regards to perceptions and celebration of diversity, inclusion, and equity to foster reappointment, tenure, promotion, and retention of CHHS members.

Intervention 1: Encourage implicit bias training for all SLHS all staff, lecturers, tenure-track and tenured faculty. SLHS will ensure that information on available implicit bias training is distributed to all staff, lecturers, tenure-track and tenured faculty and encourage participation in at least one of the University's Equity-Minded Implicit Bias seminars per academic year.

Resources needed: This program is funded by the Chief Diversity Officer. These programs typically take two to three hours to complete.

Responsibility: The SLHS Director is responsible for sending out an anonymous survey to the faculty annually to confirm participation in implicit bias training. The SLHS DEI core committee will track participation rates and report them to the CHHS DEI Council.

Assessment: An 80% participation rate benchmark will be used to determine success in meeting this intervention's goal.

Intervention 2: Increase respect, inclusion, and identification of cultural and religious observances. Calendars that include the dates of cultural and religious observances will appear on the School website, including those with related restrictions on working during their observance. The School will comply with CHHS policy to exclude major meetings (e.g., faculty meetings) being held on these dates.

Resources: The CHHS DEI Council will facilitate creation and publication of the holiday calendar.

Responsibilities: The CHHS DEI Council will facilitate creation and publication of the holiday calendar, and the SLHS DEI core committee will share the information with the SLHS faculty and the School Director. The SLHS Director will oversee management of affected meetings.

Assessment: The SLHS DEI committee will submit an annual report to the faculty detailing implementation of this intervention.

Intervention 3: Participation in an identity-based mentorship program through CHHS. SLHS will inform its faculty (tenure-track/tenured and lecturers) about their eligibility to participate in an identity-based mentorship opportunity through CHHS.

Resources: The Office of the University Chief Diversity Officer will provide input and match CHHS members to appropriate mentors (not necessarily in CHHS). A small stipend will be awarded to the mentor by the Office of the Chief Diversity Officer.

Responsibility: The School Director will make all School members aware of the

availability of the mentoring option. Interested individuals may contact the Office of University Chief Diversity Officer to enroll in the program. When necessary, appropriate union notification will occur.

Assessment: The Office of the University Chief Diversity Officer will submit an annual report of CHHS use of the program to the CHHS, detailing implementation of this intervention.

Objective 2: Collect and track data to ensure equitable distribution of service obligations among faculty.

Intervention 1a: Tracking service obligations to ensure these are not overly weighted based on URM status, gender identity, and/or sexual orientation.

SLHS will begin tracking service at the University, College, and School levels to ensure equitable distribution of service requirements across all faculty. Although quantitative information (e.g., number of committees) is limited in the depth of information (e.g., amount of service burden), this is an initial step to better understand and monitor if service obligations are unfairly distributed.

Intervention 1b: In order to **quantify the invisible burden** that may be placed on some faculty in terms of student contact and other service burdens that are not captured by committee assignments, SLHS will create a plan for collecting data and exploring whether (and how) this is an issue.

Resources: The School Director will monitor service obligations.

Responsibilities: The School DEI committee, in consultation with the faculty, will formulate a plan and necessary tools for data collection and monitoring of invisible service burdens. SLHS will collect assigned service obligation and invisible labor data annually for summarization. The Office of the Chief Diversity Officer will summarize and disaggregate these data as a part of the Diversity and Inclusion projects.

Assessment: The CHHS DEI Council and SLHS DEI committee will submit an annual report to the faculty detailing implementation of this intervention.

SLHS Planned Strategies and Interventions _to close equity gaps in student success_

Objective 1: _Continue faculty leadership and conversations on Diversity, Equity, and Inclusion._

Intervention 1a: Maintain the SLHS core Diversity, Equity and Inclusion Committee that became active in Fall 2019 and will continue as a standing committee.

Intervention 1b: Maintain the SLHS Diversity, Equity and Inclusion Council that is open to all SLHS faculty and staff members as well as student representatives from each cohort (undergrad, MA, AuD, JDP) as a forum for conversation and involvement in DEI planning and implementation.

Resources: Service time will be allocated for faculty members on the core committee; participation on the Council will be voluntary.

Responsibility: The School Director will appoint the chair of the SLHS core DEI committee and its members. The Core DEI committee will collaborate with faculty to select ad hoc members to the committee, which can include students, faculty, or members of the community as needed. The chair of the SLHS core DEI committee will invite all SLHS members to the Council. The SLHS Director will update the policy file to add the core DEI committee as a standing committee.

Assessment: Periodic reports on core committee and Council meetings and activities will be made to the School's Executive Committee, and executive summaries of activities will appear on the School's DEI website on an annual basis.

Objective 2: _Support student success through targeted interventions such as Supplemental Instruction (SI) and advising._

Intervention 1a: Targeted interventions such as SI will be available in our junior courses where equity gaps and higher DFW rates have been noted. This will be targeted in a way to be inclusive of URM students. In Fall 2020, the School was first able to offer **Supplemental Instruction (SI)** to students in our junior courses (SLHS 305, 320, and 321 in the Fall, and SLHS 300, 340, and 512 in the Spring). This offers targeted supplementary instruction led by senior students who have succeeded in the course. Positive outcomes have been observed in terms of attendance and final class grades. We are dedicated to continuing this program with an eye on outreach and inclusion of underrepresented and minoritized students as both students and student teachers.

Intervention 1b: Advising and close monitoring of progress will be available to all students in the major. Starting in July 2018, we have had an undergraduate advisor in SLHS who dedicates much of their effort to advising of undergraduate students, including new student orientations, check-ins with all SLHS students in group settings, and one-on-one meetings. As of Fall 2021, two undergraduate advisers are working our students. The undergraduate advisors also act as advocates for students in their academic classes.

Resources: Funding for these programs will be sought through various units including CHHS and Faculty Advancement and Student Success.

Responsibility: The School Director and undergraduate advisors will act as coordinators of the initiatives and monitor the programs. Instructors in our junior courses (SLHS 305, SLHS 320, and SLHS 321 in the Fall; SLHS 300, 340, and 512 in the Spring) will collaborate with these initiatives to facilitate learning.

Assessment: Degree of student involvement (i.e., number of students engaged) and class grades will be tracked to evaluate outcomes of these programs. The School Director will assemble an annual report of these programs' successes.

Objective 3: *Identify strategies to improve faculty and staff competencies with equity-minded teaching practices and inclusive pedagogies.*

Intervention 1: Ensure ongoing training on universal design and equity-minded teaching for all SLHS faculty and encourage the same for staff and lecturers. SLHS has a history of participation in this area. Eighty-one percent (13/16) of tenured/tenure-track and 56% (9/16) of clinical faculty in SLHS have completed Course Design Institute (CDI) training since Summer 2020 to re-focus courses towards universal design principles that have been shown to reduce equity gaps. Faculty efforts in learning about universal design for learning will continue, as all faculty will participate in at least one training opportunity (seminar or course training) per academic year moving forward.

Resources: The CIE and CTL routinely provide training opportunities of this nature. Professional associations that faculty may participate in may also include sessions that can be counted towards this requirement. SLHS will organize an annual training opportunity that all faculty and staff will be invited to and that will be scheduled during a faculty meeting.

Responsibility: School director will track participation per academic year and will organize the annual School training opportunity.

Assessment: Faculty will submit evidence and the School director will confirm that the requirement was met at the end of every academic year.

9. Accountability

Departments should outline a specific plan, with timeline, for monitoring progress toward the goals. While some of this information is included in the charts above, under responsibility and assessment, please describe how the unit will implement mechanisms to help ensure accountability.

The School of Speech, Language, and Hearing Sciences will start implementing the DEI plan in Fall 2021. Starting in academic year 2022-2023, all the Assessments specified in Part 8 above will be tracked annually (also see the APPENDIX for a matrix of responsibilities for the planned interventions).
The SLHS core DEI committee together with the School's Director and Executive Committee, will monitor progress and will issue updates on this progress to faculty, to students upon request, to the CHHS DEI Council, as well as in the form of executive DEI summaries every academic year on the School's DEI website.

Table 1. Detailed timeline for academic year 2022-2023, 2023-2024, and 2024-2025. Numbering format: Objective.Intervention.

Senate-recommended objectives	FA21	SP22	FA22	SP23	FA23	SP24	FA24	SP25
1.1. Implicit bias training for search committees	x		x		x		x	
1.2. Inclusion Rep for search committees	x		x		x		x	
1.3. Meet BIE criteria in searches	x	x	x	x	x	x	x	x
1.4. Pool proportionality in searches		x		x		x		x
CHHS-recommended objectives	**FA21**	**SP22**	**FA22**	**SP23**	**FA23**	**SP24**	**FA24**	**SP25**
1.1. Implicit bias training for all School members		x		x		x		x
1.2. Religious holiday calendars and scheduling			x	x	x	x	x	x
1.3. Identity-based mentoring (timeline TBD by CIE)			x	x	x	x	x	x
2.1a. Track service obligations	x	x	x	x	x	x	x	x
2.1b. Develop a plan to track invisible service burdens					x	x		
SLHS-specific objectives	**FA21**	**SP22**	**FA22**	**SP23**	**FA23**	**SP24**	**FA24**	**SP25**
1.1a-b DEI core committee and council	x	x	x	x	x	x	x	x
2.1a-b. Targeted student interventions and mentoring	x	x	x	x	x	x	x	x
3.1. Annual training on equity minded teaching		x		x		x		x