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## Addressing Racism in CSD Education

### Support systems for underrepresented students

- Dr. Akiko Fuse, CUNY-Brooklyn College
- Dr. Michael Bergen, CUNY-Brooklyn College and The Graduate Center

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## Presenters

**Akiko Fuse, Ph.D., CCC-SLP** is an assistant professor in the Department of Communication Arts, Sciences, and Disorders at Brooklyn College of the City University of NY (CUNY). She is co-Director of the Advanced Certificate Program in Autism Spectrum Disorders (ASDs). Dr. Fuse teaches both undergraduate and graduate courses, and mentors student research. Her research includes the topics of cognition, language acquisition, ASDs, and issues related to the needs and barriers of individuals with diverse backgrounds.

**Michael Bergen, AuD, CCC-A, FAAA** is Director of the Davidow Speech Language Hearing Center at Brooklyn College, where he has been employed since 1994. He is a founding faculty member of CUNY's Graduate Center AuD program. Dr. Bergen has held leadership roles in NYSSLHA, including president, and has participated on committees at the university, NYC/NYS and national levels, including those of ASHA, AAA, CAPCSD and the GNYCAECSD. Michael has published on topics related to audiology, cultural/linguistic diversity, and ASHA's Audiology Scope of Practice.

- Dr. Fuse is an employee of the City University of NY.
- Dr. Bergen is an employee of the City University of NY.
- Neither has relevant nonfinancial conflicts.

## Disclosures

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## Learner Outcomes

- Participants will be able to identify multiple challenges students from underrepresented groups may experience in CSD programs
- Attendees will be able to describe two or more programs which can be implemented to support students from underrepresented groups

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## Our project:

### "The Role of Support Systems for Success of Underrepresented Students in Communication Sciences and Disorders"

- United States (U.S.) Census Bureau data (2012)
  - more than one-third of residents belong to culturally and linguistically diverse (CLD) populations
  - projections suggest increase of racial/ethnic minority groups **to more than half of the population** by 2044 (Colby & Ortman, 2015)
- ASHA membership data
  - 8% of members belong to racial/ethnic minority group (ASHA 2019), (27.6% of U.S. pop)
  - 5.8% of members identify as Hispanic or Latino (ASHA 2019), (18.5% of U.S. pop)
  - 6.5% of members are bilingual service providers (ASHA, 2019) (20% of U.S. pop)
  - ASHA members: White, female, monolingual

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## Diversity - Linguistic, Profession, and Student

- Large number of "English Language Learners" (ELLs), 160+ home languages spoken in NYC
- Slow change in CSD
  - students enrolled in SLP programs: 14% (2010-1) increased to 21% in 2018-9
  - Hispanic/Latino ASHA membership 2.5% in 2002, 5.8% in 2019
  - Black/African American membership 2.1% in 2002 to 3.5% in 2019
  - White membership 95.1% to 91.7% (ASHA, 2019) in the same timeframe
- "A normative type of 'mold'..." persists in graduate and doctoral programs  
Underrepresented CLD students may be discouraged from a CSD career (Gardner, 2008)

\*Note that male membership decreased from 1997 (8.3%) to 2019 (4.5%)

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## Barriers which may limit success for CLD students

- Barriers per ASHA (2013)
  - Graduate admissions requirements
  - Lack of diversity in the target programs
  - Competitive admissions processes of CSD graduate programs
  - Socioeconomic status (SES) - predictor of success (APA 2012; Serbin, et al., 2013)
  - Varying support systems
- Empowerment is crucial for minority and CLD students in higher ed
  - Academic program resources to meet specific needs of minority students, (e.g., limited financial resources and academic preparedness) (Winkle-Wagner & McCoy, 2016)
  - **Role models are vital** and have a powerful influence on an individual's development, beginning in childhood (Hurd, et al, 2009)

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### “The Role of Support Systems for Success of Underrepresented Students in Communication Sciences and Disorders”

- Purpose**
  - to identify factors that can contribute to the success of CLD students within CSD programs and professions. More specifically, it investigated potential factors linked to academic outcomes and/or graduate admissions of CSD majors who are from underrepresented, diverse backgrounds
- Online survey**
  - distributed to 350+ alumni; focused on the data of 57 participants
  - participants 55% White, 45% Racial/Ethnic minority

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### Support Systems and Academic Success

Data Analyzed for the 4 Hypotheses: Independent (IVs) and Dependent Variables (DVs)

	IV	DV
1) Role models	CLD vs. non-CLD	mother's, father's, and the highest level of education in the participant's household. GPA
2) Financial support	CLD vs. non-CLD greater tuition and less tuition support	tuition support GPA, graduate admissions
3) Emotional/moral support	CLD vs. non-CLD amount of emotional/moral support	amount of emotional/moral support GPA, graduate admissions
4) Academic support	sought and/or received academic help	GPA, graduate admissions

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### Findings

**Highest education obtained by Mothers: Non-CLD vs. CLD**

**Highest education obtained by Fathers: Non-CLD vs. CLD**

**Highest education obtained by households: Non-CLD vs. CLD**

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### Where do we go from here?

- What can we learn from the data?
- How to facilitate change?

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### National Membership and Student Enrollment Data

**ASHA Membership**

**National Undergraduate CSD Student Enrollment**

**National AuD Student Enrollment**

**National Master's SLP Student Enrollment**

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### Institutional student enrollment data

**Brooklyn College Student Body**

**Brooklyn College Undergraduate CSD**

**CUNY-Graduate Center AuD Student Enrollment**

**Brooklyn College Master's SLP**

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## Recommendations from recent literature and our colleagues

- Deal-Williams, V. R. (2020).
  - We have failed:
    - In admissions
    - To address micro-aggressions
    - Within our curriculum
  - Our systems have perpetuated the status quo
  - Largescale systemic change is needed
    - Address access inequities, acknowledge biases and attain cultural competence
- Fuller, B. (2019)
  - A need for "increased and intentional recruitment efforts" (on campuses and at conferences)
- Deshpande, S. B. (2019)
  - Grassroots efforts

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## More recommendations...

- Wilbur et. al. (2020).
  - "The most promising practices tended to be comprehensive programs that include a combination of social support, academic support, and financial support."
  - Grant funding needed
  - Suggestions include:
    - reducing financial barriers
    - updating admissions practices
    - establishing partnerships and pathway programs
    - identifying promising models/infrastructure to support students
    - developing pathways for career advancement of entry-level professionals
    - exploring the impact of recruiting/hiring diverse faculty

Wilbur, K., Snyder, C., Essary, A. C., Reddy, S., Will, K. K., & Saxon, M. (2020). Developing Workforce Diversity in the Health Professions: A Social Justice Perspective. Health Professions Education.

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## Initiatives within our programs

- Existing/Recent Years
  - Admissions changes
  - Visible and active student groups
  - Community partnerships
  - Mentoring
  - Scholarship/Leadership (ASHA/AAA/NYSSLHA/GNYCACECS/D)/Networking
  - College and ADL Workshops for Faculty
- Future plans
  - Adopting an anti-racist agenda at CUNY and Brooklyn College
  - Expanded mentorship
  - Expanded partnerships
  - Listen and learn

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## Thank you!



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