

In June we told you that we were committed to continuing efforts to better understand racism in America, engage in dialogue that results in meaningful action, and work for transformational change here in CSD. Over the summer, the CSD faculty have listened to and spoken with numerous individuals about how the CSD program can remain committed to addressing racism in our program and encourage diversity, inclusivity and equity. These conversations have helped us realize what we've accomplished thus far is not good enough.

Our goal is two-pronged: First, to create an environment in which our students, faculty and staff feel welcome and supported before, during and after their time in our program. Second, to strengthen our training program so that entry level professionals have developed the appropriate knowledge and skills related to cultural humility as well as implementing culturally and linguistically responsive practices.

The following describes a more detailed set of plans that we will execute over the next year.

PEOPLE

Provide CSD faculty with additional opportunities to engage in training about anti-racism, implicit bias, unconscious bias, and cultural humility.

- a. Read a faculty-selected book focused on anti-racism and engage in a follow up group discussion.
- b. Participate in either annual faculty diversity training offered by the university and or by the College of Health Sciences.
- c. Engage all faculty to participate in online webinars annually related to anti-racism in general or in CSD (ASHA, UK Center for Equality and Social Justice, or other offering).
- d. Actively and intentionally recruit individuals from diverse backgrounds for any open faculty position.

Develop CSD student goals related to diversity that will include:

- a. Identify departmental level goals for our students related to cultural humility and skills and knowledge for delivery of culturally and linguistically responsive services.
- b. Establish clear and measurable objectives in each undergraduate and graduate course related to diversity, cultural humility or delivery of culturally and linguistically responsive services as appropriate for the course.
- c. Create a requirement for graduate students to attend a specific number of events that offer opportunities to learn about different aspects of diversity.

Elicit feedback from CSD alumni and students from diverse backgrounds

- a. Conduct focus groups led by external facilitators to obtain perspective about but not limited to: approaches for creating supportive environments for persons from diverse backgrounds, strategies for networking with students during their program and strategies to promote anti-racist policies within our program.

POLICIES

Review CSD admissions policy for both the undergraduate and graduate program to increase opportunity and reduce barriers to admission to our programs for persons from diverse backgrounds.

- a. For the graduate program, this will include but not be limited to; waiving of GRE tests (requested 8/20, but not formally approved by graduate school at this time), moving to the CSDCAS portal admissions system, including an interview component.
- b. For the undergraduate program, this will include but not be limited to; waiving of the ACT test scores.

CURRICULUM

Evaluate the extent and quality of cross-cultural content and practices throughout the CSD undergraduate and graduate curriculum.

- a. Evaluate each course using the following reference:
Banks (2016). Approaches to Multicultural Curriculum Reform. In J. Banks and C. McGee Banks (Eds) *Multicultural Education: Issues and Perspectives* (pp 151-170) Hoboken, NJ: John Wiley and Sons, Inc.
- b. Verify that both UG and graduate programs have specific objectives in courses related to cultural sensitivity, knowledge and skills.

RECRUITMENT and RETENTION

Implement outreach efforts and engagement initiatives designed to attract and retain students from diverse background into professions of CSD by:

- a. Supporting the college initiative with Kentucky State University, and interacting with local and regional high schools and programs to increase the visibility of CSD professions.
- b. Financially supporting student and faculty participation in the National Black Association of Speech Language and Hearing (NBASLH) annual conference.
- c. Working with ASHA and or local professionals and alumni to match students of color in our program with peer mentors.