

Communication Sciences and Disorders (CSAD) Department

Preliminary Action Plan: Updates and Future Plans

April 22, 2022

Dear Constituents,

CSAD faculty created an “action plan” in July 2020 in response to requests for department improvements that better align with an anti-racist department. In an effort to prioritize forward momentum through specific, measurable actions, we wish to share the following action summary reflecting department and curriculum changes that took place between August 2020 and April 2022:

Curriculum Changes

Substantial changes (defined as >1 area) were made to undergraduate and graduate courses. Modifications included change of instructor, use of a course consultant and/or guest speaker(s), updated course materials (e.g., PPTs, readings, course textbooks, course activities and assignments), and revised assessment modality (e.g., projects, essay-based exams, reflections, and/or significant revision to points allocation). Updated course materials explicitly addressed bias, racism, ableism, privilege, as well as education and healthcare disparities. Utilization of a consultant and/or guest speaker introduced expanded perspectives on course content.

Course # UG undergraduate GRAD graduate	Course Title	New Instructor(s)	Course Consultant and/or Guest Speaker(s)	Updated Course Materials and Activities	Revised Assessment Modality
CSAD 143 ^{UG}	Communication Disorders in Multicultural Populations	X	X	X	X
CSAD 125 ^{UG}	Developmental and Acquired Neurogenic Language Disorders Across the Lifespan			X	X
CSAD 123 ^{UG}	Voice and Fluency		X	X	
CSAD 127 ^{UG}	Introduction to Medical Speech Pathology		X	X	
CSAD 147 ^{UG}	Assessment Procedures			X	X
CSAD 148 ^{UG}	Research in Speech-Language Pathology and Audiology			X	X
CSAD 219 ^{GRAD}	Counseling Techniques for Speech Pathologists and Audiologists		X	X	
CSAD 227 ^{GRAD}	Dysphagia and the Medical Setting	X		X	X

CSAD 228B ^{GRAD}	Voice and Fluency: Concepts and Methods		X	X	X
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Graduate Admissions Changes

Notable changes have been made to the graduate admissions process for the MS SLP program, specifically, a transition to best practices for Holistic Admissions. The modifications to the Holistic Admissions graduate admissions process include the following:

- Elimination of the Admission Ranking Criteria, *Awards and Commendations*
- Enlargement of the Admission Ranking Criteria from, *Work and Volunteer Experiences* to *Work, Volunteer, and Leadership Experiences*
- New prompts for the written essay that elicit the applicant’s values, skills, and potential contributions to the department and university
- New prompts for the oral essay that serve as interview questions
- Revised application scoring rubrics
- Randomly-assigned reviewers and use of score averages
- Blinded video review process
- Inclusion of SLP Clinical Instructors who receive orientation and training in the application review process
- Elimination of the GRE for MS SLP program

Hiring Process Changes

Significant changes to the hiring process (faculty and staff) have been implemented to address and minimize bias, as well as to increase conversations around the department’s commitment to anti-racism, equity, and inclusion. The department hiring process was most notably modified by partnering with a CSUS Diversity Fellow. The Diversity Fellow, housed within the Division of Inclusive Excellence, provided guidance and consultative mentoring throughout the hiring process with the aim of minimizing bias and increasing equitable and supportive hiring practices. Subsequently, revisions were made to candidate interview questions, recruitment efforts were broadened and candidates were provided with additional guidance and resources on what to expect during an interview. The opportunity to chair department search committees has been rotated among full-time faculty to support increased diversity in leadership.

Although significant changes to the hiring process do not dictate which candidates will accept an offer of employment, the department has hired 13 new Clinical Instructors for the MS SLP program between August 2021 and April 2022. New hires increasingly reflect the racial, ethnic, socioeconomic, cultural, and sexual orientation/gender identity backgrounds of our student and regional populations.

The CSAD Department understands that this work is not done. Just as we will continue to advocate for our clients, we will continue to learn, grow, change, and develop new skills that support our commitment to being an anti-racist, equitable, and inclusive department. To that end:

1. The CSAD Department has developed and continues to maintain a relationship with the Division of Inclusive Excellence, and has deepened relationships with the Student Success Center and the CARES office for support and guidance.
2. Faculty have attended trainings and workshops, both individually and as a unit, while the department has additionally hosted speakers from across the country to challenge our perspectives and habits. Trainings and workshops will continue to inform and guide our discussions and decisions as we develop our new department strategic plan.
3. The CSAD Department will continue to solicit community feedback through our existing Community Advisory Board, as well as the IDARE Agents of Change Committee, which provides an avenue for the voices of historically marginalized students and alumni to inform and shape departmental decisions and practices.
4. Faculty will utilize the 2022 – 2023 academic year to make changes, reflect, revise, and develop our next department-level strategic plan, to begin in 2023. Specifically, we will endeavor to connect department values not only to the curriculum but also to faculty’s scholarly activity and community service.

As always, the department values feedback from our students and stakeholders. Additionally, feedback from 2020 – 2022 course evaluations will be utilized in making further modifications to courses and program considerations. Students are welcome to submit feedback anonymously to their instructors through course evaluations, anonymously to the department through the Undergraduate Exit Survey and the Graduate Exit Survey, or directly to the Department Chair per the posted [Students Concerns and Complaints Policy](#). The CSAD Department also values feedback from community stakeholders, who can email us at csd-department@csus.edu.

We thank you for your patience and look forward to our future together!

Item	Goals	2021 Benchmark Data	2022 Benchmark Data
1	Faculty to meet and consult with Dr. Diana Tate Vermeire, CSUS, <i>Division for Inclusive Excellence</i> .	Two meetings were held with the Division of Inclusive Excellence in Spring 2021. Dr. Aishah Patterson served on the CSUS Antiracist and Inclusive Campus Plan as co-chair of <i>Encounters with Racial Stress and Bias</i> Action Planning Group (APG) and as a liaison to the <i>Antiracism Planning Council Meetings</i> (PCM) for the 2020-2021 academic year. Dr. Tonia Davis served on College of Health & Human	Turnover in the Division of Inclusive Excellence (Dr. Diana Tate Vermeire, Dr. John Johnson, Dr. William “Skip” Bishop, and Dr. Wilson Ramey) impacted our ability to maintain regular, scheduled collaboration with this division. Nevertheless, FT Faculty met with Dr. Mia Settles-Tidwell, the new Vice President of Inclusive Excellence (hired November 8, 2021) on April 7, 2022. Dr. Mia

		Services <i>Task Force for Antiracism, Equity, and Inclusion</i> for the 2020-2021 academic year.	Settles-Tidwell established a consultative, collaborative partnership with the department during this meeting. FT Faculty will be meeting with Dr. Settles-Tidwell tri-annually, as we pivot our attention to designing our department's next five-year strategic plan.
2	Development of IDARE Agents of Change Committee (<i>IDARE stands for inclusion, diversity, anti-racism, and equity</i>) to meet biannually and/or as needed for the purpose of fostering a safe environment to express concerns/issues related to bias and racism.	Four IDARE meetings were held in Spring 2021 between February and May. Four IDARE meetings are scheduled for Spring 2022.	IDARE has reported major concerns around curriculum and faculty representation during 2021 meetings. The most recent IDARE meeting, February 28, 2022, reflected priorities around finalizing the committee's mission and vision, identifying the priority and approval process of various DEI initiatives, and the availability of outside mentorship of CSAD students from professionals representing diverse backgrounds.
3	Review all curricula for bias; increase content in the area of racial disparities in healthcare & education; review textbook selections.	<p>Significant modifications have been made to the following undergraduate courses: CSAD 125, 143, 123, 127, 147, 148. Significant modifications have been made to the following graduate courses: CSAD 219, 227, 228B.</p> <p>Dr. Celeste Roseberry-McKibbin writes, <i>"I've been thankful to teach [CSAD 143] at CSUS and share my years of expertise and experience with our students. However, I am voluntarily stepping down because I believe we should satisfy our constituents' strongly expressed wishes for a person of color to teach the course. I want to create the space for that to happen."</i> (May, 2021)</p>	<p>In Fall 2021, the CSAD 143 course was restructured and taught by an instructor of color who specializes in collaboration, school-based issues, autism spectrum disorders, and disability studies from CSU Long Beach. For Spring 2022, the CSAD course is being taught by three new part-time faculty members. The Fall 2021 instructor remains involved as a consultant.</p> <p>Faculty discussed universal design and course accessibility during the COVID-19 pandemic. Implementation of accessibility features is ongoing but includes automated transcription during lectures, recording of lectures as appropriate to the course content,</p>

			<p>integration of ASL interpreters into the classroom, dynamic assessment strategies, and problem-based learning. Design features are individualized to course content, student readiness, and need for HIPAA-mandated protection of client confidentiality. Implementation of accessibility features and additional strategies will continue throughout the department's next strategic plan.</p>
4	Review graduate and SLPA admission criteria.	For the MS SLP Application 2020-2021 cycle, the GRE was removed and CBEST was postponed. COVID-19 related hardships were accounted for in the admissions cycle.	<p>In the 2022 application cycle, the CSAD Department continue to develop a literature-based, best practice Holistic Admissions Process, including the elimination of the GRE requirement for the MS SLP program. To reduce elitism and support equity, the category of <i>awards and commendations</i> was deleted as a rated category, and the category of volunteer/work experiences was enlarged to include leadership, equity, and inclusive experiences. The written essay prompts were revised to reflect department values and elicit applicants' perspectives on advocacy, collaboration, teamwork, social justice, and experiences with diversity. For example:</p> <p><i>"In our clinics, we provide services to individuals across the lifespan, from a variety of backgrounds and cultures, languages, socioeconomic status, gender identities, sexual orientations, religions, exceptionalities, and cognitive and physical abilities. Describe your experiences, trainings, and/or preparation(s) related to interacting with individuals from diverse backgrounds."</i></p> <p>The prompts for the video essay were revised to elicit applicants' values and future</p>

			<p>contributions to the Department's and university's mission and goals. For example:</p> <p><i>"There are a variety of technical skills, flexibility, ethics, resiliency, and overall open/positive attitudes that are required to be successful in graduate school. Referencing these factors, please discuss how you would contribute to enhancing a positive professional culture in the Master of Science program in Communication Sciences and Disorders Program at Sacramento State."</i></p> <p>The video submissions were scored using a rubric by two blinded, randomly-assigned part-time faculty (Clinical Instructors) and the scores were averaged.</p> <p>The SLPA admission criteria will be reviewed by full-time faculty during the upcoming 2022-2023 academic year.</p>
5	<p>All full- and part-time faculty members to complete on-campus and/or online training in areas of anti-racism, diversity, inclusion, cultural humility, and equity that are taught/facilitated by outside speakers.</p>	<p>FT faculty attended trainings including, but not limited to: <i>Safe Zone Training, Dreamer Ally Training</i>, participation in <i>CSHA Conversations, LEND Book Club, Diversity Leader Book Circle, Alumni BIPOC Panel, Recognizing Microaggressions Workshop</i> through ASHA.</p> <p>This benchmark was met for FT faculty as of August 2021. Data were not collected from part-time faculty.</p>	<p>The Full Faculty January 2022 retreat synthesized these trainings through case-based, problem-based learning. Both full and part-time faculty discussed student success strategies through the lens of trainings that were attended during 2020 and 2021. The research literature on effective feedback strategies, intentional reflection, and formative assessment was integrated into this training. A dedicated department Canvas site that is accessible by all faculty has been created to share relevant professional development workshops, literature, and other articles/information.</p>

6	Faculty Professional Development Workshops for Spring 2021 and Fall 2021 by outside speakers to focus on racial disparities, cultural humility, and/or anti-racist pedagogy.	<p>Dr. Valarie Fleming of Texas State University presented a workshop, <i>Toward Cultural Humility: Cultivating an Inclusive Academic/Clinical Learning Environment in Speech-Language Pathology and Audiology University Training Programs</i> to full- and part-time faculty on 1/20/21. This workshop was funded through the College of Continuing Education.</p> <p>Dr. Kris English, emerita professor of audiology at Ohio State University, presented <i>Counseling Skills and Cultural Humility to Address Healthcare Disparities</i> to full- and part-time faculty on 8/25/21.</p>	After completing two professional development workshops for Full Faculty with outside speakers, the FT faculty collaborated in developing a scenario-based, active learning event for the January 2022 Full Faculty retreat. As we continue to provide our biannual professional development events for didactic and clinical instructors, we will continue to synthesize the material from Drs. Fleming and English as well as new speaker recommendations. The Department will maintain a focus on continued integration of reflective practice, teaching strategies, and andragogies, and will also support new faculty in developing their instructional practice.
7	Faculty available for additional collaboration, guidance, and mentorship to Sac State's NSSLHA in pursuit of their mission relating to diversity, cultural competency, & cultural humility.	NSSLHA Conference 2/6/21 (Theme: <i>Representation, Inclusivity, and Intersectionality: The Foundation of Effective Communication</i>) included speakers on disability advocacy, implicit bias, and ableism within the fields of Speech Pathology and Audiology, with 202 attendees. NSSLHA sponsored two independent study courses, <i>Multicultural Children's Literature</i> (with Dr. Tonia Davis) and <i>Appreciation for Diversity in CSAD</i> , formerly <i>ELI</i> (with Dr. Heather Thompson). R.A.I.N.B.O.W. was established by undergraduate students.	NSSLHA Conference 2/17/22 (Theme: <i>Difference Not Disorder: Neurodivergent Communication</i>) focused on the experiences and recommendations of CSAD professionals who identify as autistic, ADHD, and dyslexic. <i>Appreciation for Diversity in CSAD</i> course continues to run. R.A.I.N.B.O.W continues to host events with support from the faculty.
8	In compliance with the current CSU-wide hiring freeze, engagement in intentional search processes for applicants from diverse	<u>Two Audiology full-time, tenure-track, open-rank positions</u> were approved and announced on December 21, 2020. A diversity statement was required from all applicants. The positions were posted through the Council for Academic	Thirteen new part-time faculty were hired with a goal towards increasing the CSAD full faculty representation including instructors from a variety of backgrounds and cultures, languages, socioeconomic status, gender

	<p>backgrounds for any approved faculty and staff positions.</p>	<p>Programs in Communication Sciences and Disorders (CAPCSD), American Academy of Audiology (AAA), The Chronicle of Higher Education, Diversity Work Match, Diversity.com's <i>Higher Education Job Search</i> feature, Veteran Job Match, and Diversity Jobs. All search committees include an Affirmative Action/Equal Opportunity Recruitment (AA/EOR) representative.</p>	<p>identities, sexual orientations, religions, exceptionalities, neurodiversities, and physical abilities.</p> <p>Part-time faculty pool job postings were modified to be available and transparent to our local community. The application can be found on our department webpage.</p>
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