

Recruiting Historically Excluded Students

Dr. Antony Joseph, CCC-A
Dr. Kerry Mandulak, CCC-SLP

Presenters



Antony Joseph, AuD, PhD



Kerry Mandulak, PhD

Disclosures

Joseph

- Financial: Employed by Illinois State University and receive a salary; employed by Innovative Employee Solutions and Leidos Inc. and receive a salary
- Non-financial: none

Mandulak

- Financial: Employed by Pacific University and receive a salary; have received honoraria for consulting focused on holistic review admissions processes
- Non-financial: Member of ASHA, and within ASHA, SIG 10 (Issues in Higher Education); co-guest editor of special issue of AJSLP that focuses on diversification of the CSD workforce; guest editor of special forum of SIG 10 Perspectives that focused on holistic review in CSD; chair of Graduate Admissions Committee in School of CSD at Pacific University; co-chair of CAPCSD DEI Committee

Learning Objectives

- **Evaluate existing recruitment and retention processes and compare them to current best practices**
- **Identify key areas primed for change to improve recruitment and retention practices**
- **Develop three strategies for implementation within your institution**

Big Picture

- There is a lack of representativeness in the health care field
- AuD and SLP are at the top, possibly because they reside in predominantly-white institutions
- It is inherently challenging to recruit, admit, and enroll graduate students
- Homophily and standardized tests drive down admissions for Underrepresented Racial Minority (URM) graduate-school applicants, resulting in few URM practitioners, clinical educators (CEs), preceptors, faculty members, and research scientists
- Graduate cohorts lack diversity, which significantly reduces access to care for URM patients, and may contribute to negative health outcomes
- URM clinicians tend to practice in communities of color, where practitioners are needed
- Although the proportion of doctorates earned by URM students is increasing, the rate is still not representative of the proportion of those living in the US*

NSF, 2018, Survey of Earned Doctorates*

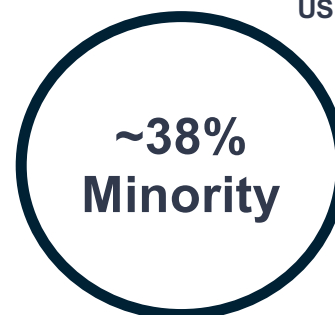
AuD vs. Population

Audiologists

Practitioners



US Population



Glazer et al. (2014) Holistic admissions, UUH; 2019 U.S. Census Bureau Estimates

SLP vs. Population

Speech-language Pathologists

Practitioners



US Population



Glazer et al. (2014) Holistic admissions, UUH; 2019 U.S. Census Bureau Estimates

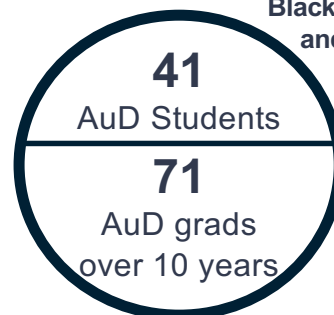
Black Faculty and CEs

Black Audiology Instructors

Black Instructors
Faculty or CE



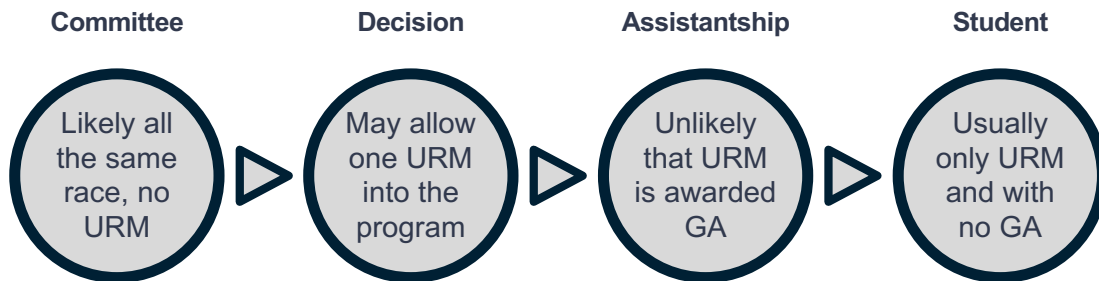
Black AuD Students
and Graduates



Joseph et al. (2019, unpublished survey)

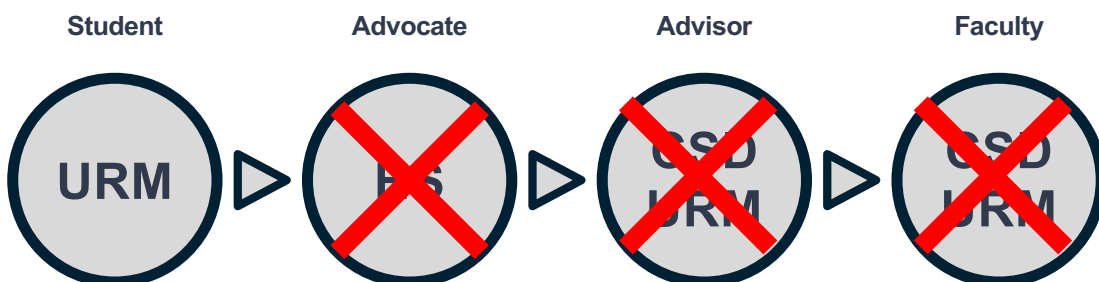
Lack of Diversity

Including individuals (students) with different perspectives, backgrounds, and experiences is key for productivity, innovation, and problem-solving – is key in learning environments



Access to CSD Education

Exclusionary system design



Barriers

Homophily*: a contributing factor that will be hard to overcome

- “Homophily in race/ethnicity creates the strongest divides in our personal environments”
- “... the principle that a contact between similar people occurs at a higher rate than among dissimilar people”
- Per Aristotle, people “love those who are like themselves”

Standardized Tests:

- Quantitative measures are considered poor predictors of success
- Per ETS, if a GRE cut-score is used as a primary criterion, programs could miss an applicant who would be a great asset to the program
(https://www.ets.org/s/gre/pdf/gre_scores_best_practices.pdf)

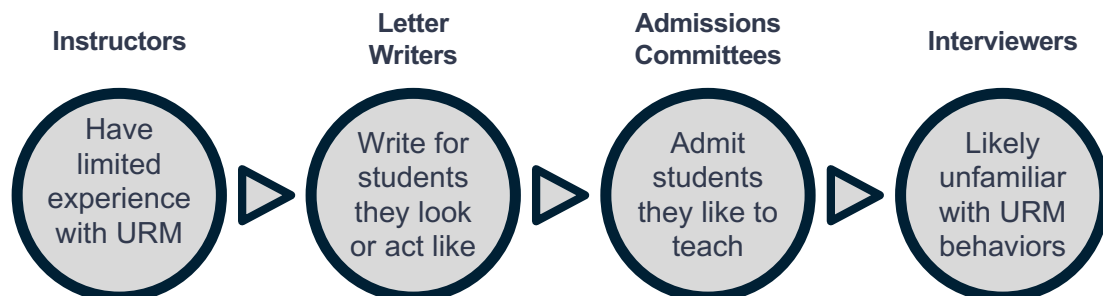
Cumulative Disadvantage:

- SDH, stress, limited number of URM mentors and advisors

McPherson et al., 2001, Homophily in social networks*;
Posselt, 2016, Inside Graduate Admissions

Homophily

“Birds of a feather flock together”*



McPherson et al., 2001, Homophily in social networks*,
Newkirk-Turner & Hudson, in press

Social Determinants of Health

Several Elements:

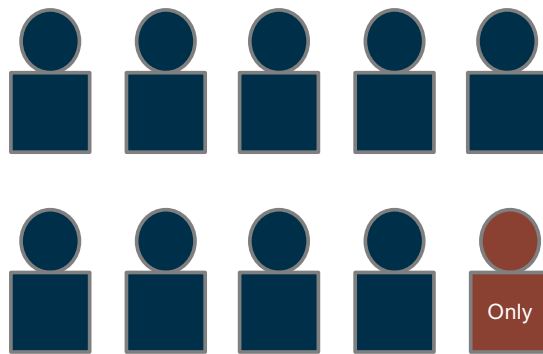
- Financial readiness and stability: **employment**, income, expenses, debt, medical bills, and **financial counseling**
- Education: literacy, language, and access to quality early childhood education, vocational training, and **higher education**
- Community and social context: stress relief, social integration, support systems, **community engagement and volunteerism**, and social clubs
- Food: hunger, access to healthy/affordable options (urban food deserts), and clean water
- Health care system: **health insurance, provider cultural competence, access to provider, and affordable quality care**
- Neighborhood and physical environment: habitable housing, transportation, crime and safety problems, parks, playgrounds, and neighborhood walkability

Patients Need Change

Paradigm Shift

- Change is clearly needed: SLP and AuD are a white industry (e.g., 13% of population is Black, only 2% of audiologists)
- Acknowledge our differences, biases, prejudices, and vulnerabilities
- Discover ways to work collaboratively more effectively
- Create partnerships with HBCUs as none of them have an Audiology program
- Expose URM students to AuD and SLP profession earlier and frequently
- Implement a sustainable support structure (key: URM faculty, CEs, preceptors)

Perspectives



How would you feel
If you were this person?

Visibly different

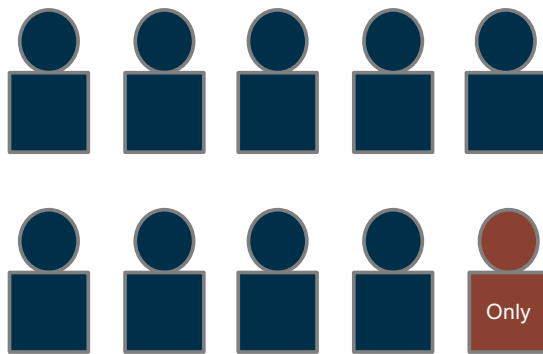
Perspectives

Would you feel comfortable in this group? Could you perform effectively for your entire undergrad and graduate program as the “only”? How about for your career activities?



Photo captured from National Black Association for Speech-Language and Hearing

Perspectives



Who would you go to for letters of support when no CSD faculty looks like you, wants to be around you, understands you?

Diversity and Inclusion

What diversity really is:

- Something that represents individuals with different perspectives, backgrounds, and experiences, which is key for productivity, innovation, and problem-solving
- Characteristics such as gender, age, religion, race, ethnicity, sexual orientation, and ability
- According to studies, racially diverse teams perform 35% better than non-diverse groups* and generate almost 20% more revenue**

What diversity is not:

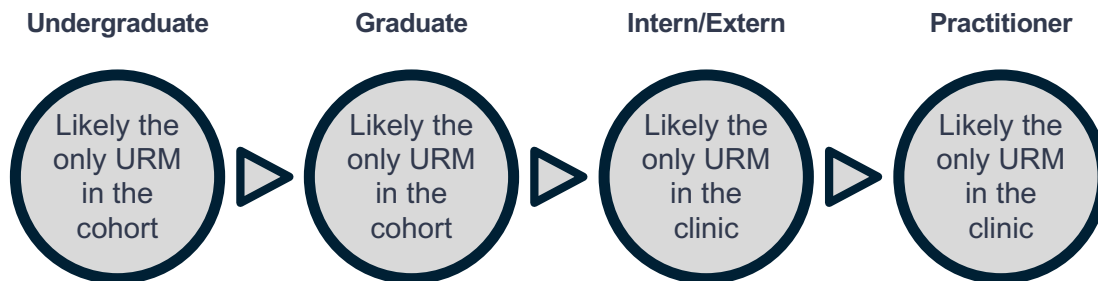
- Recruiting a URM student every few years
- Inviting a few URM students for interviews but never admitting any
- Admitting one URM student into the program annually (the “only”)
- Never offering graduate assistantships to URM students

Tulshyan, 2015, Forbes

Rocio et al., 2018, Boston Consulting Group Henderson Institute**

URM Stress

Social determinants of mental health: being the “only” for a full career



Fuse & Bergen, 2018;
Ginsberg, 2018

Benefits of Diversity

Benefits of Diversity:

*“The benefits of diversity, including enhanced creativity in problem solving and improved learning outcomes for students from traditionally underrepresented backgrounds (the latter of which is thought to be particularly important to maintaining long-term US competitiveness in an increasingly diverse society), have led policy makers to focus anew on increasing diversity in the [biomedical sciences] workforce and professoriate.”**

*Students can benefit from learning from diverse viewpoints and backgrounds of their fellow students, and that having learning opportunities that include less “homogeneous environments” can benefit students’ learning as well. ***

Gibbs et al., 2014, Biomedical science PhD career interest patterns by race/ethnicity and gender*
Milem, 2003, *The educational benefits of diversity: Evidence from multiple sectors.***

Benefits of Diversity in the Classroom

“... enhanced creativity in problem solving...”

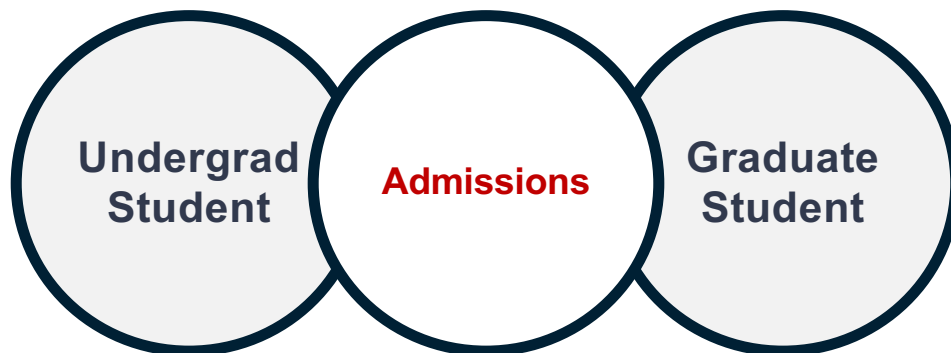
- Diverse classrooms are more exciting to teach, more engaged, more supportive of each other. Students behave more kindheartedly in the classroom. Classes made up of students solely from well-represented groups have more conflict and dissatisfaction.

“... improved learning outcomes for students from traditionally underrepresented backgrounds...”

- We are directly addressing a significant problem in society: (1) providing access to higher education in CSD, AuD, and SLP programs for URM students, and (2) addressing the disparity of URM practitioners and faculty for improving health care for communities of color.

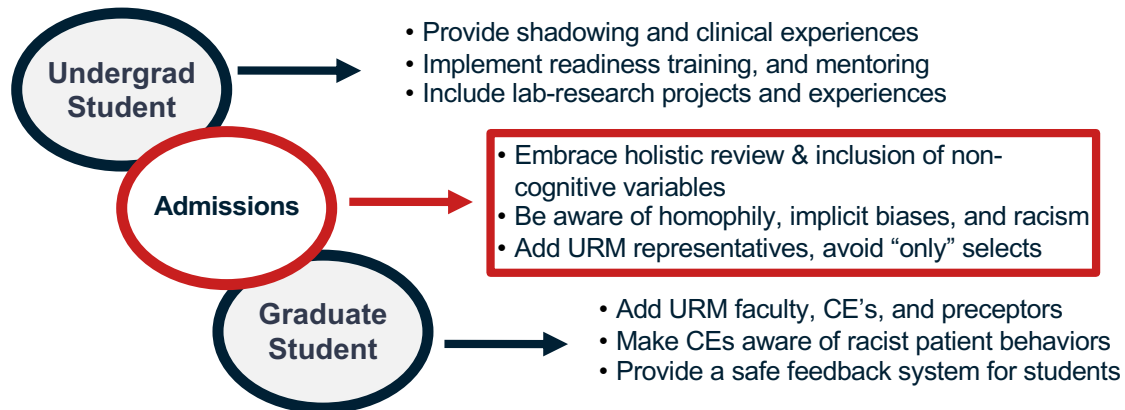
Building Diversity: It's Multidimensional

- Undergraduate and graduate programs are connected by the admissions process
- Recruiting URM graduate students begins with undergrad and admissions



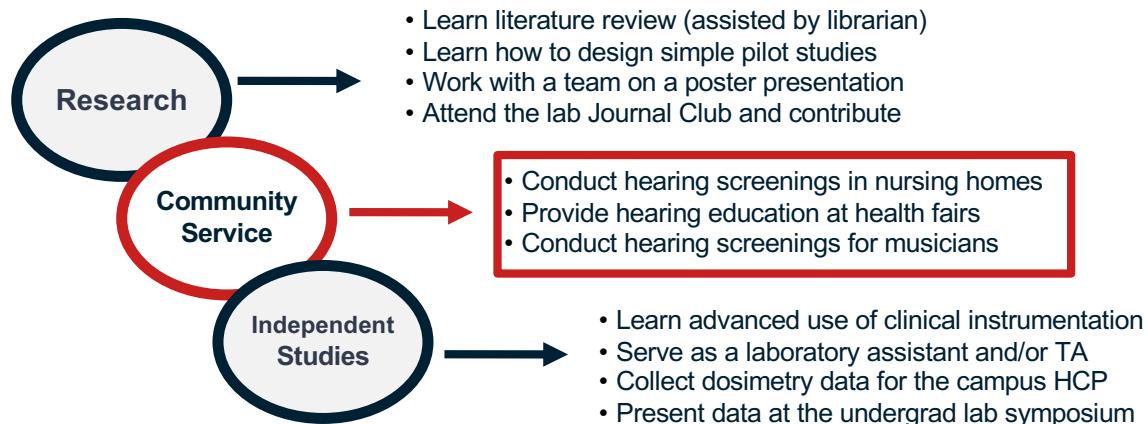
Building Diversity: It's Multidimensional

- Sustained diversity-recruitment hinges on the mechanisms for acceptance and retention



Undergraduate Mentoring

- Opportunities offered by my laboratory to undergraduate students bound for Audiology



Solutions: Undergraduate

**Time Mgmt.
Study Planning
Goal Setting**

**Inclusive
Pedagogy**

**Financial
Readiness**

**Campus
Resources**

**Writing Center
Career Center
Exam Prep**

**Advising
Cultural
Support**

Ginsberg, 2018

Solutions: Undergraduate (Recruitment)

**GPA
Counseling
Support**

**Research-
laboratory
Experience**

**Clinical
Observation
(Shadowing)**

**Civic
Engagement
(Volunteerism)**

**Minor Studies
Study Abroad**

**Leadership
Committees
SAA/NSSLHA**

Solutions: Admissions

**Assemble
representative
committee**

**Embrace
diversity and
inclusion**

**Adopt
holistic review
method**

**Conduct
fair/unbiased
interviews**

**Target
URM rates per
population**

**Develop
partnerships
with HBCUs**

Solutions: Graduate (Retention)

**Provide URM-
specific GAs**

**Avoid the
“only”
condition**

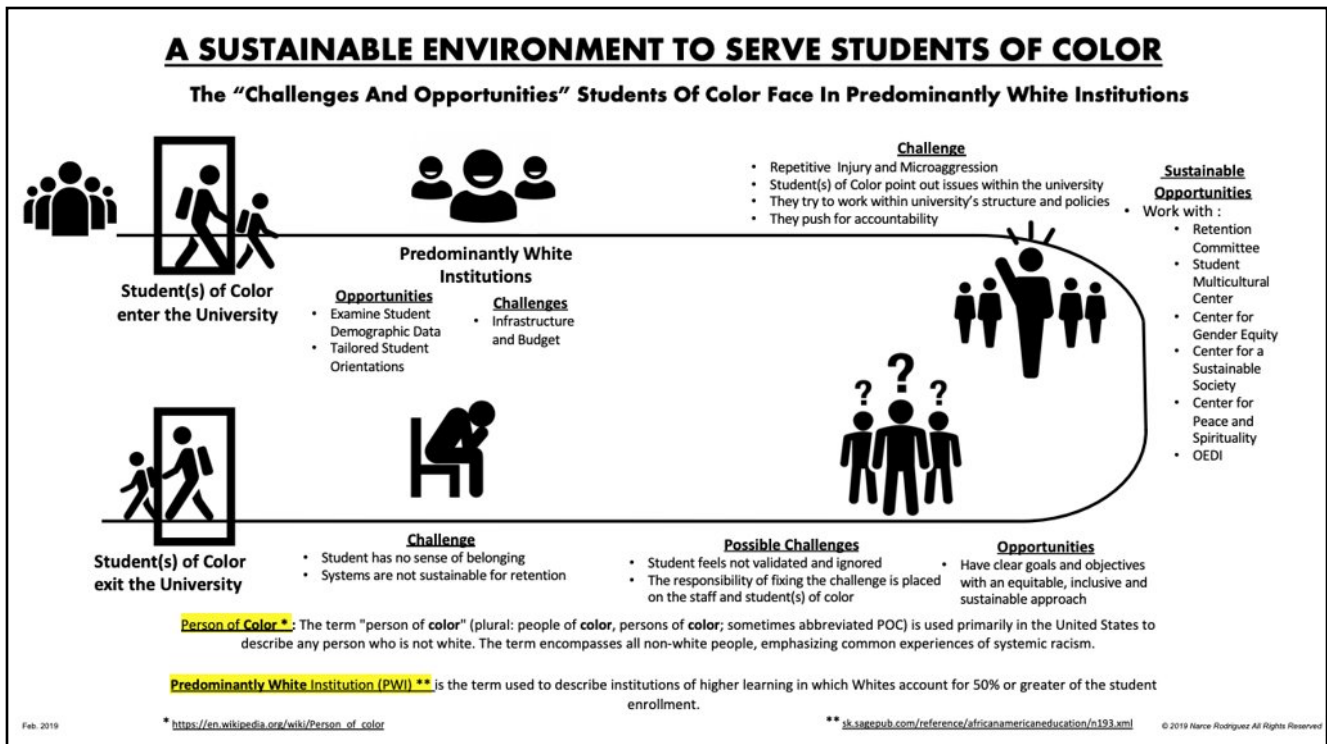
**Provide cultural
training for CEs
and faculty**

**Academic
support
programs**

**Inclusive
Pedagogy**

**Mentoring
Role modeling
Feedback**

Fuse & Bergen, 2018; Ginsberg, 2018



Learning Environment

Inclusive Pedagogy

- Build rapport
- Be mindful of language
- Apply Transparent Teaching / Universal Design
- Diversify course materials
- Communicate sources of support
- Examine your own implicit biases
- Foster a growth mindset

<https://www.celt.iastate.edu/teaching/creating-an-inclusive-classroom/inclusive-teaching-resources/inclusive-pedagogy/>
<https://TILThighered.com>

Best Practices

- Be flexible and versatile
- Be equitable: ensure consistency and accessibility
- Work collaboratively
- Support personalization: successful teaching is governed by personal difference
- Embrace diversity: establish opportunities to develop awareness of diversity and global issues

Imposter Phenomenon

Impostorism

- Women and URM populations are inclined to exhibit self doubt*
- Imposter phenomenon is when one feels intellectually inferior
- “A fear that you will be exposed as a fraud”
- Impostorism is highly prevalent in URM students and professionals
- URM students may have feelings due to not being in the majority race
- Impostorism is associated with increased psychological stress and lower self esteem for Black students**
- Most effectively mitigated by intentional mentoring
- Perceived ineptitude may result in mental health outcomes

Lewis et al., 2016 Randomized trial of mentoring intervention; Sturges, 2018**

University Strategic Plan

- University strategic plan should identify the institutional level of commitment to diversity and inclusion
- Departments should operationalize diversity and inclusion into decision-making criteria
- Departments should implement or re-structure interviewing procedures
- Graduate application reviewers should look to the university mission statement for guidance on URM student admissions, and look to the evidence of increases in diversity with increased holistic admissions strategies*
- Colleges should provide faculty, CEs, and staff with annual comprehensive training

Artinian et al., 2017 – Strategies for Leaders*
<https://pubmed.ncbi.nlm.nih.gov/29200468/>

Mentoring and Role Modeling

Benefits of Intentional Mentorship

- Increases student motivation*
- Develops independence*
- Increases confidence and commitment to learning
- Stimulates critical thinking*
- Develops a pathway of success for students
- Increases recruitment
- Improves retention
- Provides emotional support at critical times for students
- Gives students a sense of belonging

Responsibilities of Mentorship

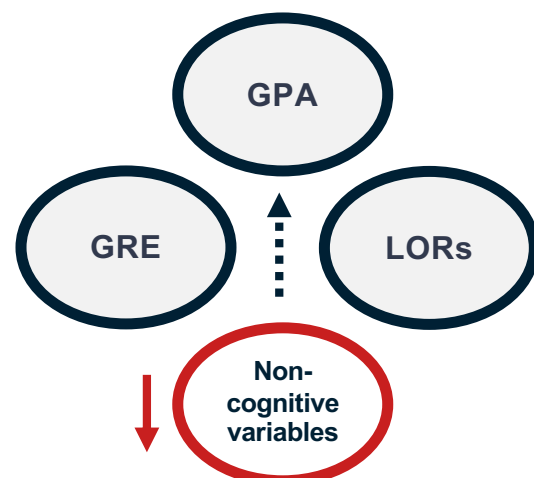
- Discuss the academic performance and accomplishments required for a competitive graduate-school application
- Determine the student's immediate educational and long-term career goals
- Inform the student about research projects and civic engagement activities that could bolster their graduate-school application
- Monitor indicators for Imposter Phenomenon

Crooks, 2013, Mentoring as the key*
Fuse & Bergen, 2018; Ginsberg, 2018

Traditional Admissions Review Process

Quantitative Review Emphasis

- Focus on grades and test scores to reduce "risk" with candidates
- Dictated by preferences of faculty and CEs
- Filtering or sorting is easier to do with quantitative data
- Support letters add additional filtering into *highly recommend* or *do not recommend* categories
- Non-cognitive variables carry a lower weighting but are considered in review
- Results from an interview may add additional input to the decision but will likely be scored



Holistic Review : Considerations

How do we get beyond focusing on metrics?

What assumptions do we make about who students are, or what they need?

Can we be open to new assumptions?

What do we consider to be worth an offer of admissions? (Merit)

How do we incorporate diversity, equity, and inclusion into admissions processes?

Posselt, 2016, *Inside Graduate Admissions*; Sedlacek, 2017

Holistic Review

Definition of Holistic Review for Graduate Admissions

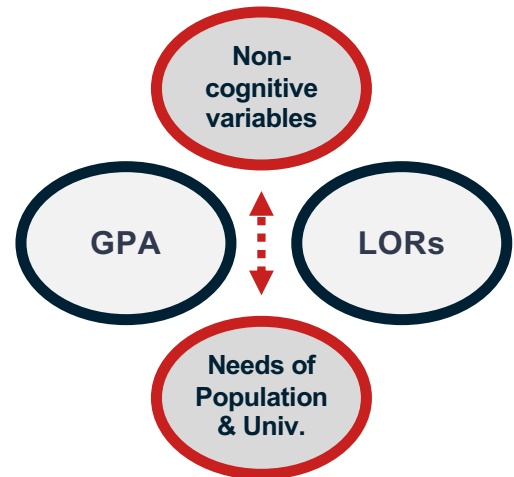
- A *flexible, individualized way* of assessing an applicant's capabilities, by which *balanced consideration* is given to *experiences, attributes, and metrics*, AND when considered in combination, how the individual might contribute value to the institution's mission and goals. (AAMC, 2020)
- It is not ...
- ... lowering standards (standards are intentionally chosen to be aligned with vision, mission, values of university or program)
- ... choosing "diamonds in the rough" (process is applied equitably across all applicants)
- ... going to necessarily lead to increases in numbers (eliminating biased measures allows for a more diverse pool of applicants through entire process)

<https://www.aamc.org/services/member-capacity-building/holistic-review>

Holistic Admissions Review

Qualitative Review Emphasis

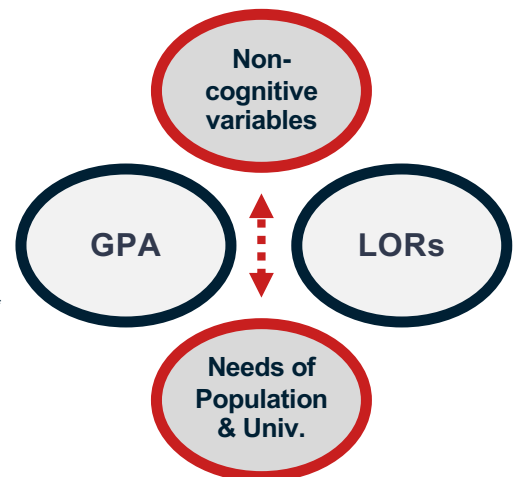
- Individualized consideration of applicants
- Dictated by the needs of the population and institution
- De-emphasis of grades and test scores (balanced approach)
- Emphasize other qualifications of success in academic work (grounded in outcomes data)
- More focus on non-cognitive aspects of graduate applications
- Diversity oriented: widen the lens of admission criteria in order to enroll students from historically excluded and diverse backgrounds whose career goals reflect the mission of the institution



Holistic Admissions Review

Main Goal: Promote Diversity

- Can be focused on low URM representation among health professions to address racial disparity
- Flexible, individualized method of assessing an applicant's life experiences and personal attributes as well as academic metrics
- Committee should consider how the applicant would contribute to the learning environment and to the field*
- Committee should consider the racial composition of the entire class*



Coplan et al., 2021, Holistic admissions and URM*

Noncognitive Variables

Select candidates based on skills and character attributes

- All materials that demonstrate personal attributes, motivation, desire
- Clinical observations (shadowing)
- Personal statement
- Work experience
- Research experience
- Include GPA
- Include letters of recommendation
- *Reviewers should not look at GRE*
- Positive self concept*
- Realistic self appraisal*
- Understands how to navigate the system (deals with racism)*
- Prefers long-range to short-term goals*
- Availability of a strong support person*
- Knowledge acquired about the field*
- Successful leadership experience
- Demonstrated community service

Sedlacek, 2005, Case for noncognitive measures*

Best Practices

Strategies to recruit, admit, and retain URM students

- Establish some targeted scholarships
- Adopt holistic review for graduate admissions
- Link admissions to program goals
- Develop sustainable academic support programs
- Consider a student's contribution to the classroom and the field
- Facilitate intentional mentoring

Strategies for implementation (1)

SHORT TERM:

Find or train advocates in your local school systems who can champion a CSD awareness campaign. Interested high school students should be connected with a CSD advisor in your institution, hopefully, a URM faculty member or clinical educator.

LONG TERM:

Recruit and sponsor URM faculty members and clinical educators. This will attract URM undergraduate and graduate students to your institution. These professionals can directly support and serve your URM students, which will improve retention. They can also serve as advocates and advisors for your high school CSD recruitment campaign.

Strategies for implementation (2)

SHORT TERM:

Implement a holistic admissions process for your undergraduate and graduate programs. Drive the dashboard for your program on worker-population conditions.

LONG TERM:

Develop programs for high school and campus CSD candidates that prepare them for your program and bolster their opportunities for acceptance. Do the same for undergraduate candidates to prepare them for your graduate program in SLP or AuD and enhance their opportunities for admittance.

Strategies for implementation (3)

SHORT TERM:

Train your faculty, clinical educators, and staff on recognition of microaggressions, unconscious bias, and racism with the overall aim of improving their cultural competency.

LONG TERM:

Increase the number of URM faculty, clinical educators, and staff

Conclusion

The disparity between the US minority population and the number of URM students in CSD, AuD and SLP programs is larger than most health professions, but sustained disparities exist in medicine, dentistry, and several allied health specialties. A lack of URM clinical professionals has a direct impact on patient outcomes in URM populations.

Contributing factors are homophily and the social determinants of health. To address this problem, academic institutions should embrace a culture of diversity and inclusion, aim to close disparities in the health care workforce, employ holistic admissions practices, and encourage URM graduates to pursue faculty, clinical educator, and clinical preceptor careers.

Alert!

Admitting one URM student, or hiring one URM faculty is not fulfillment of diversity

REFERENCES

Artinian, N. T., Drees, B. M., Glazer, G., Harris, K., Kaufman, L. S., Lopez, N., ... & Michaels, J. (2017). Holistic admissions in the health professions: Strategies for leaders. *College and university: The journal of the American Association of Collegiate Registrars*, 92(2), 65.

Fuse, A. & Bergen, M. (2018). The role of support systems for success of underrepresented students in communication sciences & disorders. *Teaching and Learning in Communication Sciences & Disorders*, 2(3), 1-23.

Ginsberg, S. (2018). Stories of success: African American speech-language pathologists' academic resilience. *Teaching and Learning in Communication Sciences & Disorders*. 2(3), 1 – 15.

Ginsberg, S. (2018). Increasing African American student success in speech-language pathology programs. *Teaching and Learning in Communication Sciences & Disorders*. 2(3), 1 - 13

Newkirk-Turner, B. & Hudson, T. (in press). Do no harm: Graduate admissions letters of recommendation and unconscious bias. *SIG 10 Perspectives*, Special Forum on Holistic Admissions in CSD.

Posselt, JR. (2016). Inside Graduate Admissions : Merit, Diversity, and Faculty gatekeeping. Harvard University Press.

Recruiting Historically Excluded Students

Dr. Antony Joseph, CCC-A
Dr. Kerry Mandulak, CCC-SLP

Holistic Review

Goal of Holistic Graduate Application Review

- Use of non-cognitive variables in an assessment model in order to enroll students from historically excluded and diverse backgrounds whose career goals reflect the mission of the institution
- To build a diverse and inclusive Audiology and Speech-Language Pathology workforce that is committed to serving communities of need, which should increase access to these clinical services, particularly for populations vulnerable to the social determinants of health
- Expand and diversify the pool of applicants invited for interviews*

Wilson et al., 2014, Using noncognitive variables*