

UO CDS Strategic Plan 2020-2022

Program Objective #1: Revise the graduate curriculum to be culturally and linguistically responsive and explicitly antiracist as measured by [the identified learning outcomes]* being present in 60% of graduate course syllabi.

*These will be identified through the curricular revision process.

Year 1 Priorities: Develop a matrix of learning outcomes as they relate to cultural and linguistic responsiveness and anti-racism that are compatible with accreditation requirements and pulled from the extant literature.

Year 2 Priorities: Evaluate the extent to which the identified outcomes exist in our current curriculum. Ensure the identified outcomes exist through the initiation of curricular revision (revising at most 2 courses at a time).

Program Objective #2: Recruit and retain Black, Indigenous, and People of Color (BIPOC) graduate students, with the goal of growing the community of BIPOC practitioners, as measured by a 3-5%* increase in matriculated (recruit) and graduated (retain) students self-identifying as BIPOC.

*Data will be compared to our 2019 matriculation baseline data of 18%.

Year 1 Priorities: Revise our graduate admissions process; create an internal system for gathering student feedback and reporting bias and responding to the information gathered

Year 2 Priorities: Revise our graduate admissions process; increase community outreach to and program engagement with BIPOC high school students

Program Objective #3: Matriculate 1-2 BIPOC PhD students and/or PhD students with interest in doing work with BIPOC populations, with the goal of growing the community of BIPOC faculty and researchers.

Year 1 Priorities: Develop a list of funding mechanisms that may be available to recruit and support these students (e.g., COE, UO, external); participate in recruitment activities through local and national organizations (e.g., ASHA, NBASLH)

Year 2 Priorities: Participate in recruitment activities through local and national organizations (e.g., ASHA, NBASLH)

Clinical Training Objective #1: Ensure clinical training provides students with knowledge and skills needed to work with diverse populations for social justice, equity, and access as measured by 90% of our students receiving a score of “3” or higher in Calipso by their externship coordinators as related to ASHA Standard V-B 3a and 3.1.1B: “Communicates effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the patient, family, caregiver, and relevant others” (2020 entering cohort).

Year 1 Priorities: Expand infoCDS library to include BIPOC authors and articles addressing BIPOC populations; create glossary of terms for shared terminology

Year 2 Priorities: Widening IPP to include interpreters, migrant ed, teachers of the deaf, CAHOOTS, etc.

Clinical Training Objective #2: Increase accessibility to services provided by HEDCO SLHC, thus increasing students' experience working with clients of diverse backgrounds as evidenced by a 3-5%* increase in BIPOC clients assessed/treated in the SLHC.

*Data will be compared to our 2019-2020 baseline data of 13%.

Year 1 Priorities: Disseminate information to local BIPOC organizations in order to recruit clients for clinical services

Year 2 Priorities: Create a more approachable clinical environment for BIPOC populations (resources and forms in multiple languages, increasing access to interpreters)

Research Training Objective #1: Mentor at least 4 Master's Student Evidence-Based Capstone Projects related to cultural responsiveness and antiracism in speech-language pathology, in order to increase student activism and in order to grow the relevant literature base.

Year 1 Priorities: Identify appropriate clinic initiatives and advocacy activities that could serve as potential topics.

Year 2 Priorities: Support the writing of student projects and the dissemination of this work (e.g., OSHA presentations)

Research Training Objective #2: Support research participation and career development of BIPOC high school, undergraduate, and graduate students, in order to diversify the research pipeline, as measured by faculty involvement with 5-6 BIPOC students in lab- and clinical-research work.

Year 1 Priorities: Explore a standard process for recruiting and hiring university students for paid research positions; offer mentorship for the NAACP's National Academic, Cultural, Technological and Scientific Olympics (ACT-SO) program

Year 2 Priorities: Collaborate with BIPOC PhD students and assist with recruitment, study participation, and dissemination of research work