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As requested by Dr. Barceló and President Huntsman, the Department of Speech and Hearing Sciences has prepared a report that reflects our diversity efforts. This report served as a culmination of our own Department’s completion of a similar review; we are pleased to be able to share our findings with you. Enclosed please find the Diversity Appraisal Report from the Department of Speech and Hearing Sciences. If you need additional information, please feel free to contact me.
The faculty in Speech and Hearing Sciences are dedicated to having faculty, staff and students who represent diversity in their interests and backgrounds, and to having a curriculum at the undergraduate and graduate level that embraces social-cultural differences. To this end, we have made an effort to have diversity become a visible part of our unit, and further, to create an atmosphere of inclusiveness. We are also aware that we have shortcomings in this regard, and thus have made diversity a priority in our department’s goals.

Student Access and Opportunities
Our department participates in the Western and National Name Exchange Programs each year. We sent out personal letters to individuals inviting their applications. We attend the UW graduate fairs and provide UW GO-MAP with information about our graduate program. Our Web site includes information regarding diversity programs at the UW. We also have a long-standing relationship with DO-IT. We have contact with the Washington State High School Achievement Program, and the UW Women’s Studies “Making Connections” program, and we participate in the minorities in Science and Engineering Fair. We also attend the American Speech, Language, Hearing Association (ASHA) annual convention as part of our recruitment effort, and participate in the ASHA Minority Leadership Program. We have proudly had several students accepted to the competitive and prestigious ASHA program. Finally, we have been somewhat successful in the past in recruiting new students from minority and underrepresented groups with help from the Graduate School. Our efforts with doctoral applicants has been supported by several Graduate School administered awards (e.g., Stroum Scholarship). We are hoping to obtain more assistance from GOP for the 2004-2005 academic year for recruitment of graduate students.

Our department’s efforts to promote diversity have resulted in the recruitment of 15 students from other countries and diverse background during the past three years. In a discipline where men are a self-identified minority, we have a significant number of men enrolled. We offer an undergraduate course, SPHSC 308, Social-Cultural Aspects of Communication that attracts nonmajors, as well as majors. Student enrollment in this course reflects the University of Washington’s diverse student body. This class has been instrumental in increasing the number of students from diverse backgrounds who select Speech and Hearing Sciences as a major, and who eventually enter graduate school. While our efforts have proved to be successful, we are faced with continued challenges in recruiting and creating a curriculum that embraces cultural diversity.

Student Development and Retention
Speech and Hearing Sciences has been committed to the retention of minority and underrepresented groups by providing a curriculum that offers content concerning diversity, and attempting to encourage individual students through participation in special projects or financial assistance. Our curricular efforts have included adding coursework at the undergraduate level that focuses on cultural diversity (SPHSC 308: Social, Cultural Aspects of Communication – described above). At the graduate level, we have been attempting to expand content concerning cultural diversity through infusion. This autumn, 2003, the newly formed Department of Speech and Hearing Sciences Cultural Diversity Committee (three faculty members, one staff member and a graduate student) conducted a survey requesting all faculty members to appraise and report their efforts to include content on cultural diversity in coursework. The results reflected areas of
strength and weakness. This survey has prompted our faculty to meet, discuss and develop a plan to improve our curriculum in this regard. The plan will be formalized as the SPHSC Cultural Diversity Plan that will be submitted to the Graduate Opportunity Program.

Engagement with the External Community
As mentioned earlier, we participate in the Washington State High School Achievement Program, and the UW Women’s Studies “Making Connections” program, both of which are linked to the broader, Seattle Community. Also mentioned earlier, we have been actively involved with the national association (American Speech-Language-Hearing Association-ASHA) in an effort to recruit students and generally increase diversity in our program. In 2000 we were the recipient of a grant from ASHA’s Project on Multicultural Activities entitled, “Multicultural Presence and Understanding: A Model for Mentoring Undergraduate Students in Speech-Language Pathology.” We are planning on building from this project and developing a service-learning component to our SPHSC 308 course in the future. We also are actively engaged with the external community through our graduate curriculum, which requires master’s level students to spend a quarter interning in a school, clinic or medical setting; these placements typically involve some focus on diversity and are an excellent way to link the UW with the community. Finally, research efforts are a way we engage with the external community; this is described below.

Staff and Administrative Diversity
Our staff in the Speech and Hearing Clinic has reflected individuals from culturally diverse backgrounds. In a discipline that is primarily women, we have also attempted to hire male staff when possible. We clearly need to expand our efforts in improving the diversity in hiring new staff in the future. Administratively we have attempted to make diversity a priority. As mentioned above, we have created a standing Diversity Committee; the members of which include a student from an underrepresented group in the discipline. This Committee is responsible for overseeing the Department’s efforts to recruit and retain students from culturally diverse backgrounds, and to insure an atmosphere of inclusiveness. The Committee will be devising a SPHSC Diversity Plan to be submitted to the UW GOP early in 2004.

Faculty Diversity
Compared to other efforts to increase cultural diversity in our Department, we have been the least successful in faculty recruitment. We are currently engaging in a search for a new faculty in the area of Audiology/Hearing Science.

Curriculum and Research
The curriculum has been described above. As a summary, we are making an effort to improve the infusion of topics regarding diversity into our existing coursework. This effort will be the major focus of our upcoming Diversity Plan for 2004-2005. Also, as mentioned above, the Speech and Hearing Clinic provides an opportunity for students to be exposed to individuals from diverse backgrounds.

Research provides us with a unique opportunity to emphasize diversity. Several of the faculty engage in clinical research that serves individuals from diverse backgrounds. One project involves collaboration with speech-language pathologists’ from community clinics (Children’s Therapy Center in Kent and Highline) whose clientele includes families from other countries, including Vietnam, Mexico, Russia, and Korea. Another
project is examining children with Fetal Alcohol Syndrome, which includes a high proportion of Native American families. Finally, several student projects, including doctoral dissertations and master’s theses, have addressed issues concerning cultural influences on service delivery in speech-language pathology. Of course, by the nature of our discipline, much of our research and curriculum addresses individuals with disabilities.

**Climate**

The department has attempted to provide an atmosphere that demonstrates cultural sensitivity and fosters inclusiveness. Our recruitment and curricular efforts clearly send a positive message in this regard. The addition of a Diversity Committee to the department’s administrative structure has also been a positive step. Finally, our department has several specific ways that it tries to promote inclusiveness. First, our Speech and Hearing Clinic includes a fairly diverse clientele. In the upcoming year, we hope to “document and preserve” this diversity by highlighting the contributions of these clients through displays in the clinic. We also will be attempting to further expand the client base to better reflect the demographic diversity within the Seattle area community. Second, the department sponsors faculty sponsored “fireside chats” for undergraduate and graduate students. At these events, faculty members present current research and clinical innovations. In the past diversity has been only limitedly represented as a topic. Our plans include having at least one presentation a year that focuses on some aspect of cultural diversity. Third, we will continue to have the Diversity Committee identify areas that need improvement, by enlisting the feedback from our students, as well as gathering information from other programs around the country.