

Stockton University
Master of Science in Communication Disorders Program
Statement and Action Plan
In Support of Institutional Change to Eliminate Racism and Discrimination and
Promote Social Justice

We, the Communication Disorders Program at Stockton University, affirm the following:

1. We stand with the National Student Speech-Language Hearing Association (NSSLHA) in their statement:

Like many of our CSD students, and those across the nation, we're grieving the deaths of those in the Black community, and we're saddened by the racial injustices that many continue to face. We recognize and condemn the multifaceted aspects of systemic racism and oppression in this country that many of our Black NSSLHA students face. We stand with you in expressions of sadness, pain, anger, and calls for change.

Today, we answer the call and are committed to addressing the fundamental issues of racism in our country. Within the CSD community and NSSLHA, we can overcome these issues by increasing our cultural competence, cultural humility and sensitivity, as well as embracing diversity and inclusion—and putting into action steps for change. (NSSLHA, [Stop the Silence 2020](#))

2. In addition to addressing the fundamental issues of racism against BIPOC, we recognize and condemn other forms of bias and hate in our country including religion-based attacks and attacks based upon gender and/or sexual identity.
3. We reject and confront racism and discrimination in any form both on campus and within the community, including our partner clinical sites.

The faculty of the Communication Disorders Program have spent time during the summer of 2020 following this guidance and reflecting honestly on it. We have continued to actively listen and learn. We have read and discussed. We realize that the path of cultural humility is lifelong. We continue to learn, reflect, and act.

We are responding to this call with the following action items (see also MSCD [Strategic Plan](#)):

I. Student-centered action items:

- 1) Educate students within and outside of the classroom to become advocates for social justice while serving as models advocating for social justice.
 - a) Advocating for BIPOC & LGBT+ who traditionally suffer higher rates of poor health and wellness along with disparities in access, coverage, and utilization of healthcare.

- b) The NSSLHA blog offers guidance for students on the page: "[*Your Role in Stopping the Silence Against Racism in CSD Education*](#)".
 - i) Expand your knowledge: As a CSD student and future clinician, you should be actively learning and expanding your knowledge on cultural competence, cultural humility, sensitivity, diversity, and inclusion. Then, reflecting on what it means for you as a human, a student and peer, and a future clinician.
 - ii) Start the conversation: Once you've listened, learned, and reflected, we recommend you look at the culture within your university and CSD program. Then start discussions with your peers, NSSLHA chapters, and CSD departments. Include active listening in your discussions. These conversations aren't easy, but they're an important step toward ending racial injustices.
- 2) Continuing to ensure that students have experiences with diverse populations, including providing services to underserved populations at the Speech and Hearing Clinic and in the community.

II. Faculty-centered action items:

- 1) Expand our knowledge and understanding of the issues of race and racism, cultural competence, cultural humility and sensitivity, as well as diversity and inclusion through
 - a) webinars, shared readings discussions, etc. on historical and current issues
 - b) scheduled information-sharing opportunities at program meetings .
- 2) Engage in meaningful dialogue and network with Stockton students, alumni, faculty, and members of the greater community, through collaboration with:
 - a) On-campus cultural student organizations such as [Black & Latine Fraternities/Sororities](#), [Los Latinos Unidos](#), UBSS
<https://stockton.campuslabs.com/engage/organization/ubss>)
 - b) Stockton faculty and staff organizations such as [Council of Black Faculty & Staff, UNIDOS](#))
 - c) Community organizations such as [Hispanic Association of Atlantic County](#); [Latino Club of Egg Harbor City](#), [Puerto Rican Civic Association of Hammonton](#), and the Stockton and Community Chapters of the [NAACP](#))
 - d) Professional organizations such as [NJSHA Multicultural Committee](#), [National Black Association for Speech, Language, and Hearing](#), [ASHA Multicultural Caucuses](#))

III. Program-centered action items:

- 1) Promote issues of cultural competence, cultural humility and sensitivity, as well diversity and inclusion in all aspects of the program.
 - a) Coordinate efforts to expand and diversify the pipeline for careers in communication sciences and disorders through partnerships and outreach with the College Bound program at Stockton; outreach to students from diverse communities

- in secondary institutions; cross-collaboration on student engagement with the BSHS program; exploration of dual enrollment courses at local secondary institutions.
- b) Identify and reduce barriers to admission for diverse applicants.
 - c) Increase recruitment efforts for Hispanic Emphasis Specialization.
 - d) Continue to develop curricular, research, and clinical opportunities for students in the Hispanic Emphasis Specialization.
 - e) Strengthen our teaching about microaggressions, implicit and explicit biases, and multiculturalism across our curriculum through development and utilization of teaching and practice tools.
- 2) Critically examine and monitor our curriculum through mapping and ongoing assessment.
 - a) Ensure cultural competence, cultural humility and sensitivity, as well as diversity and inclusion are infused throughout the curriculum.
 - b) Seek to decrease Anglo-centric focus and racism and increase the inclusion of scholarly contributions from BIPOC researchers and clinicians.
 - c) Ensure that the curriculum materials reflect the diversity of society.
 - d) Increase the number of guest speakers who represent and are knowledgeable of diverse populations.
 - 3) Work with professional organizations (ex: [ASHA](#), [CAPCSD](#), [ASHA Multicultural Constituency Groups](#), [NBASLH](#), and [NSSLHA](#)) to:
 - a) Identify barriers to diverse enrollment in the MSCD program and work to eliminate such barriers.
 - b) Identify and implement strategies for recruitment and retention of BIPOC faculty.
 - 4) Develop a mentoring network among Communication Disorders alumni for BIPOC and LGBT+ undergraduate and graduate students as well as recent graduates.

This statement and action plan were voted upon and approved by the faculty of the Stockton University Master of Science in Communication Disorders Program on October 30, 2020 and will be reviewed and revised with full faculty vote annually or as needed.