

Supplemental Material S1. Action items for building inclusive spaces.

Topic	Action(s)	Resources/Links
Understand positionality and privilege	Identify ASHA, University, and/or outside professional development opportunities for both faculty and students to attend. Create a DEI Module in your Learning Management System (e.g., Canvas, Blackboard) with online courses	<p>ASHA Culturally Responsive CE Webinars https://apps.asha.org/eWeb/OLSDynamicPage.aspx?Webcode=olsrresults&cat=CE%20Courses&tpc=cr</p> <p>Learn More About Addressing Systemic Racism and Institutional Inequities in CSD https://www.asha.org/about/learn-more-about-addressing-systemic-racism-and-institutional-inequities-in-csd/</p> <p>TCU Race & Reconciliation Initiative - Assessing White Allyship and Whiteness https://www.youtube.com/watch?app=desktop&v=uY8dEqstJEs</p> <p>The Impact of Racism, Power, Privilege, and Positionality on Communication Sciences and Disorders Research: Time to Reconceptualize and Seek a Pathway to Equity https://pubs.asha.org/doi/10.1044/2021_AJSLP-20-00346</p> <p>What are intersectionality, privilege and positionality (Podcast)? https://www.brandeis.edu/now/2019/october/intersectionality-privilege-thetake.html</p> <p>Universal Design for Learning (UDL) for Inclusion, Diversity,</p>

		Equity, and Accessibility (IDEA) https://ecampusontario.pressbooks.pub/universaldesign/
Create a justice, equity, diversity, and inclusion statement	Create a CSD specific statement. This statement should also include objectives indicating how the department will uphold the values identified in the statement.	How to Write a Diversity Statement https://ctl.utexas.edu/drafting-diversity-equity-and-inclusion-dei-statement
Invite Diverse Stakeholders	Include representatives from various backgrounds in departmental decisions such as multiple student perspectives (race/ethnicity, gender identity, sexual orientation) in a department DEI committee.	Careers in Hearing and Speech - Why Diversity Matters in CSD https://stream.asha.org/careers-in-hearing-and-speech-why-diversity-matters-in-csd AJSLP Forum Highlights the Importance of Diversity in CSD https://academy.pubs.asha.org/2021/09/ajslp-forum-highlights-the-importance-of-diversity-in-communication-sciences-and-disorders/
Track and Respond to Microaggressions	<p>Establish a set of procedures to report microaggressions (e.g., Google form, with the option to remain anonymous) that is consistently checked by a faculty member or outside member (e.g., Professor in the Nursing department to reduce fear of retribution.</p> <p>Then, identify a hierarchy of actions beginning with addressing the issue with the aggressor verbally and establishing a remediation plan as needed to more stringent disciplinary action such as reporting to the Ethics Board.</p> <p>Additionally, it's important to identify ways to support and counsel the student after the microaggression.</p>	Taking Action Against Microaggressions Micro Course Series https://www.asha.org/practice/multicultural/microaggressions-micro-course-series/ Addressing microaggressions in the classroom https://teaching.washington.edu/inclusive-teaching/addressing-microaggressions-in-the-classroom/
Support Religious Minorities	At the beginning of the semester, Faculty should ask students to complete an	Interfaith Calendar (please note that the date for some holidays

	intake form in which they can choose to share if they celebrate any holidays that are not acknowledged by the University calendar. If yes, Faculty should identify how that holiday is celebrated and identify if any accommodations should be made for specific assignments.	<p>will change each year)</p> <p>https://www.diversityresources.com/interfaith-calendar-2022/</p> <p>Sample Google Form (make a copy and adjust as needed): https://docs.google.com/forms/d/e/1FAIpQLSfa3KTS20q8RUVAQADJRqRi5SqGzdynotPKEK4Y02iez4RYZA/viewform</p> <p>Who's in the Classroom Form <i>(Book: What inclusive instructors do: Principles and practices for excellence in college teaching.)</i> https://journals.asm.org/action/downloadSupplement?doi=10.1128%2Fjmbe.00183-21&file=jmbe00183-21_supp_1_seq8.pdf</p>
Support Members of the LGBTQIA Community	Faculty should identify ALL students' pronouns (i.e., it should not be assumed and no particular student will feel singled out). Additionally, language in case studies should be diverse in terms of gender identity and sexual orientation. More inclusive language such as partner instead of husband or wife should be used.	<p>Who's in the Classroom Form <i>(Book: What inclusive instructors do: Principles and practices for excellence in college teaching.)</i> https://journals.asm.org/action/downloadSupplement?doi=10.1128%2Fjmbe.00183-21&file=jmbe00183-21_supp_1_seq8.pdf</p>
Protect Students	Using a diverse group of stakeholders, create a Student Bill of Rights. Potential topics may include the right to: an inclusive curriculum, respectful dialogue, equitable representation, cultural competency training, reporting and support mechanisms, and recourse for violations.	<p>Student Voice: Student Bill of Rights https://www.stuvoice.org/student-bill-of-rights</p> <p>Providence Student Union Bill of Rights https://www.pvdstudentunion.org/student-bill-of-rights#:~:text=Students%20have%20the%20right%20to%20freedom%20of%20expression.,basis%20of%20sex%20or%20gender.</p>
Diversify the Profession	Attempts to diversify the professions	Hearing and Speech Careers

<p>through Recruitment Initiatives</p>	<p>should occur at all levels including: University, Department/Program, Student Organization (e.g., NSSLHA Career Fair in the Student Union), and in the field (e.g., medical SLP hosting a career fair with other allied health professionals to middle and high schoolers).</p>	<p>Website https://hearingandspeechcareers.org/</p> <p>NSSLHA Blog- Recruitment of Native American Students to CSD https://blog.nsslha.org/2021/11/02/recruitment-of-native-american-students-to-csd/</p>
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