

**Supplemental Material S1.** Survey and additional information from students in the study.

1. By clicking "YES" you are indicating consent to participate in this study. The University of North Carolina at Greensboro's Institutional Review Board has approved this study. All responses are completely anonymous; none of your responses can be identified to your name, school, or email. No questions are mandatory and you may stop completing the questionnaire at any time.
  - a. Yes
  - b. No
2. I am a/an
  - a. Undergraduate student
  - b. Graduate student
  - c. Post-Baccalaureate student
3. I am a/an (please check all that apply)

<ul style="list-style-type: none"><li>○ non-traditional/professional student</li><li>○ international student</li><li>○ multilingual speaker</li><li>○ dialect speaker (social and regional)</li><li>○ individual who is transgender</li><li>○ gender-diverse individual</li></ul>	<ul style="list-style-type: none"><li>○ first generation college student</li><li>○ individual with a disability</li><li>○ a racial or ethnic minority</li><li>○ male</li><li>○ individual from a religious minority background</li></ul>
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4. I am \_\_ years old
  - a. 17-24
  - b. 25-34
  - c. 35-44
  - d. 45 and over
5. My gender is
  - a. Male
  - b. Female
  - c. Non-binary

6. I am pursuing a degree in

- a. Speech-language pathology
- b. Audiology
- c. Speech and hearing sciences
- d. Other

7. My race is: (check all that apply)

- |   |   |
|---|---|
| <input type="radio"/> White                                       | <input type="radio"/> Middle Eastern/Arab                                   |
| <input type="radio"/> Black or African American                   | <input type="radio"/> Asian Indian (India, Pakistan, Bangladesh, Sri Lanka) |
| <input type="radio"/> Indigenous/Native American or Alaska Native | <input type="radio"/> Latino/a/x  |
| <input type="radio"/> Asian (e.g., Chinese, Indian)               | <input type="radio"/> Biracial/Multiracial                                  |
| <input type="radio"/> Native Hawaiian or Asian Pacific Islander   | <input type="radio"/> Other:  |

8. My ethnicity is

- ☐ Not Hispanic or Latino/a/x
- ☐ Hispanic or Latino/a/x
- ☐ Other

9. I can communicate in more than one language fluently

- ☐ Yes
- ☐ No

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10. Please tell us which language(s) you speak

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- |                               |                                  |
|-------------------------------|----------------------------------|
| <input type="radio"/> Spanish | <input type="radio"/> Tagalog    |
| <input type="radio"/> Arabic  | <input type="radio"/> Vietnamese |
| <input type="radio"/> French  | <input type="radio"/> Other      |
| <input type="radio"/> Chinese | <input type="radio"/>            |

11. English is my second language

- ☐ Yes
- ☐ No

12. Within society in general, I view myself as a minority

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

13. Within the field of communication sciences and disorders, I view myself as a minority

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

*14. A microaggression is defined as experiencing a statement, action, or incident regarded as instance of indirect, subtle, or unintentional discrimination against a member or members of a marginalized group.*

During my communication sciences and disorder program, I have experienced microaggressions based on my cultural/linguistic identity.

- ☐
- ☐ Yes
- ☐ No

15. Please describe the microaggression(s) you have experienced:

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16. In your opinion, what are ways to recruit students from diverse backgrounds into CSD?

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17. What are ways to retain students from diverse backgrounds in CSD?

18. Do you have someone within your program that you view as a mentor?

- Yes
- No

19. In 3-5 sentences, what qualities make this person a good mentor for you?

20. In 250-500 words, please share your experience as a diverse student in CSD.

Things you may want to include are challenges, barriers, or experiences. You may use pseudonyms to protect your privacy as well as the privacy of others.

**Table S1**

Feeling and Treated as the Other

Theme	Quote
Feelings of Otherness	<p>For me, I find that being [an] older student with bills is tough. I work two jobs during the school year just to afford to live. Come summer I usually pick up a third to help out too. With that being said, getting involved is difficult because if I'm not at school or work that's when I need to do my assignments.</p> <p>Feeling of not belonging/being different from the others in the cohort</p> <p>My experience as a student of color in CSD has mostly been marked by the lack of representation and how it affects my own perception of myself, my worth, and my value to this field.</p> <p>Complaints from professors about giving reasonable accommodations (approved by the Services to Students with Disabilities).</p> <p>I have had to constantly deal with negative comments and remarks relating to my disability/worth for the program</p> <p>I also feel a responsibility to help create more inclusive spaces in higher education so that we can recruit and retain minorities more effectively</p>
Isolation	<p>I don't have an adult to talk to about my situation because no adults in my life have gone to college.</p> <p>I am a Black woman and I have completed my undergraduate and graduate school training at predominantly white institutions, my undergrad is on the East coast, my grad</p>

program is in the South West. I have felt alone and frustrated at times during both programs.

I didn't have guidance on how to apply for grad school, I am the first person in my family attempting to get a Master's degree here in the United States. Although my parents are well educated, and successful in my home country, they do not speak English and don't know how the education system works in the US. I feel like I don't have anyone to go to for advice.

## Identity Management

...feeling unsafe in predominantly white, cis, hetero, Christian cohort to be honest about belonging to LGBTQ+ community.

Feeling of not being able to be honest with professors about my identity for fear of judgement

It feels like a challenge presenting at conferences where the majority of presents are white- I'm self-conscious about code switching to the "white professional " style of communication.

I definitely felt a lot of impostor syndrome during my first year.

I feel different from them because I am, I have been less inclined to join in social gatherings of the cohort because our interests and experiences outside of CSD are different and I have grown tired of it. I do not feel I can be my true self in my department without explanations and expectations.

I just feel like I constantly need to prove that I belong here.

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**Table S2**

Damaging Generalizations

Theme	Quote
Assuming	<p>On the first day me and another student with the same last name we're called sisters. When corrected, the professor continued to say we are from the same place, the same people even though I am American and she is Chinese born.</p> <p>I have also had to deal with assumptions that people think I should be better at certain skills because of my identity, though I may not be as strong as they think (i.e. I should be more empathetic, better at relating with others, outgoing, etc...). This can cause confidence issues or pressure that I have to rise to that occasion.</p> <p>When interviewing for a few graduate schools find out that I am African American they say a comment like "Oh wow you don't look like what I imagined"</p>
Rejection of Services	<p>As a gay identifying male, I have had patient's disrespect me personally during appointments for my sexuality, especially when asked if I have a girlfriend and not liking the response that I have a male partner.</p> <p>One day, I was talking to a patient on [the] phone. The patient was upset that she couldn't see a specialist that she preferred. I tried to explain to her that the specialist is out of her medical group network. She was very upset and raised her voice at me the whole time. Then she said "could you get someone else to talk to me because I don't think you can understand me because you are Vietnamese Thai Laos."</p>
Homogenizing Students	<p>Additionally called out if we knew this "ancient Chinese proverb" that he butchered</p>

## Stereotyping

in translation to English that was used as the title for his research paper.

I've been mislabeled for my ethnicity multiple times. I've had a professor tell me to "just select Asian" in a qualtrics form after I expressed that I do not identify with any of the ethnicities on the form.

### *Negative*

My graduate clinical internship supervisor told me I had a "Reading Disability" and it was directly in relation to my race.

I feel I am seen as aggressive and unreasonable at times, when I see myself as a very gentle person.

### *Positive*

White students being exclusive in their study groups, but asking me for my study guides because of their belief in the model minority myth.

## Objectification

I've had comments made by staff about my hair and that "they liked it better in a bun."

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**Table S3**

Maltreatment from Faculty

Theme	Quote
Preferential Treatment	<p>Faculty giving preference to white students over minority students for placements (i.e. Only choosing their resumes over to competitive hospital placements).</p> <p>A clinical faculty member who everyone else described as being very helpful and a great supervisor treating me very dismissively and acting surprised if I did something right.</p>
Racial and Ethnic Conflation	<p>Being called by the name of another brown student (or asked questions that are based on information the other brown student provided).</p> <p>Clinical staff confused me with the one other black graduate student in our program in terms of our names, responsibilities, who sent emails, etc. (we look nothing alike, don't have the same clients, and aren't even in the same year).</p> <p>Assumptions based on my national background and linguistic upbringing. Being called upon in class to represent an entire group of people.</p> <p>Faculty and staff imposing their beliefs upon my behavior based on my cultural background (e.g. "oh that makes sense because you're xx" or "that's weird, I wouldn't assume that because you're xx").</p> <p>One Caucasian professor has called me the name of another Latina in my program, whom she believes I look like (which I do not), on multiple occasions. When I have kindly confronted her about it, she has either ignored me or laughed it off.</p>

## Assumptions of Ability

I also had a supervisor who would constantly say maybe you think that or don't understand because English is your second language. I have been in the United States since I was six and am fluent in English. The microaggressions are very real and prevalent in the Speech Pathology world.

There is always the insistence that because you are bilingual/multilingual, you can only serve as a bilingual school Speech pathologist even if the description does not align with your interests. This happened with someone in power-our programs placement coordinator - who controlled our placements that then has influenced what CFs you are most qualified for

During the first semester that I came to the US, the clinical supervisor told me that I had to achieve English grammar /pronunciation 90% accuracy in December; or I had to transfer to other schools or study Ph.D. (never do clinical work).

When I went to help with hearing screening in an elementary school, the school SLP told me "Don't worry! Many kids here are also not good at English

## Indifference to Cultural Identities

Asking me to submit paperwork on Saturdays so that my supervisor has it before church on Sunday, despite the fact that I observe the Sabbath.

I had professors and clinical supervisors from my placements not take into consideration my disability . My worst experience was during my nursing home externship in which my supervisor pushed me so hard to do everything on my own (paperwork, treatment, discharged, evals) when I was informed there was a high chance I would be getting a job. Due to this, they were "training" me to be an employee. I suffered from a mental breakdown that it was affecting my report

writing and clinical skills. I got scolded at for not meeting productivity due to all the errors I made in my papers. I have a learning disability. I shouldn't have been pushed this hard if my supervisor understood more about my disability. At the end of my experience, I got my final evaluation. My supervisor told me they wouldn't offer me a job, **RATED ME LOW** (I barely passed my clinical class), to stick to pediatrics, and they wanted someone that was "on the ball with things". After that moment, I felt so unworthy and depressed for having my disability and felt discouraged to move forward. We need supervisors to be more **UNDERSTANDING** of individuals with disabilities and not **RATE** performances over what an individual **CANNOT DO** due to what they have. We need change.

My biggest challenge is professors are unaware of how to work with a student with disabilities as they view accommodations as favors or luxuries instead of needs.

#### Derogatory or Inappropriate Statements

I needed to show identification before working as a TA. The professor that I worked for said, "We'll see if you're an alien or not."

I've had comments made by professionals at my clinical placements about my hair, comparing it to wearing a Halloween costume.

Requesting to touch black students' hair in class. And just generally making students uncomfortable.

In regards to my learning differences, I have been told by a professor that she's surprised "someone like me" has made it this far, and asked me "how I think I'll ever be able to successfully treat patients."

One professor labeled an Asian student in our class as "oriental"

When I was applying to graduate school one of my professors told me that the only way I would get into some of the schools I was applying for was as a statistic to boost the number of individuals of diverse backgrounds at that school rather than on my own merit

Another professor told me that I should consider applying to schools in a different region of the United States where I might feel more welcomed because there were "more people like me" in those regions than where I was applying.

I have an accent and my clinical director told me "I picked a tough field" then she tried to fix it but the damage was done

As an undergraduate student, I was told by one of my professors "don't bother apply to the graduate program because You won't get in. Apply to the HBCU through the tunnel instead." I had a 3.85 GPA.

#### Complicit Bystander

Had a patient say he didn't want to receive speech therapy from someone who didn't speak English. Supervisor was next to me and did not say anything or provide any support. She also claimed to not hear it after confronting the issue after the session.

I've experienced microaggressions from clients and classmates. One client asked me if I was from the projects. Another client said "Massa" multiple times in my presence. On these occasions, my supervisors did not defend me or attempt to speak to the client about refraining from asking inappropriate questions or using sensitive language.

While the microaggressions committed by patients are certainly out of the control of my supervisors, I have been upset when my supervisor with more social, professional, and academic power than me in the setting does

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not say anything. They do not call out the patient for an inappropriate race-related comment, they do not talk with me afterwards to see if I am okay, let alone to comment that the patient's words were not okay.

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**Table S4**

Maltreatment from Peers

Theme	Quote
Exclusionary Practices	<p>White students being exclusive in their study groups, but asking me for my study guides because of their belief in the model minority myth.</p> <p>For me, one of the biggest challenges was feeling accepted in the program. I would try to keep in touch with my peers only to be excluded. I would chalk it up to it being different personalities but after graduating I realized some of it was indifference, racism, and competitiveness.</p> <p>I've been talked over, interrupted, ignored, given dirty looks. I've been bumped into frequently when attempting to enter a class because other people find themselves entitled to go first. I've also been told "Oh, you're in my class?! I never noticed." I constantly am made to feel like I do not fit in within this major.</p> <p>I never understood why until I overheard a group saying that "this field was tough enough &amp; people who are bilingual have the advantage."</p>
Assumptions of Affirmative Action	<p>A classmate told me that she didn't apply because she apparently heard that only minorities are accepted. She then said, "But you must be the cream of the crop."</p> <p>A white student telling minority students that they were privileged to be minorities because she was going to have a hard time standing out on grad apps being white.</p> <p>Upon telling people that I will be applying to graduate programs - I was told to not worry because schools would accept me based on</p>

	<p>my race to fulfill their diversity quota.</p> <p>I was told that I only got good grades solely because I was Asian.</p> <p>Comments by fellow peers that I will obtain financial aid or a job easily because I am bilingual/Latino.</p>
Lowered Expectations	<p>During group projects, my classmates assigned very little work to me. Have to prove that I can do things all the time.</p> <p>When I did the internship partnered with my classmate, she thought I don't know how to do therapy at all. (I already finished 9 months of SLP internship and did part-time SLP job in Taiwan before I came to the U.S.)</p> <p>Sometimes I feel my peers (white girls) underestimate me. During group projects, I feel they don't take me seriously and don't really care about what I have to</p> <p>It's mostly a lot of doubt and questioning and forcing me to prove myself in group settings. Most recently, we had to work as a group to record a presentation and I suggested Zoom. They went around and around about how they didn't know if zoom could do that after I clearly stated it had and still didn't believe me until I said I've been using Zoom for two years before all the virtual work. And they finally ceded after stating "yeah I've only just started using it this week." This might not be a big deal but it feels like the white students are constantly trolling what the black students say as truth. No benefit of the doubt.</p>
Derogatory or Inappropriate Comments	<p>Peers blatantly pointed out my physical disability constantly and always used it as an excuse for why I shouldn't be in the program</p> <p>I have been told I look "vaguely ethnic," and</p>

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asked bluntly "what exactly are you ," by  
other students.

Asian accents by peers

Accused of having the virus

During a small group discussion in class, my  
classmates referred to the Arab world in a  
patronizing way without respecting my  
presence.

I've also had a fellow classmate feel the need  
to questioningly repeat my statements said in  
AAE/AAVE unpromptedly and unnecessarily  
within social settings.

Sometimes my classmates would feel the  
need to talk for me as if I'm not intellectually  
capable of being my own self-advocate.  
When I address it they become very passive-  
aggressive in small ways.

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