I. **SELF-STUDY** *(suggested length of 1-3 pages)*

A. **Five-Year Review Planning Goals**

*Present your planning goals from your last 5-year plan.*

Planning goals from last 5-year plan (submitted 05/30/2013) were:

- **Goal 1:** Implementing a strategic plan for continuity in department leadership
- **Goal 2:** Increasing the number of full-time TT faculty in the department.
- **Goal 3:** Enhancing graduate student advising for completion of coursework and clinical practicum sequencing.
- **Goal 4:** Ensuring stability in curricular planning and offering coursework
- **Goal 5:** Improving consistency in tracking of student performance in clinical practicum

B. **Progress Toward Five-Year Review Planning Goals**

*Report on your progress toward achievement of the 5-Year Plan. Include discussion of problems reaching each goal, revised goals, and any new initiatives taken with respect to each goal.*

Goal 1: Implementing a strategic plan for continuity in department leadership

*Progress since last (07/2016) report:* Dr. Shubha Kashinath, the most senior faculty member in the department, has been serving as Department Chair since Fall 2015. The department conducted a search for an outside chair in 2016-2017, but that position was not filled due to significant shortage of applicants. Given the shortage of applicants, but keeping in mind our need for senior...
faculty, the department conducted a search for an Assistant/Associate Professor position in 2017-2018. We extended an offer to a qualified candidate with Associate standing, but the offer was not accepted. Dr. Elena Dukhovny was awarded tenure in 06/2018 and is currently (Fall 2018) serving as Interim Chair while Dr. Kashinath is on Sabbatical. Dr. Kashinath will resume service as Chair in Spring 2019.

Goal 2: Increasing the number of full-time TT faculty in the department.

Progress since last report: The department conducted an unsuccessful search in 2016-2017, and a successful search in 2017-2018, hiring Dr. Katrina Nicholas. However, Dr. Ai Leen Choo, who started in Fall 2016, left the department in Spring 2018. Currently, there are two associate professors (Kashinath and Dukhovny) and two assistant professors (Ramanathan and Nicholas) in the department. We are conducting another faculty search this year. If this year’s search is successful, there will be five full-time faculty. This would still be short of the goal of seven full-time tenure track faculty suggested by our accrediting organization. We have put consistent effort into advertising/recruitment for our positions, but there is a significant nation-wide shortage of qualified applicants for tenure track positions in Communicative Sciences and Disorders. Given this, and the very high cost of living in the Bay Area, the department has concerns about meeting the full-time faculty requirements during our upcoming re-accreditation visit in 2019-2020.

Goal 3: Enhancing graduate student advising for completion of coursework and clinical practicum sequencing.

Progress since last report: Faculty advising roles are now clearly delineated, with each faculty member advising cohorts of undergraduate and/or graduate students. Face-to-face group advising is conducted at least once per term. Advanced graduate student cohorts also receive regularly scheduled individual advising. Road maps are posted on the department website and written advising summaries are sent out to students. Clinical performance guidelines were revised and clarified in 2017-2018. Of students who graduated in 2016-2017 and 2017-2018, 70/74 graduate students completed their degree on time, with 1/74 completing later than on time and 3/74 not completing the program. Advising is now systematic, but the department would benefit from additional faculty to take on parts of the advising load.

Goal 4: Ensuring stability in curricular planning and offering coursework

Progress since last report: All required courses were offered as planned in AY 2016-2017 and 2017-2018 and additional electives (e.g. School-based issues and Traumatic Brain Injury) were offered at the graduate level. Curriculum has been stable.

Goal 5: Improving consistency in tracking of student performance in clinical practicum

Progress since last report: In 2016-2017, the department moved to a unified online system for evaluation of student performance in clinical practicum. The online system Calipso allows for consistency in evaluation between clinical supervisors and tracks competencies directly related to standards presented by ASHA, our professional accrediting organization. Thus, consistency in tracking student performance across clinical practicum has improved.
C. Program Changes and Needs

Report on changes and emerging needs not already discussed above. Include any changes related to SB1440, significant events which have occurred or are imminent, program demand projections, notable changes in resources, retirements/new hires, curricular changes, honors received, etc., and their implications for attaining program goals. Organize your discussion using the following subheadings.

Overview:

Curriculum: All curriculum was offered as planned in 2016-2018. Along with departments in the College of Education and Allied Studies, SLHS was re-accredited by the California Commission on Teacher Credentialing (CTC) in Fall 2017 and will therefore continue to offer graduate students the credential required for speech-language pathologists to work in the public school system. In 2017, the department received curriculum feedback from our community advisory board and incorporated it as we were planning semester conversion.

Students: The number of undergraduate students in the program has been stable in 2016-2018, with 113 majors in 2016-2017 and 121 in 2017-2018. As requested by CLASS, and due to faculty shortages, the department has capped graduate student admissions at about 13 regular M.S. and 17-20 extended M.S. each year in 2017 and 2018 (from a pool of about 250 applicants). Numbers of graduate students have therefore also remained steady between 112-122.

Faculty: One new faculty member (Nicholas) was hired and one (Choo) left the university, so the department is at the same number of full-time faculty as reported in 2016. To meet instructional needs and in anticipation of reaccreditation visits for the degree program, upcoming in 2019-2020, the department needs to increase the number of instructional faculty by at least two, with a priority for a new faculty member with specialization in medical speech pathology and adult neurogenic language disorders.

Staff: In 2016-2017 and 2017-2018, the department continued to employ three full time staff (Marianna Wolff, ASC; Shelley Simrin, Clinic Director; Jenny Rosenquist, Clinical Supervisor) and one half-time staff (Anna Krajcin, Clinical Supervisor).

Resources: (facilities, space, equipment, etc.) Based on student feedback, the department created a shared study / collaboration space for graduate students in 2017, which has been received with enthusiasm by the students. The department was approved to purchase the clinical training software SimuCase in Spring 2018. The department additionally applied for IREE funding in Spring 2018 for a variety of services and materials (to update clinic equipment, ATP supervisor salary; transcranial direct current stimulation equipment; 10 iPADs, early language learning assessments, concussion program software), but the request was not approved.

Assessment: Along with departments in the College of Education and Allied Studies, SLHS was re-accredited by the California Commission on Teacher Credentialing (CTC) in Spring 2018 and
will therefore continue to offer graduate students the credential required for speech-language pathologists to work in the California public school system. The department submits yearly reports to the Council for Academic Accreditation (CAA) of Speech-Language Pathology programs. The most recent review by the CAA (of report submitted Summer 2017) found no areas of non-compliance.

Other: (e.g., major program modifications)

N/A

II. SUMMARY OF ASSESSMENT (suggested length of 1-2 pages)

To be completed by 12/07/18

A. Program Learning Outcomes (PLO)

List all your PLO in this box. Indicate for each PLO its alignment with one or more institutional learning outcomes (ILO). For example: “PLO 1. Apply advanced computer science theory to computation problems (ILO 2 & 6).”

B. Program Learning Outcome(S) Assessed

List the PLO(s) assessed. Provide a brief background on your program’s history of assessing the PLO(s) (e.g., annually, first time, part of other assessments, etc.)

C. Summary of Assessment Process

Summarize your assessment process briefly using the following sub-headings.

Instrument(s): (include if new or old instrument, how developed, description of content)
Sampling Procedure:
Sample Characteristics:
Data Collection: (include when, who, and how collected)
Data Analysis:

D. Summary of Assessment Results

Summarize your assessment results briefly using the following sub-headings.

Main Findings:
Recommendations for Program Improvement: (changes in course content, course sequence, student advising)
Next Step(s) for Closing the Loop: (recommendations to address findings, how & when)
Other Reflections:
E. Assessment Plans for Next Year

Summarize your assessment plans for the next year, including the PLO(s) you plan to assess, any revisions to the program assessment plan presented in your last five-year plan self-study, and any other relevant information.

III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

Each program should provide a one-page discussion of the program data available through CAPR. This discussion should include an analysis of trends and areas of concern. Programs should also include in this discussion requests for additional resources including space and tenure-track hires. Resource requests must be supported by reference to CAPR data only. Requests for tenure-track hires should indicate the area and rank that the program is requesting to hire. If a program is not requesting resources in that year, indicate that no resources are requested.

A. Discussion of Trends & Reflections

Notable Trends:

Summarize and discuss any notable trends occurring in your program over the past 3-5 years based on program statistics (1-2 paragraphs). You may include 1-2 pages of supplemental information as appendices to this report (e.g., graphs and tables).

Student numbers since 2013 reflect about an 8% rise in undergraduate enrollment, from 106 in 2013 to 113 in 2017 (see TT hire request document for table). Graduate enrollment has been capped, and therefore relatively stable, though application numbers continue to be very high. The number of applications for the extended Master’s program (for those with non-SLP Bachelor’s degrees) has decreased from 127 in 2013 to 75 in 2017. This is likely due to the recent proliferation of year-long, online, post-baccalaureate programs that are available to individuals looking to complete prerequisite UG course work. However, even this reduced number of applications still means that we only accept about 25% of applicants to the extended M.S. program. The number of applicants into the regular M.S. program has decreased slightly from 281 in 2013 to 204 in 2017, with the department now accepting, on average, 12 applicants per year into the regular M.S. program.

Reflections on Trends and Program Statistics:

Provide your reflections on the trends discussed above and statistics and supplemental information presented in this report.

The graduate programs continue to be in very high demand, with the regular M.S. program demand decreasing, but still high. The undergraduate program has grown somewhat, likely due to a nationwide shortage of SLPs that ensures close to 100% employment with graduate degree, and additional opportunities with high employment prospects for those with an undergraduate degree in SLP (e.g. SLP-Assistant certificate, teaching credential in Special Education).
B. Request for Resources  (suggested length of 1 page)

1. Request for Tenure-Track Hires – (summary here, please see full request attached).

Brief overview of the position.
Assistant professor - Teaching and research: Articulation/phonology, literacy, school-based issues, fluency, motor speech disorders, clinical practicum (areas of specialization may change pending the results of the 2018-2019 search)

How does this position help the department meet its strategic goals, those of the College, and those of the University?
One of the Department’s long-time strategic goals has been to increase the number of tenure-track faculty to 7 members, as per the recommendation of the ASHA CAA (American Speech, Language and Hearing Association Council for Academic Accreditation, our external professional accrediting agency). We currently have four full-time faculty, and will have five if we hire a faculty member during our current (2018-2019) search. We are currently struggling to meet the ASHA requirement that most graduate courses be taught by PhD-level faculty. Additional goals include offering specialty elective courses, reducing the time to degree for our extended M.S. graduate students from 3.5 to 3 years, and providing sufficient faculty advising to students.

Faculty Composition.
The number of faculty in department who have left, retired, or are in the FERP program over the last five years; and the dates of those events (a retirement does not automatically justify a replacement.)
2014-2015: Kai Greene, Assistant Professor hired in January 2013, leaves the department in June 2015.
2015-2016: Nidhi Mahendra, Associate Professor, leaves the department in June 2016
2017-2018: Ai Leen Choo, Assistant Professor hired in September 2016, leaves the department in June 2018.

Why a tenured/tenure-track faculty position is needed over a full or part-time instructor.
Only a tenured or tenure-track faculty member can hold service roles various levels, including vital roles such as advising and department chair. Tenured or tenure-track faculty members are much more likely to engage students in ongoing research projects, which is known to improve student retention. Most importantly, our accrediting agency requires that most courses be taught by instructors holding the Ph.D. degree. Very few lecturers hold this degree and there is a national shortage of PhD level faculty in our field. Thus, unlike in other disciplines, there is no surplus available to take on part-time or non-tenure-track work. Moreover, even Master’s – level lecturers can be hard to find, as most speech-language pathologists are employed in full-time clinical positions.

2. Request for Other Resources – N/A
New Faculty Justification
For Faculty Search 2019-2020 (start date Fall 2020)

Department: Speech, Language and Hearing Sciences
(formerly Communicative Sciences and Disorders)

Justification:

1. Brief overview of the position.

   Assistant professor - Teaching and research: Articulation/phonology, literacy, school-based issues, fluency, motor speech disorders, clinical practicum (areas of specialization may change pending the results of the 2018-2019 search)

2. How does this position help the department meet its strategic goals, those of the College, and those of the University?

   One of the Department’s long-time strategic goals has been to increase the number of tenure-track faculty to 7 members, as per the recommendation of the ASHA CAA (American Speech, Language and Hearing Association Council for Academic Accreditation, our external professional accrediting body). We currently have four full-time faculty, and will have five if we hire a faculty member during our current (2018-2019) search. We are currently struggling to meet the ASHA requirement that most graduate courses be taught by PhD-level faculty. Additional goals include offering specialty elective courses, reducing the time to degree for our extended M.S. graduate students from 3.5 to 3 years, and providing sufficient faculty advising to students at all levels.

   The department has been hiring lecturers to teach courses in the areas listed above. All of these are content areas required by ASHA for speech-language pathology students, and several are additionally required by the CTC (California Commission on Teacher Credentialing) if we are to continue offering our students the school-based credential necessary for them to work in the public school system. Additionally, tenure-track faculty will offer service to the Department, College and University by advising students in the department (deemed to be a major departmental need), serving on committees, and establishing a research agenda (with anticipated external funding and student participation).

3. What are the three most pressing needs to be filled by this position? Curricular gaps? Student Demand? Accreditation requirements? Other?
Our 2012 reaccreditation report clearly identified the number of TT faculty as a primary concern affecting program quality. Whereas we were fortunate to be re-accredited, we still need more faculty. In a 2007-2008 accreditation cycle, it was identified that for an accredited program like ours, we would need 7 TT faculty members to ensure adequate coverage of classes, clinical teaching, academic advising and stable future departmental leadership. Since then, the number of students in our program has grown. Thus, currently at 4 faculty members, we still require support to continue to strengthen our faculty numbers.

As it stands, by the beginning of our accreditation year (2019-2020), if we have a successful search in 2018-2019, we will have five full time PhD-level faculty. A faculty member with specialization in the above areas will teach coursework currently assigned to lecturers (paid by CLASS) and part-time clinical supervisors (paid by shrinking CSD trust funds).

4. If student demand is a key driver of this position, please analyze student demand over the past 5 years and how this position will help meet that need. Additionally, please describe how this position will impact the availability of part-time funds? Can the department afford a full-time hire, while maintaining a sufficient number of part-time lecturers to meet demand?

The table below shows the number of speech pathology majors over the period between Fall 2012 and Fall 2017:

<table>
<thead>
<tr>
<th>Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>Change</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS</td>
<td>95</td>
<td>111</td>
<td>120</td>
<td>129</td>
<td>121</td>
<td>112</td>
<td>17</td>
<td>17.89%</td>
</tr>
<tr>
<td>BS</td>
<td>81</td>
<td>106</td>
<td>119</td>
<td>121</td>
<td>122</td>
<td>113</td>
<td>32</td>
<td>39.51%</td>
</tr>
</tbody>
</table>

The graduate program has consistently received upwards of 250 applications yearly, illustrating the high demand for the Speech-Language Pathology Master’s degree, an extension of the increasing demand for speech-language pathologists throughout California and the nation. In 2010, the nationwide certified speech therapists-to-population ratios were 4.1 certified audiologists for 100,000 people and 41.4 certified speech pathologists for every 100,000 people in the United States (ASHA, 2010). This situation is more acute in California (ASHA, 2010a) where only 2.4 certified audiologists serve every 100,000 people and merely 25.4 certified SLPs exist for every 100,000 people. According to the most recent assessment reported by the Employment Development Department of CA, steady growth in demand for speech-language pathologists is projected across the state from 2014-2024 [https://data.edd.ca.gov/Employment-Projections/Long-Term-Occupational-Employment-Projections/4yzm-uyfq]

According to HealthGuideUSA.org, the anticipated growth is robust:

“Employment of speech-language pathologists is projected to grow 21% from 2014 to 2024, significantly faster than the forecasted 7% average growth for all occupations. As the large baby-boom population grows older, there will be more instances of health conditions that cause speech
or language impairments, such as strokes and hearing loss. These increases are expected to add to the number of speech and language disorders in the population and require more speech-language pathologists to treat these patients.”

Increasing the number of faculty means we can begin to look to increase the number of graduate students if program capacity were increased through an increase in overall faculty numbers and with the right leadership. Regarding the need for part-time lecturers, the department has recently relied on them frequently because of the faculty shortage. ASHA requires the majority of courses be taught by faculty with a PhD; SLHS lecturers typically hold a Master’s degree. While a small number of specialized courses (e.g. Dysphagia) may still need to be taught by lecturers, most courses will be covered if there are six full-time faculty in the department.

5. **Does the department/school have a strong reputation and can it be made one of the strongest in the region/country by the addition/replacement of one or more faculty members?**

The Department of Speech, Language and Hearing Sciences at CSUEB has a very strong reputation in the San Francisco Bay Area. We are a major training program for speech-language pathologists for East Bay hospitals and school districts. Our graduates are in high demand (we have 100% employment rates post graduation), most hired before graduating and frequently receiving multiple offers of employment. The department offers a rigorous, contemporary curriculum with course offerings in autism, traumatic brain injury, cultural and linguistic diversity, swallowing disorders, phonological disorders, and SLP issues in head and neck cancer. Our faculty publish in respected journals in our field, have earned clinical program awards (Aphasia Treatment Program) and external funding (recently, a grant from the Disabilities Communication Fund) and have productive relationships with many community organizations (e.g. Hayward Promise Neighborhood, multiple school districts and hospitals, Stanford Hospital’s Head & Neck Cancer clinics). This year, with the office of Continuing Education, we have also piloted a certificate program for speech-language pathology assistants.

Please describe briefly;

5. **Faculty Composition.**
   a. The number of faculty in your department who have left, retired, or are in the FERP program over the last five years; and the dates of those events (a retirement does not automatically justify a replacement.)

   **2012-13:** Bob Peppard retires June 2013; enters FERP (half-time in 2013-14, reduced to quarter time in 2014-15), retires June 2015.

   **2014-2015:** Kai Greene, Assistant Professor hired in January 2013, leaves the department in June 2015.
2015-2016: Nidhi Mahendra, Associate Professor, leaves the department in June 2016

2017-2018: Ai Leen Choo, Assistant Professor hired in September 2016, leaves the department in June 2018.

b. The ratio of tenured/tenure-track faculty to total FTEF in your department

   Based on most recent APR data, Fall 2015
   Tenured/tenure-track faculty FTEF: 2.5
   Total FTEF: 4.8
   Ratio: 52.0% tenured/tenure-track faculty FTEF

c. Why a tenured/tenure-track faculty position is needed over a full or part-time instructor.

   Only a tenured or tenure-track faculty member can hold service roles at the department, college and university levels, including vital roles such as advising and department chair. Tenured or tenure-track faculty members are much more likely to engage students in ongoing research projects, which is known to be a positive factor for student retention. Most importantly, our accrediting agency requires that most courses be taught by instructors holding the Ph.D. degree. Very few lecturers hold this degree and there is a national shortage of PhD level faculty in our field. Since Ph.D.-level clinical speech pathologists are scarce, programs around the country recruit the few there are to tenure-track positions. Unlike in other disciplines, there is no surplus available to take on part-time or non-tenure-track work. Moreover, even Master’s – level lecturers can be hard to find, as most speech-language pathologists are employed in full-time clinical positions that are more lucrative financially than lecturing.

d. The number of majors and the ratio of majors to tenured/tenure-track faculty in your department.

   Based on CLASS data from Fall 2017
   Department major headcount: 225 (graduate and undergraduate)
   Department tenured/tenure-track headcount: 4
   Ratio: 56.25 majors per 1 tenured/tenure-track headcount

e. Department/School SFR as compared to the College SFR.

   Based on APR data from Fall 2015
   Department SFR: 41.01
   College SFR: 21.68

f. The need in the context of your five-year hiring plan. (Each Department must have a 5-year hiring plan in place before a new faculty request will be considered. The 5-
year plan must emphasize which sub-disciplines within the department are designated as distinctive, and necessitate a T/TT faculty).

See Page 8 of this document.

6. **Curriculum**
   a. The percentage of teaching in your department which satisfies general education requirements

Only one lower division course (previously SPPA 2850 Introduction to Communication Disorders) has fulfilled GE science requirements.

   b. Will online teaching and/or teaching at another campus site (i.e. Oakland/Concord) be a requirement of this position?
      No.

   c. Does the position represent a central component of a CSU, East Bay’s student’s education? How?
      It represents a central component for all undergraduate and graduate students majoring in Speech Pathology, at CSUEB.

7. **Scholarship/New Sources of Revenue**
   a. Address the potential for scholarly success.

In the last five years, CSD department faculty have authored multiple articles in respected journals of the profession, written book chapters and presented yearly at scientific presentations. As described above, our faculty publish in respected journals in our field (e.g. Journal of Speech, Language and Hearing Research, Ramanathan, 2018), have earned clinical program awards (e.g. Ellen Bernstein Ellis and the Aphasia Treatment Program, 2014 and 2015) and external funding (research grant from the Disabilities Communication Fund, Kashinath & Dukhovny, 2018). We have robust participation in student research (22 CSR fellows in Fall 2018), with many students presenting at professional conferences. The department has productive research and clinical training relationships with many community organizations (e.g. Hayward Promise Neighborhood, multiple school districts and hospitals, Stanford Hospital’s Head & Neck Cancer clinics). We expect all prospective candidates to have records of scholarly achievement and the skills and desire to develop lines of research at CSUEB that align with our student-centered and clinically relevant mission and vision.

   b. Address the potential for external/internal support for scholarship.

In the last five years, current SLHS faculty (Kashinath, Ramanathan, Dukhovny) have been Primary Investigators on external grants totaling ~$240,000 and internal grants totaling ~30,000. In addition, faculty have consistently mentored students funded by the Center for Student Research (22 students in 2018).
c. Is a replacement critical to the scholarly/research/creative efforts of units both in- and outside of the department or college? Does the position have the support of other colleges?

Because the Speech-Language Pathology Services Credential is accredited within a unit populated by programs in the College of Education and Allied Studies, the requested position has an impact the success of the credentialing programs within that college. The Department’s well-being is critical for the CEAS unit to remain accredited.

d. What has the unit done to maximize its current resources (i.e., to help itself?) over the past five years?

SLHS has maximized its current resources over the past 5 years with a particularly small and changing number of TT-faculty. Two years ago, the department’s on-campus clinic had to stop charging clients due to nation-wide MediCare restrictions. Because clinic revenue was used to pay for hourly clinical supervisors, the department needed to find other resources to maintain appropriate levels of student supervision in our on-campus clinic, which is a key part of our training program. To continue to generate revenue, we have established a clinical partnership with Golden Oaks Montessori School, which gives our students best-practice clinical training and brings us revenue. We have opened a Continuing Education certificate program for speech-language pathology assistants that generates funding and is already receiving informational calls for next year. We have scaled up fundraising efforts and community outreach events. Faculty and staff have offered Continuing Education opportunities (six events in 2017-2018, run by Kashinath, Dukhovny, Ramanathan, Choo and half-time staff Anna Krajcin) that bring money and recognition to the department.

e. Has the department raised funds effectively from external sources? Has it worked effectively with external agencies and constituencies?

The Department has raised funds effectively from external sources, as described above.

8. Recruitment:
   a. How will your department ensure that hiring is performed with the diversity goals of the University in mind?

As in previous years, advertisements will be placed in print in the ASHA Leader, a monthly publication of the American Speech Language Hearing Association. Position announcements also will be placed on the websites of the Council for Academic Programs in CSD (CAPCSD), National Black Association of Speech Language Hearing (NBASLH), Asian Indian Caucus (of ASHA), Hispanic Caucus, GLBT Caucus, and the Asian Pacific Islander Caucus. We will also pay ASHA for its online and print mailing to qualified minority faculty via the Minority Faculty Employment Search.
b. Is there a pressing need for a senior hire (tenured), either to ensure excellence or fill a leadership role?

No, at this point, there is no pressing need for a senior hire. The department has two tenured faculty (Kashinath and Dukhovny), one faculty member (Ramanathan) undergoing tenure and promotion review this year and one tenure-track faculty member in her first year (Nicholas). Our pressing need is for a full-time faculty member with appropriate research and clinical background.

c. Can you collaborate with another department on advertising or other costs of recruitment?

The Department cannot collaborate on advertising or other costs of recruiting because the discipline is highly specialized; we will be advertising in media that target Speech-Language Pathologists and Audiologists.
CSD 5-year TT Hiring Plan: 2018-2023

Updated October 2018

2018-19: Recruit Assistant Professor in Medical Speech-Language Pathology (ongoing)

2019-2020: Recruit Assistant Professor. Areas of interest: school-based SLP, articulation/phonology, fluency and/or multicultural issues.

2020-2021: Recruit Assistant Professor. Areas of interest to be specified pending previous two hires (most likely acquired communicative disorders / fluency)

2021-2022: No search request anticipated given current circumstances

2022-2023: No search request anticipated given current circumstances