

# **Cal State East Bay Speech, Language, and Hearing Sciences Strategic Plan**

## **Mission Statement**

The Department of Speech, Language, and Hearing Sciences provides students pre-professional and professional training in speech-language pathology and audiology, which is founded on state and national standards, evidence-based practice, research, and science and technology, to prepare them to serve persons with communication disorders and their families in an ethical and culturally competent manner.

## **Vision**

The Department of Speech, Language, and Hearing Sciences at Cal State East Bay will deliver innovative instruction, excel in research, and expand community-based collaboration to create a vibrant and supportive learning community that engages and inspires students, faculty, staff, and clients with communication disorders.

## **Focus Area: Administration and Management**

**Issue #1:** Efficient management, governance, and operations.

The Department of Speech, Language, and Hearing Sciences at California State University, East Bay presently currently has 4 tenure track faculty only one of whom is tenured. This circumstance has arisen due to the separation of several senior faculty (Patterson, Lohman, Mahendra, Peppard) over the past few years as they accepted new positions, relocated, and or retired. Shubha Kashinath has served as Interim Chair from 2015-17 and will begin a 3 year term as Chair starting Fall 2017.

## **Outcomes:**

1. Availability of a succession plan for position of department chair to ensure that faculty is available to maintain the program in the future: After the current chair's term, eligible faculty will take turns chairing the department.
2. Increase to 7 the number of full-time faculty who have specific expertise currently not available in the program: The Department of Speech, Language, and Hearing Sciences is currently recruiting

two tenure-track faculty member with expertise in one or more of the following areas: Phonology, school age language disorders, adult neurogenic disorders and bilingualism or audiology. If this year's tenure track searches are successful, the department's full-time faculty will number 6. If not or if there are additional retirements/separations, the department will request additional lines in 2018-2019 to assure the health of its programs.

Presently, the expertise among the faculty is as follows:

- Shubha Kashinath, Ph.D. [Florida State University]: Early intervention, treatment efficacy, autism spectrum disorders, personnel preparation;
- Elena Dukhovny, Ph.D. [UC Berkeley/San Francisco State University]: Alternative and Augmentative Communication (AAC), working memory, bilingualism.
- Pradeep Ramanathan, Ph.D. [University of Minnesota]: Voice Disorders (professional voice users), cognitive neuroscience, adult neurogenic cognitive and communicative disorders
- Ai Leen Choo, Ph.D. [University of Illinois at Urbana-Champaign]: Fluency, Motor speech disorders, brain stimulation, communicative interaction and competence.

3. Availability of a master plan for professional development:

All non-tenured faculty will create a faculty development plan developed in consultation with the Chair. The faculty development plan will outline individual faculty goals in relation to instructional achievement, research activities and department and university level service and strategies and timelines to achieve these goals to be in compliance with the recently revised *Retention, Tenure, and Promotion Policy and Procedures* of California State University, East Bay [Section 4.0, Definition of Uniform Criteria]. The department chair, along with the Office of Faculty Development at CSUEB will provide guidance and support as requested to ensure faculty success in meeting their goals. The department and college will provide funds for conference travel for presentation and attendance as available, to encourage faculty members' involvement and dissemination of research activities. In addition, the Department of Speech, Language, and Hearing Sciences will establish, in consultation with the College Dean, a set of guidelines for professional achievement that are consistent with its disciplines. These will go into effect upon approval by the Faculty Affairs Committee, the Academic Senate, and the CSUEB President.

4. Revised program committee structure and requirements for participation on committees: At the present time, the regular members of the faculty serve on a committee of the whole on all issues concerning the department, with a particular faculty member taking the lead on each issue. This situation has arisen because of the loss of faculty in the department; it will change when the department achieves its full complement of 7 full-time tenured/tenure-track faculty members. At the present time, no one in the department can serve on any tenure and promotion committee because campus rules stipulate that members of such committees must hold the rank of professor. No one in the department currently holds that rank; it is paramount, therefore, that junior faculty be recruited, mentored, and promoted.

**Indicators of Success:**

1. Succession plan for department chair is as follows:

- 2015-2018 Current Chair
- 2018-2021 Faculty member hired in 2011-2012
- 2021-2024 Faculty member hired in 2014-2015
- 2024-2027 Faculty member hired in 2015-2016

After this, the faculty named above can serve in regular rotation.

2. Net gain in faculty: If the current search is successful and additional searches authorized, the final number of faculty will be 6, a net gain of 2.

3. Availability of professional development opportunities:

Indicator: New faculty members achieve tenure and promotion and are successful in obtaining grants for research and/or training.

4. Revised program committee structure and requirements:

The department has committees with different memberships: A curriculum committee; a retention, tenure, and promotion committee comprised of department members [no external members]; admissions committee, etc.

**Strategies:**

1. The program's current committee structure and participation requirements will be reviewed when the number of faculty approaches the optimal 7 faculty. At that time, elections to department committees will be held.
2. A succession plan for faculty and for preparing program documents necessary to maintain the program in the future is already in place. The department chair typically is responsible for the preparation of documents.
3. The department chair, with the input of the tenured and tenure-track faculty, prepares and submits the paperwork required to request permission to hire new faculty. The workload for each faculty member is set by rule in the CSU—each faculty member is required to teach 12 WTU (weighted teaching units) per quarter and conduct research, provide University and Department service for 3 additional WTUs. However, there are opportunities for faculty to apply for assigned time to conduct research or provide services crucial to the department's success (e.g., accreditation). In addition, grants often include provisions for faculty time needed for conducting research. Faculty are encouraged to apply for such grants.
4. A coordinated plan for providing professional development for faculty on topics related to research, curriculum, and planning, and for providing topic specific professional development for faculty that will keep knowledge current is in process. Faculty will receive support to apply successfully and obtain grants to further their research agenda in the broader interest of the profession. In addition the Dean of the College of Letters, Arts, and Social Sciences provides travel support for regular faculty member to attend conferences, even when not presenting, a good opportunity for faculty to keep up to date on developments in the field.

**Issue #2:** Adequate funding to provide quality undergraduate and master's education and clinical services.

The California State University system continues to experience deep cuts in funding. As a result, the student portion of tuition costs has been increased, but there remains a gap between the cost of the education and the funds to cover those costs. Expensive programs such as the Master's in Speech Pathology offered by the Department of Speech, Language, and Hearing Sciences are particularly vulnerable to funding cuts. The Department has been asked to examine its costs and operations. We have

found that although our graduate program is at capacity, there is room for additional students in the undergraduate program.

**Outcomes:**

1. An increase in the number of students with a declared major in speech/language pathology.
2. An increase in undergraduate students.
3. Greater efficiency in our clinic operations
4. With additional faculty hired, the Undergraduate Advisor has a close relationship with CSUEB's Academic Advisement and Career Education Center to promote the major, and through the division that promotes CSUEB at community colleges, and has created connections with advisement team leaders at the major community colleges that feed into CSUEB.

**Indicators of success:**

1. Increase in enrollment in SPPA 2850; at least two sections per year offered.
2. Certificate program through Continuing Education serves students to pursue a career path in speech/language pathology and brings in much-needed additional revenues.
3. Clinic costs are reduced.

**Strategies:**

1. Offer a certificate program through self-support (under the aegis of the Division of Continuing Education). This program will afford students the opportunity to pursue a career in speech pathology as a related professional. Because it is profit-generating, the funds can be used to offset some of our costs (limited, of course, by state guidelines).
2. Implement some of the recommendations from the report of the Alumni Consulting Team of the Stanford Graduate School of Business (September 28, 2010), in particular those processes that utilize technology in streamlining clinic operations and supporting a "culture of planning."
3. Seek connections with other professional programs across campus through a Center for Allied Health Sciences. CSD is currently a member of the CSUEB Health Collaborative- a consortium of departments focused on preparing students in health and health related professions. Such affiliation may help us market our programs to a wider and more diverse field of students and lead to improved funding.

## **Focus Area: Curriculum**

**Issue # 1:** A major curriculum revision for the undergraduate and graduate Speech-Language Pathology degrees was completed and approved in AY 08-09. The curriculum includes all major coursework required to meet accreditation standards as well as elective coursework that addresses specific areas of expertise of interest to students and that give them a competitive edge in the regional workforce. The department's elective offerings have consistently expanded to include Dementia, Head and Neck Cancer, Advanced articulation/phonological intervention, autism across the lifespan, and schools based issues. Given the university's impending transition from quarters to semesters in 2018, the department has developed a semester based curriculum that continues to meet the training needs of undergraduate and graduate students.

### **Outcomes:**

1. An approved undergraduate and graduate semester curriculum that addresses institutional learning outcomes and provides breadth and depth of professional training.
2. A systematic plan to coordinate academic and clinical instruction through appropriate sequence of coursework that prepares students to work with specific clinical populations (e.g., having a course in aphasia/adult neurogenic disorders prior to working with a client with aphasia).
3. A departmental strategy to scaffold clinical training through appropriate resources and learning supports in order to maximize their clinical learning.

### **Indicators of Success:**

1. Final approval of B.S. and M.S. semester based curriculum that includes careful mapping of coursework to institutional learning outcomes.
2. Increased collaboration between academic advisors and clinical faculty in sequencing individual student's clinic placement (as documented on the student's advising form).
3. Increase in clinical rounds by each individual supervisor to support student learning in clinical practica.

## **Focus Area: Assessment**

**Issue #1:** Existing evaluation forms of student clinicians are difficult and time-consuming to analyze due to their current format.

**Issue #2:** The process by which clinical supervisors are evaluated by student clinicians is not efficient. In addition, the feedback process focuses on the supervisor and not the clinical assignment itself, making it difficult to do programmatic assessment of the clinical practicum experience.

**Outcomes:** A new evaluation process of student clinicians, supervisors, and the clinical practicum experience using web-based clinical management systems (such as CALIPSO) provides a more efficient way to gather and analyze data. Student data can be organized and analyzed by cohort or by individual student. Data on the clinical assignment can be used to more effectively evaluate the clinical component of the graduate program.

**Indicators of Success:** The evaluation process tabulates data automatically, allowing the Program Director to focus only on data evaluation. The student feedback gathered on the clinical practicum assignment allows the program to better evaluate this component of the graduate program and make changes for improvement.

### **Strategies for Issue #1**

1. Onsite and offsite clinical practicum evaluation forms will be converted to CALIPSO Excel and tested for efficacy, then revised as needed using supervisor feedback.
2. Once the new process is finalized and implemented for onsite and offsite clinical practicum as well as internship, data will be stored online for easy access by the Program Director and Clinic Director.

### **Strategies for Issue #2**

1. The process by which clinical supervisors are evaluated by students will be separated by supervisor and analyzed in a timely manner. An additional section evaluating the clinical practicum experience will be added.
2. Once the new process is finalized and implemented, data will be stored on a shared drive for easy access by the Program Director and Clinic Director.

**Focus Area: Student Advising**

**Issue:** Students in the graduate program report inconsistencies in advising process and support. CSD is working hard to respond to this area of concern in our last reaccreditation site visit. The advising issues stemmed primarily from a dire shortage of faculty in the last 3 years. With the addition of new faculty, CSD is overhauling its advising systems and resources via multiple approaches including – group/cohorted advising with follow-up individual advising for special circumstances, expansion of advising resources and roadmaps on the department website, creating designated faculty advisor roles by cohorts (e.g. undergraduates, first-year grad students, second-year grad students, graduate students without a Bachelor’s in CSD). Further, CSD is currently conducting a survey deployed via Survey Monkey on better understanding student concerns about advising, responding to suggestions, and examining student practices for advising information/resource utilization.

**Outcomes:**

1. Adequate undergraduate and graduate advising provided to support student success in the program.
2. Faculty have access to resources and training to accurately advise their assigned students.
3. University advising resources are available and utilized adequately to promote student success.

**Indicators of Success:**

1. Clear documentation of advising is present in all student files.
2. Student feedback survey at the end of academic year indicates satisfaction with advising supports and resources.

**Strategies:**

1. Undergraduate students will be assigned a faculty advisor by cohort. Quarterly advising meetings will be mandated and official records for each meeting will be maintained.
2. Each undergraduate student will complete an Individualized Advisement Plan (IAP) in collaboration with AACE and followed up with departmental advising as necessary.
3. Graduate students will have record of regular advisement in their student file.

**Focus Area: Develop and enhance external collaborations and resources for academic and clinical programs.**

The need for systematic and frequent assessment of adequacy of current resources and anticipated needs is critical to ensure that program quality is maintained. The CSD department receives income from both university and self-generated sources such as clinic fees, grants, and donations. Given the recent focus on Medicare implementation has resulted in the university clinic moving from a fees-based system to a free clinic. This has significantly impacted departmental revenue and funds.

**Outcome:** There will be an increase in faculty led grant support for clinical research programs in the department. In conjunction with higher administration, an alternative funding model will be developed with a focus on long-term sustainability and institutional support.

**Indicators of Success:**

1. Faculty will increase number of external grant applications.
2. The department chair will collaborate with the clinic director and director of clinical programs such as the Aphasia Treatment Program (ATP) to develop alternate models of funding.
3. Hourly supervisory pay will be supported through the College and/or through income generated from the Continuing Education certificate program.

**Strategies**

1. Faculty will receive support (time and/or resources) to complete successful extramural grant applications.
2. The Department Chair will work with University Advancement to explore funding sources to support the department, its students and/or programs.
3. Departmental staff will work with the department to ensure timely monitoring of income and expenditure to ensure best utilization of funds.
4. The Department Chair will explore community based collaborations that support student training as well as generate revenue to meet departmental needs.