



April 1, 2016

Vivian S. Lee  
Senior Vice President for Health Sciences  
5<sup>th</sup> Floor, CRC  
Campus

RE: Graduate Council Review  
Department of Communication Sciences and Disorders

Dear Vice President Lee:

Enclosed is the Graduate Council's review of the Department of Communication Sciences and Disorders. Included in this review packet are the report prepared by the Graduate Council, the Department Profile, and the Memorandum of Understanding resulting from the review wrap-up meeting.

After your approval, please forward this packet to President David Pershing for his review. It will then be sent to the Academic Senate to be placed on the information calendar for the next Senate meeting.

Sincerely,

David B. Kieda  
Dean, The Graduate School

Encl.

XC: Michael Blomgren, Chair, Department of Communication Sciences and Disorders  
David H. Perrin, Dean, College of Health

The Graduate School - The University of Utah

GRADUATE COUNCIL REPORT TO THE SENIOR VICE PRESIDENT  
FOR HEALTH SCIENCES AND THE ACADEMIC SENATE

*November 30, 2015*

The Graduate Council has completed its review of the **Department of Communication Sciences and Disorders**. The External Review Committee included:

Charissa R. Lansing, PhD  
Associate Professor, Dept. of Speech and Hearing Science  
University of Illinois at Urbana-Champaign

Elizabeth Peña, PhD  
George Christian Centennial Professor in Communication  
Department of Communication Sciences and Disorders  
University of Texas at Austin

The Internal Review Committee of the University of Utah included:

Alexa Doig, PhD  
Associate Professor  
College of Nursing

Rachel Hayes-Harb, PhD  
Associate Professor  
Department of Linguistics

Albert H. Park, MD  
Professor  
Division of Otolaryngology  
School of Medicine

This report of the Graduate Council is based on the self-study submitted by the Department of Communication Sciences and Disorders, the reports of the external and internal review committees, and the department chair's and college dean's joint response to the internal and external committee reports dated June 26, 2015.

## **DEPARTMENT PROFILE**

### **Program Overview**

The Department of Communication Sciences and Disorders is in the College of Health, University of Utah. The department offers a Bachelor of Science (BS) or Bachelor of Arts (BA) in Speech and Hearing Science. In addition, the department offers four graduate programs: Master of Science (MS) or Master of Arts (MA) in Speech-Language Pathology (SLP), a professional doctorate in Audiology (AuD) and a Doctor of Philosophy (PhD) in SLP.

The AuD and SLP master's programs have seen significant growth over the past 7 years, with enrollment having tripled in the MS programs and increased ten-fold in the AuD program since the last review. The demand for professional graduates (MS, MA, AuD) in a variety of practice settings is very strong, both regionally and nationally, which has generated a healthy applicant pool for the programs and ensured job placement after graduation. There is also an industry shortage in PhD-prepared audiologists and speech-language pathologists at the present, which has created an excellent job market for PhD graduates, but which contributes to the department's difficulty recruiting and retaining tenure-line, research-focused faculty.

Reports indicate that the department leadership is effective, faculty are collegial, and the departmental climate and atmosphere are reported to be generally positive. The department reports significant progress in addressing several recommendations it received during the 2009 Graduate Council review. These include: (1) progress toward strengthening the long-term viability of the AuD program by hiring and promoting tenure-line and clinical-line faculty, (2) enhancing laboratory and practicum experiences in the MS, MA, and AuD degree programs, and (3) strengthening the PhD program by establishing combined MA/PhD and AuD/PhD programs and recruiting a larger cohort of promising PhD students.

Several recommendations from the 2009 Graduate Council report are in need of additional attention based on the information provided in the department's 2015 self-study report and collected through the external and internal reviews. These include: (1) more fully developing the PhD degree curriculum, (2) obtaining research and training grants to support and enhance the master's, AuD and PhD degree programs, and (3) developing a plan to recruit students and faculty from traditionally underrepresented groups. Additional recommendations are included in the last section of this report.

### **Faculty**

In total, the CSD Department has 9 tenure-line faculty (2 in Audiology and 7 in SLP), 12 full-time career-line faculty, and 5 part-time clinical instructors (< 0.5 FTE). The faculty are academically and experientially prepared. The majority of the department's research is conducted by the tenure-line faculty. The clinical faculty supervise students in the Speech, Language, and Hearing Clinic, and the department's

courses are taught mainly by the tenure-line faculty. There has been some growth in the faculty; however, all of these positions have been on the career-line/clinical track to support the growth in the clinical degree programs. The department is currently conducting a national search to fill a tenure-line audiology faculty position. The department chair and SLP faculty expressed the need for at least one additional tenure-line position in SLP, and additional audiology faculty is also needed to support the AuD program's rapid growth and opportunities to advance audiology research. It is doubtful that the department will be able to expand their PhD program without additional tenure-line faculty. Staff support increases to aid in the expansion of the faculty and students over the past 6 years have been marginal.

The CSD Department faculty is engaged in diverse areas of audiology and SLP research. Although the department has an only modest amount of extramural funding, overall productivity in publication and national/international presentations is strong. All tenure-line faculty are awarded a 10-hour/week graduate assistant, which is an excellent resource for faculty and mechanism for engaging graduate students in faculty research.

Course and instructor ratings for courses taught within the department are high (> 5.0/6.0) and above the university's averages. The department has a strong commitment to excellence in teaching, both in the classroom and clinical environment, which is to be commended. Evidence of the department's high standards in their education mission are the near perfect pass rates for graduates taking the two national certification exams. The department has engaged the services of the Center for Teaching and Learning Excellence for in-class observations and consultation for the purpose of improving the quality of education delivered. There is concern that the faculty are spread very thin, especially in the MS courses, and that if a faculty member relocates or takes a leave of absence (e.g., parental leave) or if enrollment continues to grow, faculty teaching loads would have to increase, which would significantly cut productivity in research and scholarship. Faculty expressed the need for a greater breadth of instructors in terms of areas of expertise to ensure adequate course coverage in the future. For example, the audiology faculty noted a lack of expertise in their group in the evaluation and treatment of tinnitus.

The department is thoughtful about strategic plans to grow the academic programs. There is concern, however, about the limited number of faculty, space for growing research programs, and the clinic-academic consistency in teaching/treatment practices (Evidence Based Practice). The junior-level faculty members at the assistant professor level have assigned mentors within the department. Junior faculty members are encouraged to pursue additional mentoring resources at the campus level (e.g., grant writing initiatives). The mentoring assignment for the faculty member at the associate level was not identified, however mentoring would support continued progress toward promotion. As a group, the junior-level faculty members feel supported by the department chair, and by senior faculty particularly in grant-writing initiatives. All faculty members provide annual reports but junior-level faculty request more specific feedback on their progress toward tenure/promotion. Overall indicators of productivity demonstrate positive evidence of a world-class faculty; however, the number of tenure-line faculty positions is not adequate to support the continued growth and development of the MA/MS, AuD, and PhD programs. Additional tenure-track lines are needed to ensure continued faculty development across all ranks while needs for core-curriculum development and student-research supervision are met. The small number of tenure-track faculty in the department is attributed to limited funds in state-budget allocations to the department that are required to support tenure-line salaries.

In contrast, the number of career-line (clinical) faculty positions, which may be funded through clinic revenues, has increased by 6 positions since 2009. This increase appears to be sufficient in meeting the current needs of the clinical operations related to clinical education and outreach in the community. The career-track (clinical) faculty members are of excellent quality, as evidenced by their strong records of professional experience and development, and many have been productive in disseminating clinical research outcomes. The clinical faculty feel strongly that they are providing a diversity of experiences to students, both on campus and in community placements (supervised by clinical faculty). An annual performance outcome measurement tool for feedback to career-line faculty is being developed in collaboration with the college.

One of the department's greatest self-stated challenges related to their strategic plan is recruiting (and retaining) adequate faculty to support both the growth in enrollment and research mission. This challenge is primarily related to the adequacy of financial resources, especially for faculty salaries. In Utah, academic salaries are significantly lower than clinical salaries in the private sector, and the department has lost several faculty due to high salaries at institutions in other states. Adequacy of start-up funds was also cited as an issue in recruiting additional high quality research-focused faculty.

## **Students**

### *Undergraduate Students*

The CSD Department has made substantial efforts to recruit undergraduate students. Faculty participate in several outreach programs including Health Sciences Academy for high school students and the Salt Lake Community College Health Fair to reach students with potential interest in speech and communication disorders. The number of undergraduate majors/pre-majors has increased substantially since 2006, increasing from 68 in 2006 to 113 in 2013. The number of bachelor's degrees awarded, however, has remained relatively unchanged from 33 to 30 over the same period. The self-study report does not address this disparity.

Over the past few years, the department has made a concerted effort to provide information to a wide variety of audiences. These efforts may account for the increase of non-White minorities over the past 7 years from 10.6% to 21.5%. The department is to be commended in their outreach efforts to expose a large group of K-12 and underrepresented students to the fields of communication and speech disorders. The department's self-study report indicated that the department has not awarded any undergraduate scholarships, nor do they have any summer externships (e.g., for minority high school and/or undergraduate students) that might generate interest among minority or underrepresented groups. It does not appear that the department is fully utilizing university resources such as the Undergraduate Research Opportunity Program (UROP) to support student engagement.

The group of undergraduate students interviewed by the external review committee was highly enthusiastic about their career choice and all of them planned to pursue a graduate degree in the field. The concerns expressed in the external review report include: lack of mentoring and advising for coursework, careers and research opportunities; large class sizes of 40-50 students; lack of numbers in faculty and variety of perspectives; and lack of courses to satisfy number of credits to graduate. Opportunities to interact with other cohorts and to provide feedback to the department's administration (for example in regular town hall meetings) would help students feel more engaged with the department.

External reviewers point out that several undergraduates interviewed have taken the initiative to identify faculty mentors for research on their own, but commented on the challenges to find the right person. A formal collaboration with the University Research Opportunities Program would be useful. Another issue undergraduate students raised was the scheduling of classes. They noted that some classes would be offered at 8:30am then another at 4:00pm, for example. This schedule was very difficult for many students, especially those who work off campus. Students requested having the classes clustered together instead. Interestingly, the group interviewed was not interested in online courses to alleviate the scheduling issues, commenting that they value the opportunity to interact with the faculty and their peers in person.

In terms of the curriculum, the undergraduate students interviewed reported that the 25-hour clinical observational requirement was not always a positive educational experience. Some noted that they did not feel welcome at the student clinics or felt that some of the graduate students and clinical faculty were not very motivated to teach them.

### *Graduate Students*

One hundred twenty-nine students were enrolled in CSD graduate programs in 2013-14, which is 37% higher than the number enrolled in 2007-2008 (94). The number of graduate students graduating from CSD programs has been relatively stable over the past 7 years. There has been a significant increase in the number of enrolled master's (66 to 84) and doctoral students (28-45). The number of enrolled PhD students has been hampered by the lack of sufficient stipend funding. However, the quality of graduate students entering the program appears to be increasing, with an average overall admission GPA steadily rising from 3.0 to 3.8. The majority of students come from the University of Utah, Brigham Young University or Utah State University undergraduate programs.

Student diversity in the graduate program parallels the national trend of fewer males in this profession. There has been an increase in racial minorities from 4.2% in 2007 to 9.1% in 2013. Much of the efforts at student recruitment listed in the self-study seem to be directed to high school students. The CSD faculty may also be working hard on undergraduate recruitment to their graduate program, but that was not clear in the self-study. To increase minority representation in the program, the department may want to consider placing less emphasis on GRE scores, which have been found not to correlate well with student success in graduate programs.

The graduate students interviewed by the external committee were generally pleased with their educational experiences, especially classroom instruction, the clinical rotations and teacher accessibility. They pointed out the strong reputation of the University of Utah Health Sciences Center, their early clinical experiences and the excellent vestibular experience. The SLP students cited the excellent reputation of the University of Utah Voice Disorders Center and that the lead institution for the National Center for Voice and Speech is at the University of Utah. The department's outreach efforts were clearly effective in recruiting several graduate students. The opportunity to visit the department and clinic at the University of Utah, presentations from 2<sup>nd</sup>-year AuD students at the University of Wyoming, and the interview day for the AuD candidates enticed several students to come to the University of Utah.

Two students expressed frustration about not getting clear information about how to complete an MS thesis, despite the fact that their motivation for doing a thesis was to help them successfully enter a PhD program. Given the paucity of PhD students entering this and other programs, a better process for motivated graduate students should be implemented.

With respect to the curriculum, an issue outlined in the prior Graduate Council review seemingly still exists: the disconnect between didactic teaching and implementation of evidence-based material in the clinic. The monthly colloquium series for the clinical faculty where a tenure-track faculty member presents in an area of expertise related to evidence-based practice was discontinued after 2 years. The reasoning was that a new integrated practice unit (IPU), focused on specific disorders that will be student run and that involves the clinical faculty and an expert on that disorder, will be started. However, it is not clear that this IPU will specifically address this disconnection issue.

External reviewers indicate that graduate students also pointed out that their research course was not helpful. They noted that the book was not useful, and that very little practical research experience was provided. They requested more emphasis on learning how to analyze a paper (i.e., evidence-based practice) and the AuD students asked to have this course be available earlier in their curriculum.

The clinical experience including the transition from an observational to more hands-on rotation was lauded by the AuD students. These students expressed appreciation for the graduate students and faculty who assisted with their 'transition to practice.' The SLP students did not report as positive a transition from observation in Fall semester to taking a full case load in Spring semester, likely due to the fact that their program is much shorter (5 vs. 11 semesters). They asked for more hands-on involvement during the Fall semester so that the Spring rotation would not be so overwhelming. They complained about not being prepared for the volume of paperwork required during the Spring rotation.

The majority of student support comes in the form of Graduate Assistantships (43 in 2014, primarily from clinic revenues and some with NIH or other external funding) and student scholarships (10 ranging from \$500-\$5,000/year through clinical revenue). These numbers represent a significant increase in student support over that available in 2009. Funding for PhD students, however, is a growing concern in order to remain competitive in recruiting the highest quality students and sustaining the PhD program. Available assistance at the college or campus level, in addition to possible external grant funding, should be explored.

## **Curriculum**

The undergraduate major in the CSD Department provides students with a solid foundation for advanced graduate study. Since the 2009 review, the Department has enhanced laboratory experiences in several areas (e.g., phonetics, anatomy and physiology, acoustics).

In 2012, the professional graduate degree (MA, MS, AuD) programs at the University of Utah were reaccredited by ASHA (American Speech-Language-Hearing Association) through September 30, 2020. Graduates of these professional programs also meet the requirements of the Utah State Office of Education to provide speech-language pathology or audiology services in the public schools. Independent of these noteworthy achievements, it is clear that the curriculum offerings in the graduate degree programs are strong and that diverse clinical practicum and laboratory experiences further enrich the educational programs.

The Department has made efforts to support collaboration between course instructors, clinical faculty members and cooperating professions to emphasize the implementation of evidence-based practices. For some areas in communication disorders there appears to be an awareness of somewhat of a disconnect between didactic and clinical instruction (e.g., inconsistencies in intervention approaches and

practices). Efforts to resolve this disconnect appear to be well supported across the faculty, and examples of such efforts for continued collaboration with tenure-track faculty are being pursued enthusiastically (e.g., grand rounds, integrated practice units, IPU). The adult language areas (e.g., aphasia) and audiology program, because of ongoing research collaborations, provide good models for successful research to application collaborations.

Graduate students in speech-language pathology may pursue a thesis option to gain research experience, and those in the AuD program complete a capstone project with a research intensive option. A revised plan for the dissemination of outcomes for the AuD capstone projects (research intensive, community service, focused literature review) resulting in poster-presentation and a written manuscript will be evaluated this semester. Within the department, faculty members are engaged in ongoing internal reviews of the curriculum content and sequencing of courses across all programs of study.

Curriculum development in the PhD program, as documented in the self-study, is undergoing thoughtful revision and enhancement, with flexibility for an SLP/PhD and an AuD/PhD option. There is awareness of the need for core courses within the Department. Although descriptions of the curriculum and milestones to successful degree completion are written, they require ongoing evaluation as the newly recruited cohort of students progress through the stages of their PhD program.

The department offers an MA, MS, AuD or PhD degree in CSD. There are approximately 35 externships available for the AuD students and 120 for the SLP students. Dr. Susan Naidu and Dr. Pamela Mathy are to be commended for their efforts in expanding this program. One of the senior SLP faculty lamented the lack of externships available at Primary Children's Medical Center. Both the SLP and Audiology tenure-line faculty commented on the stress of trying to accommodate so many more students. Students graduating from the master's degree program in SLP or AuD have satisfied the requirements for certification by the American Speech-Language-Hearing Association. They will also be eligible for state and public school certification in Speech-Language Pathology or Audiology. Master's and AuD students do not take a department-regulated qualifying exam. All professional degree students must take the national Praxis examination in either Audiology or Speech-Language Pathology as part of the process for earning the Certificate of Clinical Competence. In contrast to the MS and AuD degrees, there are qualifying exams associated with the PhD degree.

## **Diversity**

### *Faculty Diversity*

The gender profile of the CSD Department faculty is currently 14 female and 7 male. The department continues to struggle with ethnic/racial diversity among the faculty – currently 100% of the faculty are white. Following the last Graduate Council review the department met with university administrators to develop a diversity plan that is outlined in the 2012 strategic plan. While this plan has been successful in increasing the diversity of students in the program, recruiting diverse faculty remains elusive for the department. The self-study cites national statistics for the profession—only 7.6% of audiologists and SLP professionals self-identify as a racial minority. General issues with faculty recruitment noted below may also contribute to the national competition for diverse academic faculty in the field.



## *Student Diversity*

In 2013, there were 113 undergraduate students (88.9 % female), and a total of 21.5% of the undergraduate students self-identified as belonging to a racial/ethnic minority group. At the graduate level, growth in student enrollment is highly commendable. Currently, there are approximately 40 AuD students, 80 SLP master's students, and 9 PhD students. Of these 84.3% are females. Racial/ethnic demographics for graduate students were reported as: 90.9% White, 5% Hispanic, 3% Asian, .3% African-American, and .3% American Indian. This represents 9.1% of graduate students who self-identify to the university as belonging to a racial/ethnic minority group compared to 4.2% in 2007. The reasons for this discrepancy between undergraduate and graduate student composition should be further explored. It may be that the applicant pool is not sufficiently diverse; that students accepted into the program are not consistent with the diversity in the applicant pool; or that the students who decide to attend the University of Utah are not those from diverse backgrounds. Identifying possible points of discrepancy would be helpful to guide the development of strategies to increase diversity in the graduate student body.

## **Program Effectiveness and Outcomes Assessment**

Given that both the master's program in SLP and AuD are accredited by the Council of Academic Accreditation of the American Speech-Language-Hearing Association (ASHA), the department participates in regular and rigorous program effectiveness reporting and review. Their most recent accreditation review was completed in 2012 and expires in 2020.

The department reports using a number of metrics of program effectiveness, including University-based course evaluations, meetings between the chair/assistant chair and student leaders, student program evaluation questionnaires, evaluations from clinical externship supervisors, an annual alumni survey, and employer surveys. Feedback from the questionnaires and surveys is used to update the curriculum and clinical training. In a recent example, exit interviews and alumni surveys indicated the need for more education in counseling in SLP and audiology; the department responded by developing a course called "Counseling in CSD."

With respect to individual student progress, the department recently implemented *Typhon*, an electronic "Knowledge and Skills" system for tracking student progress toward completion standards. Students who are not meeting expected levels of achievement receive a remediation plan from the course instructor. The Department attributes higher graduation rates in recent years in part to these more formal remediation efforts.

The department reports the following metrics of program effectiveness over the past six years: Graduation rates (98% for SLP students and 94% for audiology students); Annual Praxis Test (ASHA certification) pass rates (100% for SLP students and 89% for audiology); and employment rates in the profession (98% for SLC students and 100% for audiology). Together these data indicate a highly effective graduate program.

## Facilities and Resources

According to the self-study the current budget is adequate to support the mission of the department with one exception. That is, in FY14 the overall state funding comprised only 24% of the overall operating budget and only 16.6% is available to cover tenured faculty salaries (which cannot be drawn from differential tuition or clinic revenue sources of funding). The state budget allocation toward tenure-line salaries is inadequate to meet program needs for tenure-line faculty.

The physical facilities of the department are in two locations. Tenure-line faculty offices, research labs, and the main departmental offices are located on the 12th and 13th floors of the Behavioral Sciences Building on main campus. The Speech and Hearing Clinic, career-line clinical faculty offices, graduate student work rooms, and a classroom are located a mile away at 417 Wakara Way in Research Park. It appears that available physical space is utilized fully and effectively; however, with the growth of the program there are pressing space needs. One is for the clinical operations to support a Vestibular laboratory for diagnostic assessment of balance and hearing disorders and for intervention. Another is space for a few consultation rooms and additional work spaces that are needed to protect the privacy of students, families, and patients and to be in compliance with the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act of 1996.

The previous Graduate Council review noted that while the clinic's location in Research Park alleviated prior space limitations, the "geographic separation does little to facilitate intra- and inter-departmental communication and collaboration." While there does not appear to be an obvious solution to the relative isolation of the clinic, the possibility of a College of Health presence in Research Park (perhaps an occupational therapy clinic) may be a positive step in the direction of integration with the rest of the college. In addition to the geographic separation problem, it is apparent that the current clinical space is not adequate. The most serious clinic space issues concern the ability of clinical faculty to meet privately with students, and the ability of students and clinicians to meet privately with patients and their families. As these both concern privacy and have legal and ethical ramifications, it is crucial that they be addressed as soon as possible by increasing the number of offices and other private spaces. The clinic is also in need of additional space to increase the number of treatment rooms, provide work space for the office staff, to house specialty clinics, and for an audiology lab.

The department's space on main campus has undergone extensive remodeling and growth over the past few years. Notably, the department now has enhanced common space for students and faculty. However, there continue to be limitations imposed by space—as the department makes new faculty hires, there will be a need for additional office and laboratory space. Electronic library resources and assistance from the Eccles Health Sciences Library and Marriott Library appear to be sufficient to support the mission of the department. In addition, there are good opportunities to build, develop, and sustain collaborations and associations with the Center on Aging, the Brain Institute, the Department of Otolaryngology and Department of Linguistics, Veterans Association, and the National Center for Voice and Speech. The Department may also wish to explore opportunities for additional collaborations within the College of Health, specifically in the areas of neuroscience, cardiovascular health, and cancer research to support interdisciplinary research and educational opportunities.

The department has good administrative support, and the new Dean of the College of Health is developing promising initiatives to realign the units in the college. This restructuring should also enhance opportunities for cross-college academic and new research collaborations. Plans to build a successful infrastructure to support efforts to assist with grant preparations, submissions, and post-award management are being developed. This increased infrastructure at the college level appears to be a priority for the department. In addition, increased technical support for faculty teaching, research, and clinical activities would also benefit the department.

The number of faculty in the department is not adequate given the enrollment growth in all programs and demands on the tenure-line and research-track faculty to obtain extramural funding and increase scholarly productivity. The department chair and several other faculty noted that their peer institutions have half the number of students and double the number of faculty. Challenges to meeting the need for additional tenure-line faculty include funding sources for salaries and start-up packages, a small pool of qualified faculty candidates across the nation, and salaries that may not be high enough to attract and retain the most qualified and talented candidates.

The staff members interviewed expressed a strong connection and commitment to the department, one stating that she 'feels we do important work.' It is notable that several key staff have been in the department for many years. Faculty and staff appear to have very collegial relationships and express mutual respect. In terms of staff support, the department's resources are particularly stretched at the time of admissions, budgeting, and preparation for the Fall semester. The department has used graduate assistants in the past to help during these particularly busy times, but student workers cannot participate in personnel or admission work. The faculty appreciate the talents of the support staff and recognize the after-hours efforts that key staff members commit to the department. Concern about delays in multiple processes, such as reimbursements and IT support, are attributed to severe understaffing within the department and the College of Health. Also, during admissions, budgeting, and other preparations for the Fall semester, the volume of work cannot be managed by the small staff. These pressures could be alleviated by additional staff in the department office.

## COMMENDATIONS

1. **Program Growth:** The department has increased its recruitment of high quality students in all programs, hired a strong junior faculty, and recruited a promising cohort of PhD students.
2. **Student Outcomes:** The department graduates are being recruited and employed for positions that demand academic and professional/clinical education and certification in the communication sciences and disorders. The graduates from the program are completing degree programs within the allotted timelines with little if any attrition and are successful in passing the Praxis (test for certification).
3. **Program Excellence:** The department received commendations from external reviewers on the excellence of academic and clinical faculty and students, outstanding clinical education, and strong administrative support for the department. There is good evidence of positive steps toward building clinical/academic collaborations, with the externship program having grown considerably with a high level of preceptor quality.

4. **Facilities and Resources:** The utilization of available space in the department is efficient. The space of social contact is positive and supports faculty and students. There is substantial and strategic investment in facilities and infrastructure support and a stable financial position that ensures sustainability of the programs.
5. **Increased Awareness of Diversity:** The department demonstrates efforts to document and increase diversity of faculty hires and student enrollments.

## RECOMMENDATIONS

### 1. Facilities and Space

- a. Seek for solutions to bridge the gap or unify the two separate locations of the department on lower campus and Research Park.
- b. Increase space allocations for both main campus and Research Park locations—both academic and clinical programs have grown. For clinical activities there is a need for additional private space such as consultation rooms where confidential medical and academic information would be shared and discussed. Another priority is space allocation for development of a vestibular lab. This space would be utilized to meet training needs and clinical contracts (e.g., new VA contract). More lab space in Behavioral Sciences will be needed to support research requirements of new faculty hires.
- c. Address critical clinic space needs of relevance in the Speech and Hearing Clinic to FERPA/HIPAA and clinical care issues. Other facility needs that should be prioritized and addressed as resources allow include space for additional research labs and student clinical labs.

### 2. Curriculum

- a. Continue efforts to improve the alignment between didactic courses and clinical/practicum experiences to ensure consistency in teaching evidence-based practices.
- b. Continue to explore partnerships with other colleges, schools, and departments to identify areas of collaboration and cooperation that could expand the clinical externships, especially in the AuD program and the area of pediatrics.
- c. Continue to enhance and develop clinical-academic collaborations across campus and within the private sector. Maintaining and enhancing collaborations in research and clinical-academic endeavors would serve to increase opportunities for external funding and program enrichment.

### 3. Faculty

- a. With the increase in student enrollment over the last 15 years, strategic hiring in collaboration with the College of Health should be explored. As well, partnerships with other colleges, schools and departments would facilitate the expansion of research opportunities.
- b. Conduct strategic planning around adequacy of faculty and staff, and resource allocation/generation to ensure the long-term viability of the enrollment growth of the professional and PhD programs and external pressures to expand the research mission.
  - i. Enhance strategic plan to sustain a growing PhD program. Three aspects of such a plan include: funding (Graduate School, College, and University funding in addition to federal funding); development of core curriculum within the department; and maintaining and enhancing collaboration within the University within the College of Health and with Health Sciences to provide course and research opportunities.

### 4. Finances

- a. Continue to explore alternative/additional sources of departmental revenue including financial support from regional health care institutions that have a demand for CSD program graduates (e.g., University Healthcare, Intermountain Healthcare, IASIS, etc.) to support faculty salaries, student scholarships and graduate stipends, and other programmatic needs.
- b. Utilize College of Health, Health Sciences and University resources to expand efforts in alumni relations and development for the purpose of developing externship sites and fundraising for student scholarships and other departmental initiatives.
- c. Increase infrastructure to support grant activities, including preparation, submission and post-award management.
- d. Improve the student experience for undergraduates with the goal of improving student satisfaction and to increase student competitiveness for graduate programs in SLP and audiology.
- e. Improve the structure and guidance for MS students wishing to pursue a thesis for the purpose of enhancing their candidacy and preparation for PhD programs.
- f. Ensure sustainability of professional graduate programs through ongoing internal review of MA/MS and AuD curriculum in collaboration with stakeholders and in response to changes in scope of practice and certification.

## 5. Diversity

- a. Continue efforts to increase diversity among students, faculty, staff, and clients through ongoing evaluation of the departmental diversity plan effectiveness and working with the Office for Equity and Diversity on campus.
- b. For student enrollment, monitor diversity of applicant pool and accepted students. At the application stage, identify students who would be eligible for diversity fellowships (e.g., Excellence through Diversity Fellowship, McNair Fellowship). Consider excluding use of or reducing weight of GRE in evaluation of first generation applicants.
- c. For faculty hires, work to recruit a diverse set of applicants and personally invite applicants of excellent quality who self-identify with underrepresented groups. Additionally, seek out potential funding for hiring from new campus initiatives for recruitment of individuals from underrepresented minority groups.

Submitted by the Ad Hoc Committee of the Graduate Council:

Ryan E. Smith, M.Arch (Chair)  
Associate Professor, School of Architecture

Timothy J. Garrett, PhD  
Associate Professor, Department of Atmospheric Sciences

Valeria Molinero, PhD  
Professor, Department of Chemistry

Michelle L. Wolfe, PhD (Undergraduate Council Representative)  
Assistant Professor, Department of History

**Department of Communication Sciences & Disorders**

2007-08    2008-09    2009-10    2010-11    2011-12    2012-13    2013-2014

**FACULTY: With Doctoral Degrees Including MFA and other terminal degrees**

Full Time Tenured Faculty	5	5	5	5	5	5	5
Full Time Tenure Track	1	2	1	2	3	3	3
Full Time Auxiliary Faculty	1	1	2	2	2	2	3
Part Time Tenure/Tenure Track	1	1	1	1	1	1	1
Part Time Auxiliary Faculty	1	0	0	0	0	0	0

**With Masters Degrees**

Full Time Tenured Faculty	0	0	0	0	0	0	0
Full Time Tenure Track	0	1	1	0	0	0	0
Full Time Auxiliary Faculty	4	4	4	4	5	4	5
Part Time Tenure/Tenure Track	0	0	0	0	0	0	0
Part Time Auxiliary Faculty	1	1	2	1	1	2	1

**With Bachelor Degrees**

Full Time Tenured Faculty	0	0	0	0	0	0	0
Full Time Tenure Track	0	0	0	0	0	0	0
Full Time Auxiliary Faculty	0	0	0	0	0	0	0
Part Time Tenure/Tenure Track	0	0	0	0	0	0	0
Part Time Auxiliary Faculty	0	0	0	0	0	0	0

**Total Headcount Faculty**

Full Time Tenured Faculty	5	5	5	5	5	5	5
Full Time Tenure Track	1	3	2	2	3	3	3
Full Time Auxiliary Faculty	5	5	6	6	7	6	8
Part Time Tenure/Tenure Track	1	1	1	1	1	1	1
Part Time Auxiliary Faculty	2	1	2	1	1	2	1

**FTE from A-1/S-11/Cost Study Definition**

Full-Time Salaried	9	10	9	11	12	13	13
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## Department of Communication Sciences & Disorders

2007-08    2008-09    2009-10    2010-11    2011-12    2012-13    2013-2014

### FTE from A-1/S-11/Cost Study Definition

Part-Time or Auxiliary Faculty	1	1	1	2	1	2	2
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### Number of Graduates

Bachelor's Degrees	33	32	20	23	29	35	30
Master's Degrees	33	22	35	32	26	36	34
Doctoral Degrees	10	1	0	0	0	0	0
First Professional Degrees	0	6	6	5	6	9	3

### Number of Students Based on Fall Third Week Semester Data

Undergraduate Pre-Majors	19	15	19	26	30	23	25
Undergraduate Majors	37	37	47	62	76	89	88
Enrolled in Masters Program	66	66	66	73	81	77	84
Enrolled in Doctoral Program	28	26	29	30	30	35	45
Department FTE Undergrad	61	44	58	67	76	81	69
Department FTE Graduate	114	121	122	129	138	133	164
Department SCH Undergrad	1,837	1,305	1,752	2,007	2,294	2,416	2,078
Department SCH Graduate	2,282	2,428	2,438	2,576	2,758	2,662	3,282
Undergraduate FTE per Total Faculty FTE	6	4	6	5	6	5	5
Graduate FTE per Total Faculty FTE	11	11	12	10	11	9	11

### Cost Study Definitions

Direct Instructional Expenditures	1,488,604	1,666,592	1,595,346	1,671,984	1,919,718	1,947,260	2,019,004
Cost Per Student FTE	8,490	10,107	8,848	8,544	8,957	9,115	8,651

### Funding

Total Grants	177,407	168,221	99,922	124,416	268,061	284,508	486,541
Appropriated Funds	1,005,005	1,413,274	1,209,017	1,182,544	2,101,714	2,159,259	1,091,245
Teaching Grants	50,000	45,000	5,000	59,998	0	0	0



## Memorandum of Understanding Department of Communication Sciences and Disorders Graduate Council Review 2014-15

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on March 7, 2016, and concludes the Graduate Council Review of the Department of Communication Sciences and Disorders. Vivian S. Lee, Senior Vice President for Health Sciences; David H. Perrin, Dean of the College of Health; Michael Blomgren, Chair of the Department of Communication Sciences and Disorders; David B. Kieda, Dean of the Graduate School; and Donna White, Associate Dean of the Graduate School, were present.

The discussion centered on but was not limited to the recommendations contained in the review summary report presented to the Graduate Council on November 30, 2015. At the wrap-up meeting, the working group agreed to endorse the following actions:

### **Recommendation 1. Facilities and Space**

- a. Seek for solutions to bridge the gap or unify the two separate locations of the department on lower campus and Research Park.*
- b. Increase space allocations for both main campus and Research Park locations—both academic and clinical programs have grown. For clinical activities there is a need for additional private space such as consultation rooms where confidential medical and academic information would be shared and discussed. Another priority is space allocation for development of a vestibular lab. This space would be utilized to meet training needs and clinical contracts (e.g., new VA contract). More lab space in Behavioral Sciences will be needed to support research requirements of new faculty hires.*
- c. Address critical clinic space needs of relevance in the Speech and Hearing Clinic to FERPA/HIPAA and clinical care issues. Other facility needs that should be prioritized and addressed as resources allow include space for additional research labs and student clinical labs.*

The issue of facilities and space has long been a problem for this department. Although the move of the clinical practice and a major investment, made by the Department, in the renovation of the building at 417 Wakara Way in Research Park have been helpful, the current situation with the facilities has become critical due to the uncertainty of the status of that building. The Senior Vice President will look into the situation and follow up on this recommendation with the Chair and Dean. Meanwhile, the Chair prepared a thorough response to this recommendation, showing his proactive efforts on the issue. He is continuing to work with the Assistant Vice President for Capital Programs & Space and members of the Health Sciences Architectural Office to locate additional space for the Department, including the two new hires that will require audiology lab equipment, private space for the clinic so as not to violate FERPA/HIPAA regulations, and development of a vestibular lab in order to meet the needs of new clinical contracts that have been acquired by the Department. The Senior Vice President and College Dean play key roles in helping to solve these problems that could so seriously impact the ability of the Department to fulfill its mission and move forward with making improvements recommended in this review. Regular update reports will be made to the Graduate School.

### Recommendation 2. Curriculum

- a. *Continue efforts to improve the alignment between didactic courses and clinical/practicum experiences to ensure consistency in teaching evidence-based practices.*
- b. *Continue to explore partnerships with other colleges, schools, and departments to identify areas of collaboration and cooperation that could expand the clinical externships, especially in the AuD program and the area of pediatrics.*
- c. *Continue to enhance and develop clinical-academic collaborations across campus and within the private sector. Maintaining and enhancing collaborations in research and clinical-academic endeavors would serve to increase opportunities for external funding and program enrichment.*

Bridging the gap between course content and clinical practice takes ongoing discussion, collaboration, and adaptation. In his response the Chair states, "We strive to meet this challenge in numerous ways." He then goes on to describe those actions that have been taken to the satisfaction of all parties present. It was noted that though there is a somewhat improved relationship with the ENT Audiology Clinic at the U, hospital externships with students in the Department continue to be denied. The Senior Vice President will investigate this situation because it seems that a valuable asset for both the Department and the Clinic is being underutilized. The Department has numerous other clinical placements for externships across the Valley including the VA and Intermountain Health Care. The University hospital should be part of that mix. The Chair will follow up on this and report back to the Graduate School in an update report on progress.

### Recommendation 3. Faculty

- a. *With the increase in student enrollment over the last 15 years, strategic hiring in collaboration with the College of Health should be explored. As well, partnerships with other colleges, schools and departments would facilitate the expansion of research opportunities.*
- b. *Conduct strategic planning around adequacy of faculty and staff, and resource allocation/generation to ensure the long-term viability of the enrollment growth of the professional and PhD programs and external pressures to expand the research mission.*
  - i. *Enhance strategic plan to sustain a growing PhD program. Three aspects of such a plan include: funding (Graduate School, College, and University funding in addition to federal funding); development of core curriculum within the department; and maintaining and enhancing collaboration within the University within the College of Health and with Health Sciences to provide course and research opportunities.*

In the Chair's response, it states, "...we partnered with the Department of Population Health Sciences in a joint hire." Additional hires, some in collaboration with the College of Health, are in progress and new directions are being explored with the restructure of the College. There has been steady growth in the PhD program and the Department funds all of their doctoral students using clinical revenue, but with a

drop in this revenue, due to a large contract not being renewed, more consistent and stable sources of support should be developed. The Graduate Dean will work with the Chair and Dean of Health Sciences to explore this situation and progress will be reported to the Graduate School in regular update reports.

**Recommendation 4. Finances**

- a. *Continue to explore alternative/additional sources of departmental revenue including financial support from regional health care institutions that have a demand for CSD program graduates (e.g., University Healthcare, Intermountain Healthcare, IASIS, etc.) to support faculty salaries, student scholarships and graduate stipends, and other programmatic needs.*
- b. *Utilize College of Health, Health Sciences and University resources to expand efforts in alumni relations and development for the purpose of developing externship sites and fundraising for student scholarships and other departmental initiatives.*
- c. *Increase infrastructure to support grant activities, including preparation, submission and post- award management.*
- d. *Improve the student experience for undergraduates with the goal of improving student satisfaction and to increase student competitiveness for graduate programs in SLP and audiology.*
- e. *Improve the structure and guidance for MS students wishing to pursue a thesis for the purpose of enhancing their candidacy and preparation for PhD programs.*
- f. *Ensure sustainability of professional graduate programs through ongoing internal review of MA/MS and AuD curriculum in collaboration with stakeholders and in response to changes in scope of practice and certification.*

The Department continually explores alternate sources of collaboration and revenue generation and to this end has numerous contracts in place (all listed in the Chair's response). As well, new projects are being explored. The telehealth clinic in Price, UT, has been particularly successful and the Senior Vice President suggested exploring a similar collaboration at Dixie State University. The Chair has implemented special meetings for MS student advising and curricular planning (largely dictated by their accreditation body) and undergraduates are increasingly being included in a particular faculty member's lab. There was acknowledgement that a better job could be done on communicating regularly with and responding to the needs of undergraduates. The Chair provides excellent leadership and in his response included a statement of intent to work with the College of Health and Health Sciences development personnel to expand fundraising through alumni and other potential donors. Regular update reports will note progress on this recommendation.

**Recommendation 5. Diversity**

- a. *Continue efforts to increase diversity among students, faculty, staff, and clients through ongoing evaluation of the departmental diversity plan effectiveness and working with the Office for Equity and Diversity on campus.*
- b. *For student enrollment, monitor diversity of applicant pool and accepted students. At the application stage, identify students who would be eligible for diversity fellowships (e.g., Excellence through Diversity Fellowship, McNair Fellowship). Consider excluding use of or reducing weight of GRE in evaluation of first generation applicants.*
- c. *For faculty hires, work to recruit a diverse set of applicants and personally invite applicants of excellent quality who self-identify with underrepresented groups. Additionally, seek out potential funding for hiring from new campus initiatives for recruitment of individuals from underrepresented minority groups.*

There was an acknowledgement of the commendation to the Department on increasing diversity of faculty hires and student enrollments (#5). A commitment to continue these efforts was articulated at this meeting. Though the two recent faculty hires do not represent an increase in domestic diversity, they do represent increased international diversity. There is an active recruitment effort already in place with West High School and other west-side high schools and the Department will continue to encourage underrepresented students to apply to their program. The weight of the GRE scores has been changed to a smaller percentage of the overall admissions criteria. The Department Chair will work with the Office of Inclusion in the Health Sciences and with the Graduate School's Assistant Dean for Diversity, Araceli Frias, to continue to develop strategies to expand recruitment of diverse faculty and students. Progress will be reported in regular updates to the Graduate School.

This memorandum of understanding is to be followed by regular letters of progress from the Chair of the Department of Communication Sciences and Disorders to the Associate Dean of the Graduate School. Letters will be submitted until all of the actions described in the preceding paragraphs have been completed. In addition, a three-year follow-up meeting will be scheduled during AY 2017-18 to discuss progress made in addressing the review recommendations.

Vivian S. Lee  
David H. Perrin  
Michael Blomgren  
David B. Kieda  
Donna M. White



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David B. Kieda  
Dean, The Graduate School  
April 1, 2016