

**Speech and Hearing Sciences Department
Academic Program Review
Site Visit Team Recommendations and Department Responses**

APR Team's Recommendation

New Faculty Needs:

- a) *The need for full-time tenure-track faculty.* The major weakness of the Department is the low number of tenure-track faculty and their inability to cover all program and curricular areas. This weakness is evident in the heavy reliance on part-time instructors. It will be exacerbated with the impending retirement of the single remaining full professor in the Department. Dr. Dale's retirement represents a void in senior leadership that could be lessened with potential promotions in the next year or two.

In light of the tremendous strides this Department has made since its last APR, a decline in faculty size at this point could do considerable damage to the progress experienced in recent years. In addition to the replacement of the retiring professor, the Department needs at least one additional tenure-track faculty member to provide educational opportunities in at least one of the three or four fundamental areas in the field of SLP not currently represented by research faculty, such as: adult neurogenic disorders, phonological disorders, cranio-facial disorders, and developmental disabilities.

Strategic thinking will be needed to consider areas where there are funding opportunities, areas that capitalize on unique needs or populations available in New Mexico, and areas that might tie into other initiatives. For example, Provost Abdallah suggested the possibility of a joint hire with HSC. It would be best if the position(s) would help develop unique areas of strength within the Department (esp. multicultural, multilingual focus) and help build a critical mass of faculty (e.g., adult speech and language disorders).

- b) *The need for a full time audiology instructor.* The Department should consider combining funds to pursue a full-time clinical faculty member in Audiology. This position could address a number of weaknesses. First, the Department is shirking its responsibility to prepare and encourage students to pursue graduate education in the sister profession in the discipline, audiology, another area with critical personnel shortages. This could reduce the need for part-time instructors to teach the two audiology courses required for speech-language pathologists. Second, it would ensure that there is adequate

supervision of audiology screenings and aural rehabilitation services that are part of the scope of practice for speech-language pathologists. Third, it will allow the Speech and Hearing Clinic to meet the demand for hearing evaluations, for which there are ample referrals. Fourth, it has the potential to generate considerable clinical revenue, as hearing aid dispensing is typically the highest revenue generator in Speech and Hearing Clinics. A single instructor of audiology could satisfy these four roles in a cost-effective manner.

Goal 1: Increase the SHS faculty

Objective 1a: The SHS Department will hire a tenure-track faculty member (Assistant Professor) in the area of adult neurogenic disorders with a start date of August 2015.

Objective 1b: The SHS Department Chair will prepare and submit a differential tuition request for the graduate program (clinical, academic) in speech-language pathology.

Objective 1c: The SHS senior faculty mentoring committee will evaluate and mentor candidates for promotion to full professor.

Department Response:

The Speech and Hearing Sciences Department concurs with the APR site visit team's recommendation to increase the number of tenure-track faculty members. The implementation of high quality undergraduate and graduate programs and the development of an SLP doctoral program rely upon the strength of the faculty. Historically, the department routinely hires part-time instructors to deliver core required undergraduate (e.g., SHS 321 Introduction to Audiology, SHS 425 Aural Rehabilitation) and graduate level courses (e.g., SHS 507 Adult Neurogenic Disorders). With only 6 tenure-track faculty members, there is limited flexibility in scheduling sabbaticals, offering courses in areas of specialization, and mentoring all students who are interested in research to complete thesis projects. There is also concern shared among the faculty about the loss of senior leadership following Dr. Philip Dale's retirement May 2014. The faculty, students, and staff have valued his mentorship and service to the department. With these concerns in mind, the following response addresses the site visit team's recommendation:

- The SHS Department was recently notified of the approval of the College's addendum to the hiring plan, which includes an SHS tenure-track faculty position in the area of adult neurogenic disorders. The department will use clinic revenue over two years to pay for bridge

funding. The search committee will initiate the process early Fall 2014 semester.

- Differential tuition rates offer a potential funding path to support future SHS faculty growth. The SHS undergraduate and graduate programs of instruction necessitate expenditures above those required for typical programs of instruction, and beyond the level of additional support available from class and curricular fees alone. SHS undergraduate and graduate program requirements are geared toward meeting licensure and national certification requirements and the curricula are heavily weighted toward required, as opposed to elective, courses. The curricula contain clinical education components requiring numerous experiential learning opportunities requiring low student:faculty ratios and program accreditation standards mandate various measures and outcomes that require significant financial investment to achieve. Presently, several graduate SLP programs implement differential tuition (e.g., Nova Southeastern University, Minnesota State University, University of Utah, University of North Carolina at Greensboro, Florida Atlantic University). Through the implementation of differential tuition, the SHS Department could build the faculty, including the hire of a non-tenure track faculty member in audiology, needed to create the only doctoral program in speech-language pathology in the state of New Mexico.
- To address the void in senior faculty leadership following Philip Dale's retirement May, 2014, the Department's senior faculty mentoring committee (Drs. Dale, Wohlert and Wilcox) reviewed the CVs for Associate Professors Neel and Rodriguez. The committee's recommendations were as follows:
 - Dr. Amy Neel – consider initiating the process of review for promotion in Spring, 2015, so that letters from external references can be obtained during the summer and fall of 2015, and review by the College Senior Promotions Committee early in 2016.
 - Dr. Barbara Rodriguez – consider initiating the process of review for promotion to Full Professor in Spring, 2014, so that letters from external references can be obtained during the summer and fall of 2014, and review by the College Senior Promotions Committee early in 2015.

By the 2015-16 academic year, the SHS Department's tenure-track faculty should be comprised of two full professors (Rodriguez, Neel), three associate professors (Patterson, Palmer, Binger), and two

assistant professors (Arenas and new hire). There is every expectation that additional faculty members will initiate the process of review for promotion to full professor soon after the 2015-16 academic year.

APR Team's Recommendation

Multilingual, Multicultural Focus:

The Department is recognized nationally for the quality of its research and training for multilingual, multicultural populations. Several recent developments offer the Department an opportunity to expand this identity: 1) New Mexico recently created a bilingual certificate recognition to the state license for SLPs, 2) Dr. Rodriguez's USDOE \$1.2 million grant with NMSU on providing culturally and linguistically appropriate speech-language services for all language learners in New Mexico, and 3) hiring of a new Spanish-English bilingual clinical faculty and a new Latino faculty member, and the possibility of hiring new faculty with that area of expertise.

In interviews, the faculty, clinical staff, and students indicated that they recognize that the multilingual, multicultural focus is an area of strength for the Department. But this emphasis may not be fully integrated and may be overly-restricted to Spanish-English bilingual issues. With small, but important, changes in readings, projects, and even classroom and clinical examples, the faculty and clinical staff can expand the multilingual, multicultural focus and infuse it throughout the academic and clinical aspects.

This small, but significant, shift will mean that the faculty and clinical faculty as a whole will embrace the multilingual, multicultural focus. The Department will be further distinguished as one of a handful of Speech and Hearing Sciences Departments nationwide with this expertise. In addition, it will mean that all students graduate with the knowledge and skills needed to provide culturally and linguistically appropriate services.

Goal 2: To improve the infusion of multilingual, multicultural considerations throughout the SHS undergraduate and graduate curricula.

Objective 2a: By July 1, 2015, the UNMSHC will complete the credentialing and contracting process for reimbursement of speech-language therapy service claims with Molina and Blue Cross and Blue Shield.

Objective 2b: By August 31, 2014, the SHS faculty will invite 5 community members to serve on the SHS advisory board.

Objective 2c: By May, 2015, the SHS advisory board will review the course syllabi for 3 graduate courses and submit recommendations to the faculty for their consideration.

Department's Response:

The SHS academic and clinical faculty express their commitment to integrate multilingual, multicultural considerations throughout the undergraduate and graduate programs and support the site visit team's recommendation. For quite some time, the UNMSLHC and clinical faculty have provided speech-language assessment and intervention services for a wide variety of clients with communication and swallowing disorders, but without a bilingual clinical faculty member, there have been limitations on service provision to linguistically diverse populations. However, we are quite pleased to have recently hired a bilingual clinical faculty member to supervise graduate students assessing and treating patients who are monolingual Spanish-speakers and/or bilingual speakers. The graduate program's clinical faculty members wish to identify additional opportunities to provide services to patient populations from historically underserved populations, including bilingual speakers (English+other languages) and individuals from diverse socioeconomic communities. Presently, a primary obstacle in accomplishing this goal in our clinic is our inability to secure reimbursement from Medicaid and other insurance providers. Dr. Rodriguez met with Dr. Robert Fritch, Medical Director of the UNM Medical Group, Inc. (UNMMG), to discuss the clinic's goals and request inclusion in the UNMMG to meet the requirements for medical insurance reimbursement. Other avenues for credentialing and contracting with insurance companies were recommended and are currently being pursued.

The graduate program's academic faculty members also concur with the APR site visit team's recommendation to incorporate small, but significant, changes in the current curricula to infuse multicultural and multilingual considerations in each course. The department will establish an advisory board, comprised of local experts representing a wide variety of communities, to guide the faculty in addressing cultural and linguistic considerations in our research, teaching, and clinical services. We seek to recruit and appoint advisory board members by August 2014. The department's faculty will proceed by meeting with the advisory board to review current course syllabi and take incremental steps in incorporating the board's recommendations. For example, an incremental step could include the addition of at least one new reading assignment in a graduate level course examining the impact of cultural and linguistic variables on the assessment and intervention of a specific communication and/or swallowing disorder.

APR Team's Recommendation

Expand collaboration with UNM Health Sciences

The Department expressed considerable interest in pursuing collaborations with the UNM Health Science Center (HSC), which have been difficult to establish historically. During the site visit, Provost Abdallah encouraged the faculty to renew their efforts to establish productive relationships with faculty and staff in HSC and offered his assistance in overcoming institutional barriers. For example, faculty are pursuing research collaborations through the Brain and Behavioral Health Institute at HSC. Health care reform and recent initiatives to promote Inter-Professional Education and Practice (IPE and IPP) set the stage for collaborations with a variety of departments. This would further the goal of preparing students for collaborative teaming as well as for leadership roles as advocates for ensuring that communication in all its aspects are not neglected in new models of promoting health and wellness and new reimbursement models for healthcare services. Also, opportunities may exist for coordinating or potentially integrating clinical services and billing systems at the Department's Speech and Hearing Clinic with those services provided at the HSC.

Goal 3: To increase research and clinical collaborations with HSC and other UNM programs.

Objective 3a: During the 2014-15 SHS faculty retreat, the SHS strategic plan will be revised to include a focus on collaborative research and clinical activities with HSC and other UNM programs/departments.

Objective 3b: SHS faculty will regularly participate in BBHI-sponsored and other HSC events, such as Neuroscience Day, Community Forums, etc. during the academic year.

Objective 3c: SHS clinical faculty will meet with occupational and physical therapy program faculty to discuss the feasibility of inter-professional clinical training opportunities.

Department's Response:

The SHS faculty embraces the APR site visit team's recommendation to expand collaboration with the UNM Health Sciences Center (HSC). To this end, the SHS Department continues to maintain a strong partnership with the Brain and Behavioral Health Institute (BBHI) by participating in BBHI events,

attending strategic planning meetings, and providing support for the implementation of strategic activities. For instance, two SHS faculty members (Binger and Rodriguez) participated in the first BBHI forum, held November 23, 2013, where community partners, scientists and clinicians met to look for new ways to collaborate. Fifteen community groups and 19 different UNM departments or programs were represented at the forum. We also expect the SHS faculty to present research at the Neuroscience Day poster session on March 21, 2014. Longstanding collaborative research relationships with SHS (Dr. Phyllis Palmer and Dr. Amy Neel) and HSC faculty are continuing and expanding to include invitations to guest lecture in undergraduate SHS courses.

The SHS faculty recognizes the importance of maintaining a presence at the HSC by sharing research findings, collaborating with HSC clinical and research faculty on topics such as traumatic brain injury, Parkinson's disease, OPMD, and stroke, and communicating with HSC faculty and practitioners about UNMSHC clinical services. Recently, academic and clinical faculty have met with Margaret Migliorati, BBHI Community Liaison, to discuss the nature of current UNMSHC services and interest in expanding services to include intervention for patients with Parkinson's Disease, mild cognitive impairment, and concussive syndrome. We look forward to continued communications to make connections with HSC faculty and community groups who share common interests.

We will continue to seek additional collaborative opportunities with the Occupational and Physical Therapy programs in HSC for Inter-Professional Education and Practice opportunities. Occupational therapy students and faculty have accompanied SHS faculty and students to Mexico City to provide consultation to individual with severe disabilities. However, additional opportunities exist. For example, SHS graduate students could work with OT students to co-treat patients in two of our current treatment programs -- adult neurogenic treatment program and preschool language intervention program. The SHS Department Chairperson and Clinic Director will contact OT and PT colleagues to explore the feasibility of establishing inter-professional clinical practicum experiences. We see these experiences as terrific opportunities for students to understand more fully one another's role, to enhance teamwork, to improve patient outcomes, and to improve service delivery efficiencies.

APR Team's Recommendation ***Retention of UG majors***

Retention of UG majors is a weakness within UNM that also *may* be reflected in the Department. The Department needs to gather data to understand whether the Department has a problem with recruitment and, if

so, why. Class sizes in required courses have increased to ~70. Nevertheless, there has not been an increase in the annual UG major graduation rate.

To bring more attention to the Department and recruit more majors, especially more minority and bilingual majors, the Department might consider offering a university college course with a multicultural focus, such as, "Culture, Communication, and Disability."

Goal 4: Improve retention of undergraduate SHS majors

Objective 4a: The SHS faculty will gather information about the undergraduate students to identify variables influencing student retention.

Objective 4b: The SHS Department will sponsor a variety of events and activities for undergraduate SHS majors.

Objective 4c: The SHS faculty will examine the feasibility of creating a liberal arts track for undergraduate majors and corresponding department name change.

Department's Response:

The SHS faculty agrees with the APR site review team concern in the department's retention of SHS undergraduate majors. In order to develop programs to improve retention, the SHS Department will first gather information to understand the factors that contribute to the disappointing retention rates of undergraduate SHS students. To this end, the New Mexico Speech and Hearing Association (NMSHA) provided financial support for a project designed to gather information from undergraduate students. The pilot survey was completed by undergraduate students enrolled in SHS 302 Introduction to Communication Disorders (Fall 2013) and information about the type of support needed to successfully complete course assignments, the number of hours per week students work in positions off- and on-campus, the extent to which students have additional family responsibilities and obligations was gathered. The information gleaned from the pilot has informed the survey's revision, which will be administered to another cohort of SHS 302 students Spring 2014 semester. In addition, Dr. Amy Neel, Associate Professor, and Cameron Langner, Sr. Academic Advisor, are gathering additional information, which will assist the department in identifying the academic needs and the types of support that will help students complete the B.A. in SHS.

Gathering information about potential barriers to recruitment and challenges in retention is an important first step in effectively addressing the academic needs of SHS undergraduate majors. Equally important to

undergraduate student success is the extent to which they feel connected to the department. One of the department faculty's objectives is to increase undergraduate students' participation in departmental activities. This semester (Spring 2014), undergraduate students will be invited to the SHS Department's Research Update potluck meeting on February 7, 2014 and an undergraduate orientation planned for April, 2014. Additional events targeting undergraduate students are slated for next academic year.

Faculty discussions concerning the development of an undergraduate SHS 'liberal arts-BA' track and a 'pre-professional-BS' track and department name change are underway. The faculty is reviewing the two degrees – BA/BS— offered in Biology, Chemistry and Psychology. The faculty will determine whether the use of our resources to develop a liberal arts track will be a worthwhile investment in addressing undergraduate student recruitment and retention. There is agreement among the faculty that including a liberal arts focus would necessitate a change of the department's name to Communication Sciences and Disorders.

APR Team's Recommendation

Resources and Planning:

Staff reclassifications. The Department is in danger of losing Tracy Wenzl, Department Administrator. Wenzl is highly competent and would find it quite easy to move to another Department in a DA 2 position. The Department Chair has begun the process to have HR reclassify Wenzl's position to a DA 2, and the review team wholeheartedly endorses this decision. Wenzl has made a huge improvement to Department policies and procedures. In the coming years, as the Department increases its external funding, she will take on an even more critical role in obtaining and managing grants.

Bolster tech support. Faculty need to be able to access technical support to help with research lab computing and equipment set up and troubleshooting. This need has already become significant and it will only become more critical as external funding increases the Department's research profile and need for technical assistance. The review team recognizes that there probably will not be funds, or at this point the need, for a full-time IT staff position. Perhaps in the interim the Department could seek other departments with similar needs and team with them to co-fund a part- or full-time position. It has been suggested that the College of Arts & Sciences IT staff person could meet the Department's needs, but the review team views this as unlikely. The type of technical assistance required is specific to their research and clinical service equipment. While the College IT staff person could assist with general operating system problems and upgrades, it is unlikely that he can provide the highly specific technical support required.

The Department should also keep this need in mind as external funding brings in more F & A funds.

Goal 5: To improve the department resources and planning.

Objective 5a: The SHS Department will submit a staff request for reclassification of the Dept Administrator 1 to a Dept Administrator 2.

Objective 5b: The SHS Department will initiate a career ladder for the Administrative Assistant 1 for Administrative Assistant 2.

Objective 5c: The SHS Department Chair will identify other departments that have similar IT needs.

Objective 5d: The SHS Department Chair will monitor F&A and clinic revenue streams to determine the feasibility of funding a part-time IT tech support staff member.

Department response:

Staff reclassifications.

Department Administrator 1: On October 2, 2013, a staffing request was submitted to the College of Arts and Sciences asking for a reclassification of the Department's Administrator (DA) from DA 1, grade 12 to a DA2, grade 13 with an in-range salary adjustment of 10%. The College reviewed the staffing request to have Human Resources/Compensation review the information submitted. Associate Dean Ganderton approved the request and forwarded the information it to HR/Compensation. On November 7, 2013, HR/Compensation notified the College office that Ms. Wenzl is appropriately classified as a DA1. The duties she is currently performing fall within the scope of her current classification – Department Administrator 1/A7116. A reclassification was deemed unwarranted at that time. However, the SHS faculty wants to recognize Ms. Wenzl for all of her efforts in keeping the department moving forward and insuring the department's business needs are met. Therefore, the faculty requests an out-of-guidelines exception request for a 10% salary (\$4,212) increase funded by the department's operating index (903054).

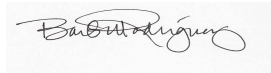
Administrative Assistant 1: A vertical career ladder – initiation form has been prepared for reclassification of the current Administrative Assistant 1 position to an Administrative Assistant 2 position. The 6-month process will involve the successful completion of a series of trainings such as PCard Program, PCard for Travel, Purchasing and A/P Policies procedures to enhance Ms. Lopez's current skill set in performing interoffice administrative coordination and routine bookkeeping transactions. We anticipate receiving approval from HR to proceed. The proposed career ladder for the

Administrative Assistant 2, with a 15% salary increase (\$3,300), is expected to be completed July 2014 and will be funded by the department's operating index (903054).

Tech Support.

Research and clinical faculty agree with the site review team's recommendation to bolster tech support within the department. Currently, basic IT needs are being met by the College of Arts and Sciences' IT support staff. However, there are research and clinical equipment that require service beyond our IT support staff member's expertise. As grant funding and clinic revenues increases within the department, F&A and clinic revenue could be used to fund a part-time tech support staff member shared by an HSC or main campus department with similar IT needs. We consider this action to be a moderately long-term goal that is dependent upon growth of the specified revenue streams.

Submitted by:

A handwritten signature in black ink, appearing to read "Barbara Rodriguez", is centered within a light gray rectangular box.

Barbara Rodriguez
Department Chair