Wayne State University

Academic Program Review Self-Study

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Department of Communication Sciences and Disorders

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EXECUTIVE SUMMARY

The Department of Communication Sciences and Disorders is a unit within the College of Liberal Arts and Sciences. The department’s mission is to provide leadership in and focus on the field of human communication sciences and disorders by preparing clinicians, researchers and leaders within the fields of audiology and speech-language pathology.

The department offers four degree programs, the BA, MA, AuD and PhD. The MA and AuD are entry-level clinical practice degrees that are accredited by the Committee on Academic Accreditation in Audiology and Speech-Language Pathology (the CAA). At the undergraduate level, the department has approximately 109 BA students. In addition, the department has approximately 100 post-bachelors students who are completing the undergraduate requirements for admission to graduate programs in CSD. At the graduate level, the department has approximately 129 students, including 77 MA students, 40 AuD students and 12 PhD students.

Over the past 7 years, the department has seen its undergraduate enrollment increase from approximately 26 undergraduate majors in the fall of 2005 (according to WSU’s Enrollment in All Majors Report, Fall 2003-2005) to approximately 109 undergraduate majors in the winter of 2012 (according to WSU’s STARs system). In addition, the number of students in our post-bachelors program has increased from about 20 in 2005 (according to department records) to over 100 in 2012 (according to STARs). All undergraduate courses in CSD are at the 5000 and 6000 levels. CSD’s total enrollment in 5000 and 6000 level courses has grown faster than for any other department in the College of Liberal Arts and Sciences and is the largest of any department in the College. However, CSD lost an important tenure track line in the 2012 budget cuts, reducing our tenured/tenure track faculty from 8.5 to 7.5. The increase in our undergraduate class sizes is becoming detrimental to the quality of undergraduate learning experiences, and this is the greatest threat to our undergraduate program. With the loss of a faculty line, CSD will also be forced to increase the number of undergraduate courses taught by part-time faculty.

Over the same time period, enrollment in the PhD program has remained at about 12 students. Although the university classifies 9 of our current 12 PhD students as full-time students, most PhD students in the department hold full-time positions in health care or educational institutions. As a result, research is not the primary focus of their day-to-day activities. For over a decade, there has been a shortage of PhDs in CSD. It remains difficult to recruit full-time PhD students, since most applicants are certified clinicians with well-paying jobs. The loss of our tenure-track line in child language is more serious for our graduate programs than for our undergraduate programs. Child language is a core area for graduate study in speech-language pathology, but the university no longer has any faculty member in any college whose primary area of expertise is child language. The small number of senior research faculty in the department, the lack of a faculty member in child language, funding for PhD students, and the lack of PhD students who make research their full-time job are the greatest threats to the PhD program.
SECTION 1. DEPARTMENTAL OVERVIEW AND MISSION

1. STATE THE MISSION, GOALS AND OBJECTIVES OF YOUR DEPARTMENT. HOW ARE THE ACADEMIC ACTIVITIES, STRATEGIC PLANNING AND BUDGETING OF YOUR UNIT AlIGNED WITH THIS MISSION? HOW ARE THESE ALIGNED WITH THE UNIVERSITY’S MISSION AND STRATEGIC PLAN?

(The university’s mission statement is available at: http://wayne.edu/mission.html. The university’s strategic plan is available at: http://www.strategicplan.wayne.edu.)

WSU: As a nationally recognized urban, public research university, Wayne State’s mission is to create knowledge and prepare a diverse body of students to excel in an increasingly complex and global society.

CSD: The mission of Wayne State University’s Department of Communication Sciences and Disorders is to provide leadership in and focus on the discipline of human communication sciences and disorders through excellent teaching, rigorous research programs, and service to the university and the community. We aspire, as a growing department in an urban research university, to attain national recognition as a leading program committed to preparing excellent clinicians, researchers, and leaders within the fields of Audiology and Speech-Language Pathology.

Our academic goal is to provide high quality programs that will prepare students for clinical and/or research careers in speech-language pathology, audiology and related academic departments.

Our research goal is to generate research that will enhance knowledge within the discipline and to train students in scientific methods of inquiry. Research is viewed as an integral aspect of academic and clinical teaching.

Our community goal is to provide quality services to the community and a close and supportive relationship with local professionals. CSD strives to become a resource for the community and to offer innovative continuing education seminars that serve the needs of the profession.

The goal of the undergraduate and post-bachelors programs in Communication Sciences and Disorders is to offer a well-rounded introduction to the field of CSD. This introduction will fully prepare students to apply to entry-level clinical training programs in Communication Sciences and Disorders.

The goal of the doctoral program is to prepare students to design, conduct and report independent research. An additional goal is to prepare Ph.D. students to teach effectively at the university level.

Alignment of academic activities with our mission:

At the undergraduate and graduate levels, most students in the discipline of Communication Sciences and Disorders (CSD) are training for clinical careers in speech-language pathology and audiology. Entry into these professions is regulated by the American Speech-Language-Hearing Association (ASHA), which grants a Certificate of Clinical Competence in Speech-Language Pathology and/or Audiology (CCC-SLP and CCC-AUD) to graduates of entry-level clinical programs who have met the certification standards.
A two-year/5 semester Master’s degree is required for entry into the profession of Speech-Language Pathology, while a four-year/11 semester Doctor of Audiology (AuD) is required for entry into the profession of Audiology. These clinical entry-level degree programs are offered by the department and are accredited by the Committee on Academic Accreditation in Audiology and Speech-Language Pathology (the CAA). Of the approximately 115 to 135 graduate students enrolled in the department’s programs in any given year, between 100 and 120 are registered full-time in the MA or AuD program.

Academic activities in the department are largely devoted to training MA and AuD students to practice as certified/licensed speech-language pathologists and audiologists and preparing undergraduate students for entry into graduate level clinical training programs. The department’s emphasis on graduate education is borne out by the large number of graduate credit hours taught in the department relative to other departments in the College of Liberal Arts and Sciences. The figure below shows total graduate credit hours in the 2012 calendar year for CLAS departments (based on data from STARS). As can be seen from the table, Communication Sciences and Disorders (listed as ASLP, or audiology and speech-language pathology in the figure) teaches more graduate credit hours than any other department in the College. This translates into an average of $1.3 million more in tuition and fees for CSD graduate courses each year than the average amount for all other CLAS departments.

The undergraduate degree in CSD is intended to provide students with the background required to apply for admission to accredited, entry-level graduate clinical programs throughout North America. Each course in our UG curriculum provides prerequisite knowledge for graduate level study and clinical practice in CSD.

In addition to UG majors in CSD, students in our post-bachelors program also enroll in our undergraduate courses. Post-bachelors students have earned a degree in a field other than CSD, but are preparing to apply to clinical entry-level programs in speech-language pathology and audiology. Students in the post-bachelors program take the same courses as UG majors, with the exception that UG students are eligible to take SLP 5360: Clinical Practice in Speech-Language Pathology, while post-bachelors students are not.

A program goal is to have students who complete our undergraduate courses enter clinical careers. Entry into graduate programs in CSD is highly competitive and we feel a strong responsibility to advise UG
students about the level of academic achievement required to become a certified speech-language pathologist or audiologist. An important part of this advising process is to re-direct students to other programs of study if their grades in core CSD courses are clearly not high enough to gain entry into a graduate program in CSD. In 2011, the department established a policy that UG students who earn a grade of C or less in two or more of the CSD foundation courses will not be allowed to declare CSD as a major. The CSD foundation courses are SLP 5300: Introduction to Speech-Language Pathology, SLP 5320: Normal Language Acquisition, SLP 5380: Phonetics, SLP 5090: Anatomy and Physiology of the Speech Mechanism, and AUD 5400: Introduction to Audiology.

In addition to the foundation courses, all students who declare a CSD major complete 5 advanced courses (SLP 5310: Clinical Methods, SLP 5120: Speech Science, SLP 6460: Language and Phonological Disorders, SLP 6480: Organic and Fluency Disorders, and AUD 5420: Introduction to Aural Rehabilitation). Finally, UG students who receive grades of B- or higher in SLP 5310, SLP 6460 and SLP 6480 are eligible to enroll in SLP 5360: Clinical Practice in Speech-Language Pathology.

All of the UG courses taught in the department are required for CSD majors. Students in fields such as Linguistics, Psychology and Education may register for these courses as electives.

Alignment of strategic planning with our mission:

The department’s current 3-year plan focuses on the following areas:

- increase our visibility within and service contributions to the university and larger CSD community
- improve external funding for research
- increase the supplementary / continuing education offerings of the department related to both research and clinical training
- update and improve the equipment and facilities available within the department for clinical training and research
- keep curriculum offerings current with advances in the field and accreditation requirements
- enhance clinical training by expanding programs offered in our internal clinics, adding external clinical sites and updating the technology available to student clinicians

These goals reflect the department’s mission to provide leadership in and focus on the discipline of human communication sciences and disorders through excellent teaching, rigorous research programs, and service to the university and the community. They also reflect the university’s mission to create knowledge and prepare a diverse body of students to excel in an increasingly complex and global society.

Alignment of budgeting with our mission:

Personnel costs constitute 97% of the department’s budget. Within personnel costs, 48% of the budget goes towards tenured and tenure-track faculty and 24% towards clinical instructors and lecturers. All clinical instructors and lecturers are 12-month faculty and all are directly involved in clinical supervision as well as academic teaching. In addition to clinical faculty, 9% of the budget goes towards clinical training
contracts. Part-time faculty, graduate assistants and student assistants account for approximately 13% of the budget. Office staff account for approximately 5%.

In terms of full-time faculty, the department has 7.5 tenure-track positions and 5.5 clinical instructor/lecturer faculty. Four of the 7.5 tenure track faculty members teach at both the undergraduate and graduate levels, and 5 out of 7.5 tenure-track faculty members are ASHA-certified speech-language pathologists or audiologists. One tenured AuD faculty member teaches a course overload in exchange for not engaging in research. Our .5 AuD faculty member, whose remaining .5 position is in Otolaryngology, negotiated a zero teaching load with CLAS and the School of Medicine, given his grant funding.

The number of clinical faculty in the department is determined by the number of students we admit to the MA and AuD programs and the proportion of time these students must be supervised in their clinical placements in order to meet our accreditation standards. Clinical faculty members teach at both the undergraduate and graduate levels. The majority of their teaching at the graduate level is in the clinic rather than the classroom. Two MA academic courses and three AuD academic courses are taught by clinical faculty. In the case of the AuD courses, the clinical faculty member has a PhD as well as clinical certification in both audiology and speech-language pathology.

Twelve out of 23 academic courses in the AuD program are taught by part-time faculty. These part-time faculty are researchers and clinicians who have both the PhD and ASHA certification in audiology. Most work within the Henry Ford Hospitals system, the University of Michigan hospitals or the Veteran’s Administration hospitals system.

In addition, during the past 12 months, 5 out of 27 sections of undergraduate courses were taught by part-time faculty. Two out of 5 of these sections were taught by PhD students in the department. The department’s loss of a tenure-track line means that the number of undergraduate courses taught by part-time faculty will now increase.

The budget reflects our commitment to developing excellent clinicians, researchers and leaders in the fields of Audiology and Speech-Language Pathology through excellent teaching, rigorous research programs and service to the university and the community.

Our academic activities, strategic planning and budgeting are aligned with the university’s mission in that they lead to the creation of knowledge and prepare a diverse body of students to excel in an increasingly complex and global society. They also reflect the university’s commitment to providing students accessibility to an excellent and affordable higher education and improving student success and retention. As part of WSU’s goal of preserving our ranking as a premier research university, the department is actively working to develop its external funding and publication record. The department’s academic activities and strategic planning are also strongly focused on strengthening our engagement with the community.

2. DESCRIBE THE GOVERNANCE, STRUCTURE, AND ORGANIZATION OF YOUR UNIT. HOW DOES THIS ORGANIZATION ALLOW YOUR UNIT TO ACHIEVE ITS MISSION?

CSD has departmental status in the College of Liberal Arts and Sciences. The department’s organization is shown in the diagram below.
The department has a total of seven tenure-track (9 month) faculty positions plus one tenured faculty member who is half-time in the department, but whose tenure is within the Department of Otolaryngology. In addition to tenure-track faculty, the department has 5.5 clinical instructor/lecturer faculty, all of whom are in 12-month positions, and two half-time contract faculty whose primary positions are in the Henry Ford Hospitals system (HFH). The department also has two office staff members.

The department’s governance allows us to develop and modify our curricula as necessary to keep pace with changes in the fields of audiology and speech-language pathology. This is important for keeping up to date with changes in accreditation and licensing standards in our rapidly-changing fields of study and has allowed us to develop a PhD program whose structure takes into account the preponderance of clinical professionals who wish to study for the PhD while remaining in a full-time job. Departmental status also means that we are represented on the CLAS Chairs’ Council as well as other college and university level committees, and that we negotiate our budget directly with the CLAS Dean’s Office.

The department’s structure reflects our goal of producing highly qualified clinicians as well as the goals of providing excellent teaching, advancing knowledge in the field through research, and providing service to the university and the community.

The department operates two in-house clinics, the WSU Audiology Clinic and the WSU Speech and Language Center, in which CSD students receive clinical training and students and faculty conduct clinically-related research. Both clinics are directed by ASHA-certified faculty who have the training and experience required by our accreditation standards for these positions. The chair, who is not ASHA-certified, attends meetings of clinical supervisors and is consulted and kept informed about issues related to evaluating, improving and expanding clinical training. However, final decisions related to clinical training are made by clinically-qualified faculty. The chair also participates in the clinical side of the department by preparing applications for funding to renovate clinical space and to purchase new equipment and technology for the Audiology Clinic and the Speech and Language Center.
Research conducted in the CSD clinics is often collaborative between research and clinical faculty and/or between faculty and clinical entry-level graduate students. Some tenure track faculty who have ASHA certification supervise student placements in specialized clinics as part of their teaching assignment. These faculty members may also conduct clinical research and mentor student research projects related to clinical diagnosis and therapy. To conduct research in one of the CSD clinics, students and faculty must have the approval of the clinic director, in addition to satisfying the requirements of Wayne State’s Institutional Review Board.

With regard to teaching, faculty are divided by area of expertise into audiology and speech-language pathology. These two groups work directly with the chair in developing and modifying the curriculum within their area of expertise. Curriculum meetings are held once a year or more often if necessary. Examples of recent changes to the curriculum include enhancing coverage of Augmentative and Alternative Communication (AAC), creating new courses in Auditory Genetics, Intra-Operative Neurophysiologic Monitoring and Cochlear Implants and adding separate courses on Counseling for AuD and SLP students.

Most non-curricular decisions related to teaching and service are made by the faculty as a whole. The entire faculty meets on a monthly basis to discuss issues related to curriculum, teaching, students, administration and personnel. Student representatives from each program participate in the non-confidential portion of this meeting, bringing questions and issues that are important to them and reporting back on departmental discussions and decisions. Both tenure track and clinical faculty members participate on departmental committees, other than the Promotion and Tenure Committee, which includes only tenured faculty.

Each tenure track faculty member in the department has his or her own research lab. Lab setup and renovation has been well-funded by CLAS.

3.  DESCRIBE HOW YOUR UNIT INTERACTS WITH OTHER UNITS WITHIN THE UNIVERSITY OR WITH SIMILAR UNITS IN OTHER UNIVERSITIES (COLLABORATIVE EFFORTS, COOPERATIVE ARRANGEMENTS, ETC.).

Much of the department’s space in the Rackham Building is shared with Clinical Psychology. The two departments share a computer lab, seminar and conference rooms, the clinic waiting area, some clinical treatment space and our photocopying facilities. In addition, Psychology and CSD have collaborated on proposals for teaching technology improvement through the university’s Omnibus Funds, on applications for clinic improvements through the Carls Foundation and on requests for space renovations made to the CLAS Dean’s Office and the Provost’s Office.

The department has one ½ time faculty member from Otolaryngology and has worked in parallel with Otolaryngology and the School of Medicine to evaluate this faculty member for tenure and promotion.

Department members participate in a variety of collaborative research and clinical training with faculty from other departments, programs and colleges, including Neurology and Otolaryngology (School of Medicine), Physical Therapy (College of Pharmacy and Health Sciences), Classical and Modern Languages, Literatures and Cultures and Linguistics (College of Liberal Arts and Sciences) and the College of Education.
The department’s undergraduate courses on phonetics, acoustics and normal language acquisition are cross-listed with the Linguistics Program. Department faculty who have a degree in linguistics or who regularly teach cross-listed courses are members of the Linguistics Program. They participate in Linguistics program faculty meetings, student exit meetings and monthly linguistics colloquia. They also act as advisors or committee members on linguistics students’ MA theses and essays as appropriate. Since the Linguistics Program does not offer the PhD degree, some linguistics students with non-clinical research interests in speech and language take their PhD in CSD with participation of faculty members from the Linguistics Program.

Many of our graduate level audiology courses are taught by instructors from other clinical and academic institutions in the Detroit area. Personnel from the Henry Ford Hospitals and the Veteran’s Administration system and faculty from the University of Michigan teach courses including electrophysiologic testing, vestibular function, cochlear implants and intra-operative neurophysiologic monitoring.

The department’s MA-SLP students participate in the Athletes with Autism program, in which students from WSU’s Physical Education Program use sports activities to develop socialization skills and independence in children with Autism Spectrum Disorders.

PhD students in CSD take a large portion of their coursework from departments other than CSD. This also brings our faculty into close working contact with faculty from other departments within and outside WSU to train and evaluate PhD students.

4. DEPARTMENT RANKING

   a. Was your department nationally ranked at the time of the last review?

      No.

   b. Is your department currently ranked?

      Yes.

   c. Through what organization was the department ranked?

      US News and World Report, Best Graduate Schools

   d. What was the ranking? (Provide rank/number of programs ranked)

      Speech-Language Pathology: #73 out of 229.
      Audiology: #52 out of 64.
PART 1. OVERVIEW

1. DESCRIBE THE PRACTICES, POLICIES, GOALS AND ACHIEVEMENTS WITH REGARD TO FACULTY:

a. Recruitment

The goal of the recruitment process for tenure-track faculty is to attract qualified faculty who will meet the teaching, research, and service needs of the department.

The Communication Sciences and Disorders (CSD) department develops a search committee when faculty members are being recruited. The search committee consists of an appointed chair, research faculty, and clinical faculty. The committee develops an official recruiting announcement which is printed in the official newsletter of the American Speech, Language, and Hearing Association (ASHA Leader), and is listed on the Council of Academic Programs of Communication Sciences and Disorders (CAPCSD) and Linguist List websites. Other locations for placing advertisements are also considered. In addition, all faculty are asked to talk to colleagues and solicit applications during professional conferences. Search committee members telephone and email CSD faculty at other universities to obtain names of potential tenure-track job candidates and increase awareness of our open position. If possible, committee members then contact potential applicants directly, to encourage them to apply.

The committee reviews all of the applications that are received and selects three or four candidates to be interviewed. For tenure-track positions, the department seeks candidates who show promise for obtaining external research funding, who have demonstrated good quality teaching and whose teaching and research interests will complement those of other faculty in the department. We also seek candidates who will actively contribute to the department and university and who are interested in promoting the connection between research and clinical application.

The search committee develops an itinerary for all interviewees. Each candidate meets with the search committee, department chair, students, faculty, and the Dean of the College of Liberal Arts and Sciences.

Application packets for interviewees are made available for faculty to review prior to candidate interviews. Faculty and students from other, related programs are encouraged to attend the interviewee’s research talks, and faculty and student evaluations are solicited for each candidate after his or her interview. The committee then reviews the results, summarizes its recommendations and presents the recommendations to the faculty as a whole for a final decision on candidate ranking.

The chair submits the top applicant’s name and qualifications to the Dean of CLAS. When the hiring request is approved, the CLAS Dean’s Office provides start-up funding for research and funds for space renovation if necessary.

Since 2005, the CSD department has hired 4 tenure-track faculty. In addition, the department has hired 4 clinical faculty.
b. Retention

The CSD department seeks to retain all of the faculty we hire. Since 2005, 6 faculty members have left the department:

- 2 clinical faculty members retired (the Director of the Speech and Language Center and the Audiology Clinical Program Director)
- 1 clinical faculty member’s contract was terminated due to her untimely death
- 1 assistant professor resigned to move to private practice
- 2 full professors from the department left Wayne State for positions elsewhere. In one case this involved the promotion of our Chair to Provost of a prestigious institution for training health professionals. In the other case, a faculty member who was at Wayne State for less than one year moved to one of the top-rated CSD departments in the U.S. Current members of the department are not aware of any retention offers that were made in either of these cases.

During the same time period, one tenure track assistant professor negotiated a retention offer in response to a position offer outside Wayne State. This faculty member was retained through an offer of $100,000 per year for 3 years in additional research funds from the VP of Research.

c. Mentoring

The department does not have a strong history of formally mentoring new tenure-track assistant professors and this is a weakness we are actively working to correct. For the past 2 years, the chair has met two to three times per year with untenured tenure-track faculty to discuss priorities and review their progress. The department is also in the final stages of developing a mentoring policy for new tenure-track faculty (see Appendix 6). The goal of this policy is to provide new tenure-track faculty with a research / grant writing mentor and a departmental mentor. The role of the research / grant writing mentor is to guide the faculty member to submit an application for external funding by their second year at WSU. The role of the departmental mentor is to help the junior faculty member to become a successful teacher and fully integrated and involved member of the department.

d. Evaluation of teaching

Effective teaching is an important goal of the CSD department. All faculty who teach classroom courses receive Student Evaluation of Teaching (SET) scores and comment sheets every semester, for every course taught. Faculty who provide clinical supervision in the Wayne State University Speech and Language Center also receive separate clinical supervision evaluations. Results of these evaluations are discussed with each faculty member during the end-of-the-year merit and salary review and/or in annual reviews of non-tenured research faculty members.

In addition to SETs, part-time instructors are evaluated in the classroom as part of the promotion process for part-time faculty. Faculty are encouraged to have the Office for Teaching and Learning and other faculty members observe and evaluate their classroom teaching. Teaching is also a common topic for informal discussions among faculty and many ideas for improving teaching and dealing with problems are exchanged in this way.
The department sends out three anonymous surveys of graduate students at the end of each academic year, in which students from our different programs evaluate all aspects of the department including quality of teaching and clinical supervision. Survey results are used for revising the overall curriculum, finding ways to improve individual courses and providing faculty with feedback regarding their teaching. Positive feedback to individuals and any feedback that is general in nature is sent to all of the faculty for review, discussion and use in curriculum committee meetings. Individual faculty are also sent all constructive comments that relate to them individually, including constructive critical comments. The chair follows up when individual faculty receive multiple constructive comments that suggest that changes are needed in the faculty member’s course design or teaching.

**e. Diversity**

The CSD faculty represent a diverse cultural group. The department consists of 13 full-time faculty members that include 4 males and 9 females. In addition, faculty represent diverse cultural backgrounds, including 3 African American faculty, 8 Caucasian faculty, and 2 Asian faculty.

**f. Tenure and Promotion**

The department revised its promotion and tenure factors in 2006. Evidence of scholarship is demonstrated by publications in high-quality, peer-reviewed journals, editorship of books, book chapters, and proceedings, obtaining funding from external sources, and delivering presentations at professional meetings and conferences. Evidence of effective teaching is measured by student evaluations, teaching awards, and directing student projects (e.g., master’s theses, essays, and small research projects). Evidence of service is determined by active contributions to committees within Wayne State and leadership roles within professional organizations. The tenure and promotion factors are distributed to all research faculty members. A copy of the tenure and promotion factors is attached (see Appendix 4).

The following T&P-related actions were completed since 2005:

- 2005 1 Assistant Professor granted tenure and promotion to Associate Professor
- 2006 1 Assistant Professor granted tenure and promotion to Associate Professor
- 2007 1 faculty member hired as tenured full Professor; 1 faculty member hired as Associate Professor
- 2008 1 Assistant Professor granted tenure and promotion to Associate Professor / given $100,000 per year for 3 years as retention packet
- 2010 1 half-time Associate Professor granted tenure (this faculty member was promoted from Assistant to Associate Professor prior to joining CSD as a half-time faculty member)
- 2011 1 Assistant Professor denied tenure at the University level
- 2012 1 Associate Professor promoted to full professor; 1 Assistant Professor resigned
2. WHAT IS THE NUMBER OF FACULTY THE DEPARTMENT EXPECTS TO RECRUIT IN THE NEXT 7 YEARS, GIVEN THE EXPECTED RETIREMENTS? IN WHAT RESEARCH AREAS DO YOU EXPECT TO RECRUIT THIS FACULTY?

1 SLP research faculty:
   - Speech and Hearing Science

1 or 2 Audiology research faculty:
   - Research area open

Clinical faculty:
   - AuD clinical administrator

3. DESCRIBE THE CHALLENGES YOU FACE IN RECRUITING HIGH QUALITY FACULTY.

For more than a decade, there has been a severe shortage of new PhD graduates in speech-language pathology and audiology. This shortage of candidates for research faculty positions is the greatest challenge we face in recruiting high quality faculty. Studies by ASHA and CAPCSD (discussed in more detail below) indicate that approximately one-quarter to one-third of faculty positions in CSD across the U.S. are unfilled.

In December 2002, the Joint Ad Hoc Committee on the Shortage of PhD Students and Faculty in Communication Sciences and Disorders published a report entitled Crisis in the discipline: a plan for reshaping our future (http://www.asha.org/uploadedFiles/academic/reports/CrisisInTheDiscipline.pdf) which presented an initial plan to address the issue of doctoral education in CSD. The 2007-08 CAPCSD Demographic Survey provided follow-up information on this issue. Table 33 from the 2007-08 survey is included below. It summarizes the effect of the PhD shortage on faculty recruitment across the U.S. from 1998-99 to 2007-08.
A second challenge in recruiting top-quality faculty is that most applicants for research faculty positions in CSD receive less research training prior to entering a PhD program than applicants in other areas of the sciences. The discussion of “Curricular Traditions and Constraints” in the *Crisis in the Discipline* report (p. 5-7) concludes the following:

“Overall, undergraduate coursework in the major is typically heavily pointed toward clinical careers not academic ones; and the pressure to expand this focus at all levels increases as the scope of professional practice grows.

“This stands in stark contrast to most other academic disciplines where the curriculum builds in an orderly progression from undergraduate student experience, to master’s student experience, to doctoral student experience, to post-doctoral experience, to faculty member. For communication sciences and disorders there is a clear break in this progression at the end of the master’s experience. Students choosing to seek a PhD are often asked to begin, what in many respects, is a new program, which may or may not build systematically on their previous six years of college education.”

A third challenge is that post-doctoral training is not the norm in CSD and in fact, some applicants are ABD when they begin searching for and accept tenure-track faculty positions.

In combination, the challenges described above mean that applicants who are hired as CSD tenure-track faculty are less prepared to establish a research program and write successful grants when they accept tenure track positions. In turn, they tend to have fewer publications and grants when they apply for tenure than faculty from disciplines where research experience prior to the PhD and post-doctoral training after the degree are the norm.

A fourth challenge is that recruiting high-quality faculty to the Detroit area can be difficult when most top-tier applicants will receive multiple offers of tenure-track positions from colleges and universities across the U.S. and Canada.
4. HOW DO YOU EXPECT THESE CHALLENGES TO CHANGE IN THE NEXT 7 YEARS?

Although the number of PhD graduates in CSD has risen, nationally, from 2002 to 2009, we expect the difficulties of recruiting high quality faculty to continue during the next 7 years.

Only about one half to two thirds of the students who complete a PhD in CSD elect to take tenure-track positions in academia. Most PhD graduates are clinically certified and are able to earn higher wages in clinical positions than in academic positions. Many PhD graduates choose to return to clinical practice or move to administrative positions in health care or education rather than enter academia. Although doctoral programs in CSD are actively encouraging PhD graduates to consider post-doctoral positions, the challenges of filling tenure-track positions mean that post-doctoral training will continue to be optional for new graduates who wish to enter a tenure-track position directly from their PhD.

An additional factor that is expected to affect faculty recruitment over the next 7 years is the move to clinical doctoral degrees as entry-level degrees for clinical practice. Fewer clinical doctoral graduate students are expected to seek a PhD, given the length of training required to enter clinical practice. As of 2012, the clinical entry-level degree for audiology is a 4-year/11 semester Doctor of Audiology (AuD) degree. Although the Master’s remains the entry-level degree for speech-language pathology, there is increasing interest in and pressure to move toward a doctoral entry level degree in speech pathology.

To assist in recruiting PhD students to U.S. programs, ASHA has developed additional sources of funding for PhD students, such as dissertation fellowships and graduate student awards. A goal of the department’s strategic plan is to include funding for PhD students in external grant applications wherever possible, while continuing to use the university’s awards (e.g., Thomas Rumble Fellowship, Dean’s Diversity Award, Graduate Professional Scholarships) as a means of recruiting doctoral students.

Over the past 4 years we have re-designed our academic and clinical curricula to produce MA and AuD graduates who have a deeper understanding of the value of research and a stronger inclination to consider the PhD degree than our past graduates. In the MA-SLP program, each non-thesis MA student must now complete a small original research project for their research methods course. The majority of these small projects have a clinical focus. This has the added advantage of integrating research further into clinical instruction in the department. Students in clinical entry-level programs are generally very focused on the clinical value of all that they learn. Integrating research with clinical practice is one of the most effective ways we have found of leading students to seriously consider the PhD. AuD students complete a research capstone project. Students present their research results at a departmental poster session every September. Some MA and AuD students also present their posters at national or regional conferences. Dr. Cacace has also been very successful in guiding AuD students to complete publishable capstone projects.

The department’s affiliation with the Henry Ford Hospitals system has similarly helped to demonstrate the value of research to our clinical students, since it has allowed AuD students to be involved in research projects that are being conducted by audiology professionals within the Henry Ford system. This has generated interest in some students to pursue a combined AuD/PhD. The department’s AuD and PhD programs are currently separate, but we have begun discussions to examine the feasibility of offering a combined program to interested students.
In another effort to improve the number and quality of our PhD students (and hence the number of potential CSD faculty members) CSD sought and received WSU Enhancement Funds in 2006. The intention of this grant was to permanently increase the budget of the department. CSD’s proposal for enhancement funds included funding for 3 doctoral level students per year as Graduate Student Assistants (GSAs). It also included funding for professional development of PhD students and for one tenure-track position in the department. Unfortunately, during the 2010 budget cuts, funding that was not permanently committed was lost, including the 3 GSA-ships and the PhD professional development funds. At the same time, 2 of the department’s 4 non-enhancement funds GSA-ships were lost, leaving the department with only 2 GSA-ships for approximately 120 graduate students.

5. DESCRIBE THE NATIONAL AND INTERNATIONAL IMPACT OF FACULTY ON THEIR DISCIPLINE.

Faculty members in CSD are cited in highly respected journals from a wide variety of fields. The department’s 2 full professors (Anthony Cacace and Jinsheng Zhang) are the most widely cited. The following example data is from Web of Science:

Anthony Cacace

- 850 + citations, 780+ without self-citations
- Cited in journals such as:
  - Hearing Research
  - British Medical Bulletin
  - Nature Reviews Neuroscience
  - Journal of Speech, Language and Hearing Research
  - Journal of the Acoustical Society of America
  - Journal of Neurophysiology
  - American Journal of Otolaryngology
  - American Journal of Audiology
  - Experimental Brain Research
  - Journal of Cognitive Neuroscience
  - Brain Research
  - European Journal of Neuroscience
  - Neuroscience
  - International Journal of Audiology
Jinsheng Zhang

- 1165+ citations, 1050+ without self-citations
- Cited in journals such as:
  - Hearing Research
  - Journal of Neurophysiology
  - Journal of Neuroscience Research
  - American Journal of Neurophysiology
  - Proceedings of the National Academy of Science
  - Brain Research
  - Journal of Neurochemistry
  - American Journal of Audiology
  - Molecular Neurobiology
  - Experimental Brain Research
  - Brain Pathology
  - European Journal of Pharmacology

Jean Andruski

- 345+ citations, 345+ without self-citations
- Cited in journals such as:
  - Journal of Speech Language and Hearing Research
  - Journal of the Acoustical Society of America
  - Perception and Psychophysics
  - Philosophical Transactions of the Royal Society
  - Proceedings of the National Academy of Science
  - Journal of Experimental Psychology: Human Perception and Performance
  - Journal of Memory and Language
  - Lingua
Margaret Greenwald

- 196+ citations, 186+ without self-citations
- Cited in journals such as:
  - Journal of Memory and Language
  - Cortex
  - Brain and Language
  - Psychological Review
  - Neurology
  - Neuropsychological Rehabilitation
  - Journal of the International Neuropsychological Society
  - Journal of Clinical and Experimental Neuropsychology
  - Neurocase

Drs. Hsieh and Daniels tend to publish in journals that are not indexed by Web of Science, so similar data is not available for them.

Dr. Kraft joined the faculty in 2011. Her publications are largely too recent to have been cited and indexed.

The 2007 Chronicle of Education Faculty Scholarly Productivity Index also lists Wayne State as a top performer in Communication Sciences and Disorders.
The WSU COEUS Award Report on Awards Credited Totals indicates a total of $11,722,814 in funding for CSD for the period from October 2005 to September 2012.

### 6. WHAT RECOGNITION DO FACULTY BRING TO THE PROGRAM IN THE AREA OF PUBLIC SERVICE?

The department’s faculty make a large public service contribution through the operation of two clinics: the WSU Speech and Language Center and the WSU Audiology Clinic. Our clinics provide thousands of hours of service each year to people of all ages, ethnic and cultural backgrounds. These two clinics provide free or low-cost diagnostic and therapeutic services to clients from midtown Detroit and the larger Detroit metro area. A large proportion of clinic clients are Detroit residents who either do not have health care coverage for speech-language pathology and audiology services, or whose coverage has run out. In addition, many clients are WSU students, faculty, family members and friends. Department faculty also supervise students to provide free services, such as hearing screenings, at a variety of health expos in the Detroit area.
The department is an ASHA-certified provider of Continuing Education. We offer multiple continuing education opportunities each year to speech and hearing professionals in the Detroit area and in Michigan as a whole. These include monthly brown bag lunches, the annual George Kopp Memorial Lecture and at least one further half-day or full-day continuing education seminar each year. We also provide opportunities for our full- and part-time faculty, as well as other area professionals, to participate in continuing education over the internet or by viewing educational videos, paid for by the department, that are approved for continuing education credit by ASHA.

Faculty members serve on a variety of committees and boards of local and national professional associations including the American Speech-Language-Hearing Association (ASHA), the Michigan Speech-Language-Hearing Association (MSHA), the American Academy of Audiology (AAA), the Michigan Audiology Coalition (MAC) and Michigan Early Hearing Detection and Intervention (EHDI).

Specific examples:

Dr. Cacace (Full Professor) has served on the College Promotion and Tenure Committee; the Department P & T committee; as an interim member and regular member of the Faculty Senate for CLAS; as the 2010 Co-Chair for Audiology for the annual ASHA convention of the; as Associate editor for the American Journal of Audiology; as Chair of the scientific advisory committee for the American Tinnitus Association; as a grant reviewer for the Veterans Administration, for the Tinnitus Research Consortium, for the National Institutes of Health (NIH), for the Department of Defense, for the American Tinnitus Association, for The Royal Institute for the Deaf (UK), for the American Institute of Biology; as an active journal reviewer; and on the Board of Directors for the Lions Club Hearing Conservation chapter.

Dr. Daniels (Assistant Professor) has served as a reviewer for WSU Graduate Professional scholarships and WSU research grants; as a member of the CLAS Student Academic Misconduct Committee; as a department representative at WSU Scholar’s Day; on the program committee (fluency) for the annual ASHA convention.

Dr. Greenwald (Associate Professor) has served on the CLAS Merit and Salary Committee; reviewed Graduate Professional Scholarship Applications; chaired 2 committees for ASHA (National level); serves on two additional ASHA committees; is a grant reviewer for several branches of NIH.

Dr. Kraft (Assistant Professor) has served as an Invited Panel Expert for the Oxford World Disfluency Conference (Oxford University); as invited expert for parent and client consultation for the National Stuttering Associated and as Associate Editor for Perspectives on Fluency and Fluency Disorders.

Dr. Zhang (Full Professor; half time) has served on the Ad Hoc Scientific Advisory Committee of the American Tinnitus Association; as Grant Reviewer for the Department of Defense, The Royal National Institute for Deaf People (RNID) and Neurosciences and Mental Health section of the Medical Research Council (MRC), U.K., the Neurological Foundation of New Zealand and the American Tinnitus Association; and on the Scientific Advisory Board of The American Tinnitus Association (ATA).
7. DESCRIBE THE FACULTY’S PARTICIPATION IN THE UNIVERSITY’S GOAL TO BE THE LEADING UNIVERSITY IN RESEARCH APPLIED TO URBAN NEEDS AND PROBLEMS.

The department’s faculty are strongly engaged in the university’s urban mission through our academic and clinical training programs and through research projects that link academic and clinical training. Our faculty supervise students in clinical placements throughout the Detroit area where they work with clients whose problems are typical of the urban population around Wayne State. For example, students who complete clinical clock hours in Detroit area Head Start programs have participated in clinical research projects to examine the effectiveness of clinical assessment tools for evaluating language in children from minority and low socio-economic status families. African American (AA) English shares certain features with disordered speech and it is important that clinicians be able to distinguish features of the AA dialect from those of a speech disorder. Standard assessment tools may not provide accurate results for children who are speakers of the AA dialect, and this is an area where additional research is needed. Students at Head Start placements also work with children to strengthen their literacy skills and phonological awareness, which are often lower than in children from areas with higher socio-economic status.

A second example is our participation in follow-up testing of infants who failed their newborn hearing screening. Residents of urban Detroit often do not have the financial resources to pay for follow-up screening or the ability to travel to a center that does follow-up screenings. As of the summer of 2012, our students began conducting follow-up hearing screenings free of charge in the WSU Audiology Clinic. This helps our students to understand the problems faced by the urban population around Wayne State and will, in the long run, improve the follow-up rate for hearing screenings in the Detroit area.

A third example is a project that is currently being developed in which Margaret Greenwald and one of her PhD students will work with our program for stroke survivors to enrich MA students’ clinical training while collecting outcome data on functional communication.

8. DESCRIBE THE FACULTY’S PARTICIPATION IN THE UNIVERSITY’S GOALS FOR GLOBAL EDUCATION.

An important focus in all of our academic and clinical training is for students to understand cultural and linguistic diversity. Metro Detroit residents come from a wide variety of cultural and linguistic backgrounds and our programs prepare our students to work effectively with them and understand how cultural and linguistic differences can interact with testing, diagnosis and treatment.

Specific examples from the UG curriculum:

AUD 5400 Introduction to Audiology: students discuss how assessment approaches can be adjusted for different populations

AUD 5420 Introduction to Aural Rehabilitation: students discuss deaf culture, its preservation and interaction with methods of aural rehabilitation; how sign language differs across cultures and languages

SLP 5080 Phonetics of American English: students learn how languages differ in phonetic, phonological, phonotactic and suprasegmental features, how differences lead to dialectal / accented speech how features of one’s native language affect foreign language learning, production and perception
SLP 5300 Introduction to Speech-Language Pathology: students discuss differences between dialect and disorder

SLP 5320 Language Acquisition: students discuss multicultural perspectives on language acquisition

SLP 6360 Clinical Practice in Speech-Language Pathology: students discuss interpersonal communication skills for effective clinical practice, including cross-language and cross-cultural considerations; learn about providing effective clinical services to culturally and linguistically diverse populations across the lifespan and across disorder areas

SLP 6460 Language and Phonological Disorders: students discuss serving culturally and linguistically diverse populations

9. DESCRIBE ACTIVITIES FOR FACULTY, SUCH AS COLLOQUIA, EXCHANGES, LECTURE SERIES, ETC.

The department has a monthly brown bag talk series for which we offer continuing education credit. All faculty are active participants in the department brown bag talks. We also offer the annual George Kopp Memorial Lecture and one additional half- or full-day continuing education seminar per year. This event is well attended by department faculty, including our part-time lecturers and clinical supervisors. We are working to increase this to three continuing education seminars per year. All of the above are open to interested students and professionals from the outside community as well as to faculty.

Faculty members actively participate in lectures and seminars offered by the School of Medicine, the Humanities Center, the Linguistics Program, the Merrill-Palmer Institute, the Office for Teaching and Learning, the VP of Research Office and the Provost’s Office. Faculty are also encouraged to attend seminars on grant-writing offered within and outside Wayne State and to attend the WSU professional development lecture series.

10. IN WHAT WAYS DO FACULTY EMPLOY NEW TECHNOLOGIES TO ENHANCE EFFECTIVE LEARNING ENVIRONMENTS FOR STUDENTS WHO WILL LIVE AND WORK IN A DIVERSE TECHNOLOGICAL SOCIETY?

Faculty members in CSD attend a variety of training sessions to learn new ways of employing technology in learning, e.g. those offered by the Office of Teaching and Learning; the Technology Resource Center in Purdy-Kresge and the Instructional Technology section of the College of Education. Most recently, faculty received training on using the Wimba technology within Blackboard. Several faculty have incorporated Wimba into their classroom teaching, while other faculty use Wimba and/or Skype for office hours, for student advising and for students to meet with the instructor when circumstances prevent their meeting on campus.

The department submits an application every year for WSU’s Omnibus Funds grants, in order to update teaching technology. Our recent applications have included funds to incorporate Elmo devices in the classroom, iPads into the WSU Speech and Language Center, to update the diagnostic equipment.
available in our audiology clinic and to provide video/audio recording in the east wing clinic and audiology clinic that also allows encoding of interactions for research purposes. In 2012 we were awarded funds to update the computer lab in Rackham and funds for electrophysiologic testing equipment. The electrophysiologic testing equipment is used by AuD students to conduct follow-up newborn hearing screenings. Michigan’s EHDI (Early Hearing Detection and Intervention) program also provided part of the funding for the purchase of the electrophysiologic equipment.

Faculty in the department consistently use Blackboard for course support. Some courses also train students in the use of specialized software. For example, in our undergraduate speech science course and MA speech acoustics course, students learn to use the Praat software – a very powerful free software package for acoustic analysis of speech, which can also be used for speech synthesis and to design experiments for speech and language research; in our audiology courses students use software for testing and programming digital hearing aids; and in the Speech and Language Center students use a variety of software for preparing clinical therapy materials. They also use a wide variety of iPad apps for clinical therapy.

Where online content is available through textbook publishers, course instructors also make use of this content. For example, in our undergraduate course on anatomy of speech and hearing, students use online content for testing and instruction. In the undergraduate course which fulfills our students’ Computer Proficiency II requirements, students learn to use a variety of software and online resources for clinical intervention, to use digital recording equipment for language sampling, to use several presentation resources including PowerPoint and Prezi and to make more advanced use of office productivity software including Word and Excel. Other technology that students use include iPads, Elmo devices, Blackboard, AV connections for computers and a wide variety of internet resources such as YouTube and web libraries with information and videos on voice, speech, language and hearing conditions and disorders.

During the past year, our students have also attended webinars on the Lingraphica AAC (Augmentative and Alternative Communication) device, including candidacy and its use with clients (primarily with individuals with aphasia). They also attended a webinar on the Speech-to-Speech (STS) assistive communication service, which is an underused, federally funded program.

11. DESCRIBE FACULTY INVOLVEMENT IN ALUMNI AND DEVELOPMENT ACTIVITIES. DESCRIBE THE EXTERNAL CONSTITUENCIES WITH WHOM THE FACULTY ARE INVOLVED. IN WHAT WAYS IS THE FACULTY INVOLVED WITH THESE GROUPS?

External constituencies of the department include the clients of our Audiology Clinic and Speech and Language Center, speech-language pathology and audiology professionals throughout Michigan, and external organizations that train and employ our students.

The department’s clinics serve a diverse set of clients throughout the academic year and the spring summer session. The clients come from the city of Detroit as well as the surrounding suburbs. They represent diversity in racial and ethnic backgrounds consistent with the metropolitan Detroit region. These clients interact with our undergraduate and graduate students in our campus Speech-Language Center and Audiology Clinic. The WSU Audiology Clinic provides complete audiological evaluations for
clients of all ages. In addition, the clinic provides follow-up screenings for newborns who failed their initial hearing screening. Clients of the WSU Speech and Language Center range in age from just under 2 to geriatric clients in their 70’s and 80’s. Students in both clinics are supervised by faculty and the faculty interact with clients on an ongoing basis throughout each semester. Most audiology clinic clients visit the clinic once. Clients of the Speech and Language Center attend regular sessions for at least one semester and often for multiple years. Faculty / student / client meetings in the Speech and Language Center are held at the outset and the conclusion of each semester.

In addition to our onsite campus clinic, Speech-Language Pathology faculty interact with clients and professionals at 2 Head Start agencies and an off campus center for adults who are non verbal. We provide approximately 300 speech-language and hearing screenings in our Head Start Centers each fall and follow up speech-language evaluations and therapy. We provide service to approximately 6 non verbal adult clients at Mary’s Children Family Center in Clawson Michigan. WSU clinical faculty interact with administrators for these agencies as well as their employees. We also provide teacher training for Head Start teachers in language and literacy programs. AuD students progress from initial clinical training in the department’s Audiology Clinic to rotations through Audiology Clinics in the Henry Ford system, to rotations through a set of external placements and finally to a full-year placement at a location of their choosing. Department faculty interact with supervisors at all of these placements and also visit local placements to evaluate them and maintain contact with the many professionals who support our program by supervising our students.

We have particularly close ties with the DMC, Beaumont, University of Michigan and Henry Ford Hospital systems as well as with many public school systems. DMC and Beaumont hospitals provide clinical externship experiences for many of our graduate students. The University of Michigan and Henry Ford Hospital systems actively participate in training our AuD students, with U of M providing 4th year placements for some AuD students and Henry Ford Hospitals providing all of our 2nd year placements. Henry Ford clinicians also work directly with us to arrange and supervise AuD students’ clinical placements throughout their program.

We provide support for a Response to Intervention program in Berkley Public schools and were asked to provide support for a similar program in Westwood Schools beginning in the fall of 2012 (Dearborn Heights). These programs were developed because speech-language pathologists in the school systems approached WSU to pursue these options.

The department has 2 scholarships that have a DPS affiliation-the Mandell and the Stoddard. These scholarships were endowed by the Mandell and Stoddard families. The individuals named by the scholarships were both directors of communication disorders in DPS. DPS recently invited Dr. Derek Daniels to deliver a 2-hr seminar on stuttering therapy to approximately 100 attendees. William Beaumont Hospital has an active community of professionals in stuttering research. Drs. Derek Daniels and Shelly Jo Kraft were invited as guest speakers to an event on stuttering hosted by Beaumont Hospital.

The department’s George Kopp Memorial Lecture series is a free ½ day continuing education seminar which we offer to all professionals in the Detroit area to express our appreciation for their support for the program. After the lecture, the department hosts a luncheon for all of the professionals who act as supervisors for our students at external training sites. The Kopp lecture series features a seminar by a distinguished person within the profession and offers the entire faculty an opportunity to talk to area professionals, including Wayne State alumni.
Beginning in 2010, our CSD student organization initiated an annual alumni picnic, held on the lawn of the Rackham Building. The picnic also includes tours of our facilities. Faculty attend the picnic, show their labs to visitors, talk about their research and socialize with alumni. The department has also hosted alumni events at the ASHA Convention and at the MAC (Michigan Audiology Coalition) conference. At these events we have a sign-in sheet on which we ask attendees to provide contact information. Based on information collected at the 2011 MAC conference, audiology students are working to establish a WSU audiology alumni group.

Over the past 3 years the department has actively looked for ways to update and maintain our alumni contact information. In addition to having alumni provide contact information at our picnic and at conference get-togethers, we have discussed the possibility of using the Calipso system (a system for tracking clinical supervision and student clock hours) to gather information regarding graduating students’ place of employment and an email address where they can be contacted after graduation. We have also established a departmental Facebook page, a Facebook page for our students’ chapter of the national professional organization and a departmental Twitter account. An important goal of all of these activities is to develop a database of post-WSU email addresses for former students, since only a very tiny proportion of alumni have accurate contact information on file with the WSU Alumni Association.

12. THE FACULTY PURSUES PROFESSIONAL OR TEACHING DEVELOPMENT OPPORTUNITIES

| Workshops at the Office of Teaching and Learning | YES |
| Department sponsored workshops | YES |
| The department subscribes to the Teaching Professor (or other similar publication) | NO |
| Grant-writing seminars | YES |
| Pre-reviews of grant proposals | YES |
| Workshops by national organizations | YES |

Specify: ASHA, CAPCSD, Midwest Clinical Directors Group, MAC, MSHA, AAA

Other (describe): ____________________________

PROVIDE THE TENURE AND PROMOTION FACTORS THE DEPARTMENT USES, INDICATE THE LAST TIME THAT THEY WERE REVIEWED, AND DESCRIBE THE OUTCOME OF THIS REVIEW.

The department’s tenure and promotion factors were last reviewed in 2006. Under the category of Scholarship, the candidate’s potential for continued excellence in scholarly activity was added as a factor. Under Teaching, the amount of time spent on teaching and willingness to accept teaching assignments in general were removed as factors. Quality and quantity of supervised graduate dissertations was changed to effectiveness in directing master’s theses and essays, directed studies, small research projects and
doctoral dissertations. Clinical supervision and clinical service to the community were removed as factors. A paragraph on service to the community was condensed to a single sentence (“Service also includes editorships and editorial board memberships, review of papers, grants and educational programs, and leadership roles in professional associations, governmental organizations and/or community-based organizations which bring credit to the University and further its mission.”)

Other non-substantive changes were made to the wording of each section.
PART 2. INDIVIDUAL FACULTY SUPPORTING DATA

1. PROVIDE CURRICULA VITAE FOR ALL FACULTY WITH REGULAR FACULTY STATUS. PLEASE ADD THESE DOCUMENTS TO THE APPENDICES.

See Appendix 5.

2. PLEASE PROVIDE THE FOLLOWING INFORMATION FOR ALL FACULTY WITH REGULAR FACULTY STATUS

<table>
<thead>
<tr>
<th>Faculty - General Summary Data</th>
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Please provide information starting with the year of last review* through the current Fall

** Upper number is tenure-track faculty, lower number is clinical faculty

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## Faculty - Individual Faculty Data

**Department Name:** Communication Sciences and Disorders

Information should include the year of the last review through the current Fall.

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## Faculty - Individual Faculty Data

### Department Name: Communication Sciences and Disorders

Information should include the year of the last review through the current Fall.

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### National Honors/Awards (#)

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### Publications in refereed Journal(#)

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### Citations and evaluation statements found in the work of other scholars(#) 

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### Refereed abstracts (#)

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### Conference Presentations (#)

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### Shows/exhibits/creative works (#)

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### Grants submitted (#)

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### Grants funded (#)

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<tr>
<td>0</td>
<td>1</td>
<td>1</td>
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### Total Funded amount

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## Faculty - Individual Faculty Data

### Department Name: Communication Sciences and Disorders

Information should include the year of the last review through the current Fall.

<table>
<thead>
<tr>
<th>Faculty Name</th>
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<th>Faculty 2</th>
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<th>Faculty 5</th>
<th>Faculty 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Heather Balog</td>
<td>Derek Daniels</td>
<td>Margaret Greenwald</td>
<td>Anthony Cacace</td>
<td>Li Hsieh</td>
<td>Jean Andruski</td>
</tr>
<tr>
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<td>Wayne State University</td>
<td>Wayne State University</td>
<td>American Tinnitus Association, Veteran’s Administration, Department of Defense, Tinnitus Research Consortium, Tinnitus Research Initiative</td>
<td>State of Michigan, National Institute of Health, Wayne State University, Industry, Foundation Gifts</td>
<td>General Motors Corporation, Children’s Research Center of Michigan, Wayne State University, National Institute of Health</td>
</tr>
<tr>
<td>Editorships</td>
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<tr>
<td>Serving on review panels</td>
<td>Committees within Wayne State University; Journal manuscript review panels</td>
<td>Committees within Wayne State University, and American Speech, Language, and Hearing Association; Journal manuscript</td>
<td>Committees within Wayne State University, and American Speech, Language, and Hearing Association; Journal manuscript</td>
<td>Committees within Wayne State University, and American Speech, Language, and Hearing Association; Journal manuscript</td>
<td>Committees within Wayne State University, and American Speech, Language, and Hearing Association; Journal manuscript</td>
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</table>
# Faculty - Individual Faculty Data

**Department Name: Communication Sciences and Disorders**

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<th>Faculty 5</th>
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</thead>
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<td>Anthony Cacace</td>
<td>Li Hsieh</td>
<td>Jean Andruski</td>
</tr>
<tr>
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<td>review panels</td>
<td>review panels</td>
<td>review panels; NIH review panel</td>
<td>t review panels</td>
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<tr>
<td>Officer of professional organizations</td>
<td>VP of Student Affairs (Michigan Speech, Language, Hearing Association)</td>
<td>N/A</td>
<td>Chair, Continuing Education Committee of the American Speech, Language, and Hearing Association</td>
<td>Co-Chair of Audiology, American Speech, Language, and Hearing Association</td>
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<tr>
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</tr>
<tr>
<td>Faculty Name</td>
<td>Classification</td>
<td>Rank</td>
<td>Tenure date</td>
<td>Year achieved regular graduate faculty status</td>
<td>Area of Specialization</td>
<td>Date of Ph.D.</td>
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<tr>
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<tr>
<td>Faculty 7</td>
<td>Associate Professor</td>
<td>Associate Professor</td>
<td>May, 1998</td>
<td>1990</td>
<td>Hearing loss</td>
<td>1984</td>
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<tr>
<td>Faculty 8</td>
<td>Assistant Professor</td>
<td>Assistant Professor</td>
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<td>2006, 2012</td>
<td>2000</td>
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</table>
Please provide information for each tenure-track faculty member. Information should include the year of the last review through the current Fall.

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Faculty 7 Tom Simpson</th>
<th>Faculty 8 Shelly Jo Kraft</th>
<th>Faculty 9 Jinshe Zhang</th>
<th>Faculty 10 Name</th>
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<tbody>
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<td>Chapters (#)</td>
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<td>Grants submitted (#)</td>
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**Faculty - Individual Faculty Data**

**Department Name: Communication Sciences and Disorders**

Please provide information for each tenure-track faculty member. Information should include the year of the last review through the current Fall.

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Faculty 7 TOM SIMPSON</th>
<th>Faculty 8 SHELLY JO KRAFT</th>
<th>Faculty 9 JINSHENG ZHANG</th>
<th>Faculty 10 Name</th>
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<tbody>
<tr>
<td>Funding Source of Grants received</td>
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<td>N/A</td>
<td>Department of Defense, Tinnitus Research Consortium, National Science Foundation, Wayne State University, National Institute of Health, American Tinnitus Association, Tinnitus Research Initiative</td>
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<td>Editorships</td>
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36
PART 1. BACKGROUND

1. RANK ORDER THE PRINCIPAL MISSIONS OF YOUR DOCTORAL PROGRAM (NOTE: NO TIED RANKS).

   Training scholar teachers for academic careers                      1
   Training practitioners for health care industry, business (private practice), or government (i.e., schools, VA)  2
   Providing advanced learning opportunities for interested students independent of career objectives  3
   Other (please explain)                                            n/a

2. HOW IS THE EDUCATION STUDENTS RECEIVE AND THE ASSESSMENT OF STUDENT LEARNING ALIGNED WITH THE MISSION OF THE PROGRAM?

In preparing for the qualifying exams described below, students are meeting the main goals of our PhD program, namely to learn how to design, conduct and report independent research and to teach effectively at the university level.

**Teaching**

Exam 1 of our qualifying exam requirements tests students’ breadth of knowledge and preparedness for teaching. Students are required to develop and present a teaching portfolio and all materials for an undergraduate course, including lectures and assignments. In addition, all PhD students complete 10 hours of classroom teaching and complete SLP 8390: *Pedagogy in CSD*. The pedagogy course offers in-depth instruction on teaching methods and initiates the development of the student’s teaching portfolio.

**Scholarly component**

Exam 2 of our qualifying exams requires students to complete a small research project prior to their dissertation. Each student must present the results of their work in a public forum and students are encouraged to do so at a national conference. Student presentations are supported by travel funds from the department and the College of Liberal Arts and Sciences (CLAS). Students are also required to take courses that prepare them to conduct independent research, such as: SLP 8399 – *Introduction to the PhD*, which focuses on academic careers, the process of earning a research doctorate, and academic writing. Students also take courses on research methods and statistics.
3A. PLEASE CHOOSE TWO COMPARABLE UNIVERSITIES. FOR EACH UNIVERSITY, INDICATE WHICH OF THE FOLLOWING FACTORS YOU USED TO DETERMINE COMPARABILITY TO YOUR DEPARTMENT.

### Doctoral - Comparable Universities

**Department Name:** Communication Sciences and Disorders

List two universities that you believe have doctoral programs similar to your department. For each, indicate which of the following factors you used to determine comparability. Check all that apply.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Bowling Green</th>
<th>Howard University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Produces a similar number of Ph.D. graduates</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Ph.D. graduates similar in quality to ours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Places Ph.D. graduates in similar types of positions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph.D. program is organized into similar divisions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph.D. training curriculum is similar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are drawn from a similar national pool</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students drawn from a similar local pool</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students drawn from a similar international pool</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty publish in similar journals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of faculty</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Generates about the same amount of external funds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receives funding from the same types of external sources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is a part of an urban university</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Are ranked similarly to our department (indicate ranking and ranking index used for comparison)</td>
<td>x 2.8 (US News &amp; World Report)</td>
<td>x 2.8 (US News &amp; World Report)</td>
</tr>
<tr>
<td>Note: PhD programs in CSD are not ranked, so these rankings are based on the clinical programs.</td>
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</tr>
<tr>
<td>Faculty have similar research interests</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Faculty publish similar number of books</td>
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</table>
# Doctoral - Comparable Universities

**Department Name:** Communication Sciences and Disorders

List two universities that you believe have doctoral programs similar to your department. For each, indicate which of the following factors you used to determine comparability. Check all that apply.

<table>
<thead>
<tr>
<th>CRITERIA</th>
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</thead>
<tbody>
<tr>
<td>The comparison departments:</td>
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<td></td>
</tr>
<tr>
<td>Faculty members perform or exhibit their creative works as often as we do</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty members have similar numbers and types of awards in the profession</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty members participate to a similar extent in national, professional organizations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty members scholarly quality is similar to ours</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Other (please specify below)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Produces a similar number of Ph.D. graduates</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Ph.D. graduates similar in quality to ours</td>
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</tr>
<tr>
<td>Students are drawn from a similar national pool</td>
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<td></td>
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<tr>
<td>Students drawn from a similar local pool</td>
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<tr>
<td>Students drawn from a similar international pool</td>
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<tr>
<td>Faculty publish in similar journals</td>
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<td></td>
</tr>
<tr>
<td>Number of faculty</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
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**Department Name:** Communication Sciences and Disorders

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<td></td>
</tr>
<tr>
<td>Faculty have similar research interests</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty publish similar number of books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty members perform or exhibit their creative works as often as we do</td>
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<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>Faculty members participate to a similar extent in national, professional organizations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty members scholarly quality is similar to ours</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Other (please specify below)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**3B. HOW HAVE YOU USED THESE DEPARTMENTS TO BENCHMARK PERFORMANCE IN YOUR DEPARTMENT?**

We asked 3 questions in comparing ourselves to the two comparable departments:

1) How many PhD students are there and how many are full-time students?

2) What proportion of PhD students are funded and what is the source of their funding?

3) How many faculty (of each faculty rank) supervise PhD student research?
Bowling Green State has 9 full-time PhD students, 4 of whom are Bridge students working on a combined MA-PhD. They have no part-time PhD students. Howard University has 13 full-time PhD students and no part-time PhD students. Our department currently has 12 PhD students, with 9 students listed as full-time in the WSU STARS system for the Winter, 2012 term. However, many of our full-time PhD also work full-time outside of their PhD program.

All CSD PhD students at Bowling Green State receive funding through the university, in the form of graduate assistantships, for all years of their doctoral program. Of Howard University’s 13 full-time students, 7 are funded: 2 by research grants, 3 by graduate teaching assistantships and 2 by the Embassy of their home country. Six of the 13 students are not supported.

Our department has university support for a maximum of three graduate students in the form of one Rumble fellowship and two graduate student assistantships. In addition to PhD students, students in our MA and AuD clinical programs are eligible for the two graduate student assistantships. Many of our PhD students also apply for competitive funding from the university, for example, Graduate Professional Scholarships.

At Bowling Green State, 9 full time faculty supervise PhD student research. This includes 4 full professors, 4 associate professors and 1 assistant professor. At Howard University, 8 faculty members supervise PhD student research, including 2 full professors, 5 associate professors and 1 assistant professor. In our department, 7.5 faculty members supervise doctoral research, including 1.5 full professors, 3 associate professors and 3 assistant professors.

Using the three benchmarks of number of full-time PhD students, funding of PhD students and number of faculty, the following comparisons are noted:

1) The number of full-time PhD students in our department is lower than in our compare-to departments, although the overall number of PhD students is similar.

2) Funding for PhD students in our department is less than in our compare-to departments, particularly for BGSU.

3) There are 2-2.5 fewer faculty members supervising PhD student research in our department than in our compare-to departments, and there are 0.5-2.5 fewer full professors in our department than in the other two departments.

Information about the number of PhD students that each specific faculty member is supervising at the two comparable departments was not available. However, comparing the number of PhD students to the number of faculty members supervising PhD research in each department, we can see that at Bowling Green State there are 9 faculty and 9 PhD students, at Howard University there are 8 faculty and 13 PhD students, and at WSU there are 6.5 faculty and 12 PhD students.

Sources: Information about PhD student numbers and PhD funding is taken from ASHA Ed Find (www.asha.org/edfind) and from personal communication with Dr. Goberman at BGSU and Dr. Payne at HU. Faculty numbers and ranks are taken from the university websites. There was some inconsistency in faculty rank information on the websites.
4A. PLEASE LIST THE UNIVERSITY THAT HAS THE DOCTORAL PROGRAM TO WHICH YOUR DOCTORAL PROGRAM REALISTICALLY ASPIRES.

<table>
<thead>
<tr>
<th>Department Name: Communication Sciences and Disorders</th>
</tr>
</thead>
</table>

How was this doctoral program selected? Check all factors that apply and where appropriate indicate which option you have chosen.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>University of South Florida</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department we aspire to:</td>
<td></td>
</tr>
<tr>
<td>Produces more/less Ph.D. graduates</td>
<td></td>
</tr>
<tr>
<td>Places more/less funding for Ph.D. students</td>
<td></td>
</tr>
<tr>
<td>Places more Ph.D. graduates in academic positions</td>
<td></td>
</tr>
<tr>
<td>Has a Ph.D. program organized differently than ours (Please describe)</td>
<td>x They offer a dual-degree program for AuD/PhD</td>
</tr>
<tr>
<td>Has a Ph.D. training curriculum that differs from ours (Please describe)</td>
<td>x Two research rotations are required</td>
</tr>
<tr>
<td>Has faculty who publish more in top tier journals</td>
<td></td>
</tr>
<tr>
<td>Has a smaller/larger faculty size</td>
<td>x Larger</td>
</tr>
<tr>
<td>Generates more external funding</td>
<td></td>
</tr>
<tr>
<td>Receives more funding from federal/private sources</td>
<td></td>
</tr>
<tr>
<td>Conducts more research focused on urban issues</td>
<td></td>
</tr>
<tr>
<td>Is ranked higher than our department FSU: 3.2 ; WSU: 2.9 (Indicate ranking index used for comparison)</td>
<td>x (US News &amp; World Report)</td>
</tr>
</tbody>
</table>

*Note: CSD PhD programs are not ranked, so this ranking is for the clinical program.*

| Has a faculty with different research interests (Please specify) | |
| Has faculty members who have more professional awards | |
| Has faculty members who participate to a greater extent in national, professional organizations | |
Doctoral - Programs Aspired to

Department Name: Communication Sciences and Disorders

How was this doctoral program selected? Check all factors that apply and where appropriate indicate which option you have chosen.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>University of South Florida</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department we aspire to:</td>
<td></td>
</tr>
<tr>
<td>Has faculty members whose scholarly quality is greater than ours</td>
<td></td>
</tr>
<tr>
<td>Produces Ph.D. students higher in quality than ours</td>
<td></td>
</tr>
<tr>
<td>Has faculty members who publish more books than we do</td>
<td></td>
</tr>
<tr>
<td>Has faculty members who perform or exhibit their creative works more often than we do</td>
<td></td>
</tr>
<tr>
<td>Has more students who apply nationally to the program</td>
<td></td>
</tr>
<tr>
<td>Enrolls more students drawn from a national pool</td>
<td></td>
</tr>
<tr>
<td>Enrolls more/less international students</td>
<td></td>
</tr>
<tr>
<td>Other-Please specify</td>
<td>They have more full professors (4) and associate professors (7) and fewer assistant professors (3)</td>
</tr>
</tbody>
</table>

Recruiting and Funding at University of South Florida

The following provides a complete breakdown of the number of PhD students at USF and their funding status:

Total PhD students: 18

GRA support: 2 (SFU has GRA funding for about three more students but does not currently have students to take these positions)

GTA support: 6

Other funding:

n = 2: Full time Instructors at another USF campus (both are part-time students at the dissertation stage)

n = 1: Full time clinician in VA (part-time student; student is at the qualifying exam stage)

n = 1: Full time research position in VA (part-time student at dissertation stage)
U of South Florida also offers fellowship opportunities that rotate through college departments every year and others that are competitive at the university level. Currently, none of the CSD PhD students at USF has one of these fellowships.

Students who are not funded:

n = 3: Full-time students who did not want funding and are at dissertation stage. Two work per diem as SLPs; one just focused on dissertation writing. Offered assistantships and declined.

n = 1: Full-time student not offered funding for Fall but will receive funding in Spring. Works part-time as an SLP.

n = 1: Full-time student not offered funding. Had several years of funding and just completed a leave of absence. Works as an SLP.

n = 1: lis an AuD/PhD student who is completing the 4th year full-time AuD externship in a paid clinical position. Was funded up through Year 3 of AuD and will be offered funding after 4th year.

The basic pattern of PhD funding in the USF department is to fund students during coursework in the first two years of the PhD program, with the exception of a few students who work full-time as clinicians and want to continue doing so. Three of the aspired-to department PhD students are supported by external research funds. (Source of USF PhD funding information: Personal communication from Dr. Chisolm at USF)

The University of South Florida CSD program has more PhD students than our department (18 vs. 12). They have a somewhat higher number of full-time students than our department (13/18, or 83% vs. 9/12, or 75%).

Importantly, 8/18 (44%) of the PhD students at USF are GRAs or GTAs and presumably can focus full-time on their studies. Also, the USF department will fund two additional PhD students in the coming year and has the potential to fund more. In contrast, 3/12 (25%) of our current PhD students are funded as GSAs or on a Rumble Fellowship and our department does not have the ability to fund more. If one of our two GSA positions is allocated to a clinical student, we would have only 2/12 (17%) directly funded PhD students.

In the aspired-to department, 5/13 full-time students work at outside jobs. In our department, 5/9 students who are classified as full-time according to STARS also work full-time at an outside job. Like the aspired-to department, we have PhD students who have declined funding in favor of keeping their outside clinical employment. Some of our best PhD students are professionals who are leaders in senior positions. Most of these students would not give up their jobs even if offered funding.

Our department will strive for better balance between PhD students who work full-time and go to school full-time and those who are able to dedicate their efforts full-time to their doctoral studies. However, in our recruiting efforts and in the inquiries we receive about our PhD program, we have noted that many potential students wish to keep their clinical jobs while working toward the PhD.

Faculty at University of South Florida

In the CSD program at USF, 14 faculty supervise PhD research. This includes 4 full professors, 7 associate professors and 3 assistant professors. In our department, 6.5 faculty members supervise PhD research,
including 1.5 full professors, 3 associate professors and 2 assistant professors. Thus, our department has 7.5 fewer faculty members supervising PhD student research than USF, and there are 2.5 fewer full professors and 4 fewer associate professors in our department.

Information about the number of PhD students that each specific faculty member supervises at USF was not available, nor was specific information about student funding per faculty member. However, if we look at the ratio of PhD students to research faculty members in each department, USF has 14 faculty to 18 PhD students, and WSU has 6.5 faculty to 12 PhD students. Our department has a higher ratio of students to faculty members and, as noted above, a lower proportion of PhD students who are full-time and funded.

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4B. THE COMPARABLE UNIVERSITIES INDICATE WHERE THE DEPARTMENT IS NOW AND THE UNIVERSITY ASPIRED TO INDICATES WHERE THE DEPARTMENT WANTS TO BE IN THE FUTURE.

Please present a plan for moving the department from one point to the other. What benchmarks will be used to assess progress? How will existing resources be used to achieve the department’s objectives? If the department had additional resources, what would be requested and how would it be used? (If this information is already provided in your strategic plan, you do not need to supply it again. Please list the page numbers from the strategic plan that provide the information.)

In setting objectives for where the department wants to be in the future, research faculty members discussed several issues that we feel need to be presented here with regard to increasing the overall number of PhD students in our program, increasing funding for PhD students and increasing the number of PhD students whose primary focus is their research rather than a full-time job.

**Number of PhD Students**

It is important to the department and to the field of Communication Sciences and Disorders as a whole that we increase the number of students who earn a research doctorate. However, to set goals that we can realistically aspire to for future numbers of PhD students, we need to take into account the nationwide problem of attracting clinical CSD students and professionals into research. We surveyed the 21 schools that are ranked higher than us in *U.S. News and World Report: Best Graduate Schools in America* to compare the size of their faculty and the size of their PhD programs to Wayne State. Of these 21 schools, 5 have PhD programs. The following table summarizes their faculty and PhD student numbers, based on information from ASHA’s EdFind ([http://www.asha.org/edfind/](http://www.asha.org/edfind/)):
Based on the above data and the data already presented on our compare-to and aspire-to programs, we conclude that Wayne State’s Department of Communication Sciences and Disorders has a large PhD program relative to other CSD PhD programs and our faculty size.

Given that our aspire-to program was not able to fill all of its available GRA positions last year, it would appear that PhD programs in CSD remain small, at least in part, because of the difficulty of recruiting interested, qualified students. Another indication of this is a recent posting on the CAPCSD website seeking PhD students for CSD at the University of Pittsburgh (one of the top ranked programs in the nation.) The advertisement was posted on April 4, 2012 and has so far had no replies. This suggests that we will need to invest a great deal of energy in recruiting if we wish to increase our PhD program size and maintain program quality. It also suggests that our aspirations for increasing in size must be rather modest if they are to be achievable.

**PhD Student Funding / Faculty Research Grants**

Respondents to the CAPCSD (Council on Academic Programs in Communication Sciences and Disorders) 2009 Doctoral Survey (http://capcsd.org/documents/2009%20Doctoral%20Survey%20Results%20final_Lsmall.pdf) indicated that the availability of financial support was one of the three most important factors influencing their choice of PhD program and their success in the program (p. 7-8). The largest proportion of responding students reported receiving financial support from the university program or department (54%). An additional 24% reported receiving financial support from a faculty member’s grant. About 10% of students reported receiving no financial support (p. 8).

In our department, approximately 70% of our PhD students have been funded by the university or department over the past 7 years. Given that we have lost 5 out of 7 GSA positions due to budget cuts, we expect that less than 20% of our PhD students will receive university or department funding in the future. The reduction in GSA positions will exacerbate the problem of recruiting PhD students, particularly if we wish to increase the overall number of students in the program as well as the number of students whose primary focus is their research (i.e. who do not also have a full-time job).

While 24% of students responding to the CAPCSD survey were funded by a faculty member’s grant, our department has not funded any PhD students from faculty member’s grants over the past 7 years. This is a deficit that we clearly need to work to correct. In the most recent CAPCSD demographic survey (the 2007-08 Demographic Survey of CSD Programs: Data Tables, http://capcsd.org/resources/capcsd_surveys.php), Table 34 provides information on Federal, State, University

<table>
<thead>
<tr>
<th>School</th>
<th>Number of Faculty</th>
<th>Number of PhD Students</th>
<th>Ratio of PhD Students to Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Virginia</td>
<td>5</td>
<td>1 Full time, 1 Part time</td>
<td>0.4 : 1</td>
</tr>
<tr>
<td>University of Kentucky</td>
<td>10</td>
<td>5 Full time, 5 Part time</td>
<td>1 : 1</td>
</tr>
<tr>
<td>University of Georgia</td>
<td>8</td>
<td>5 Full time</td>
<td>0.63 : 1</td>
</tr>
<tr>
<td>New York University</td>
<td>8</td>
<td>2 Full time</td>
<td>0.25 : 1</td>
</tr>
<tr>
<td>Texas Tech University</td>
<td>10</td>
<td>16 Full time</td>
<td>1.6 : 1</td>
</tr>
<tr>
<td>Wayne State University</td>
<td>6.5</td>
<td>9 Full time, 3 Part time</td>
<td>1.85 : 1</td>
</tr>
</tbody>
</table>
and other funding to CSD programs. A copy of the table is provided below. According to the table, 45 of the 140 reporting departments had Federal Research Grants, with a mean funding amount of $1.05 million. Wayne State’s COEUS Award Report on Awards Credited Totals indicates a total of $11,722,814 in funding for CSD for the period from October 2005 to September 2012. $3.4 million of this total was in Federal Research grants. However, all but $401,000 of the Federal amount was for a grant to a faculty member who joined the department for less than 1 year before moving to one of the top-ranked CSD departments in the U.S. Relative to the 45 departments in the CAPCSD survey that reported Federal research grant funding, then, our department’s Federal funding is well below the mean. Since Federal grants are more likely to allow graduate student tuition and stipends to be included on grant applications, our inability to fund PhD students through faculty research grants is probably due to our reliance on funding sources other than the Federal government. This has positive as well as negative consequences: since Federal funding for research continues to diminish, the fact that our department does not rely on Federal dollars for research may be advantageous in the future.

### Table 34
Grants/Contracts: Number, amount and type of awards and number of funded institutions

<table>
<thead>
<tr>
<th>Number of Awards</th>
<th>Mean</th>
<th>Min</th>
<th>Max</th>
<th>Number of Institutions Receiving Awards</th>
<th>% of Institutions Receiving Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Funded Grants and Contracts</td>
<td>194</td>
<td>$1,050,000</td>
<td>$4,000</td>
<td>$7,700,000</td>
<td>45</td>
</tr>
<tr>
<td>Research Grants</td>
<td>49</td>
<td>$542,903</td>
<td>$33,271</td>
<td>$1,475,000</td>
<td>27</td>
</tr>
<tr>
<td>Personal Preparation Grants</td>
<td>14</td>
<td>$183,998</td>
<td>$16,000</td>
<td>$1,140,000</td>
<td>14</td>
</tr>
<tr>
<td>Other types of grants</td>
<td>247</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Federal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Funded Grants and Contracts</td>
<td>23</td>
<td>$72,407</td>
<td>$1,000</td>
<td>$4,407,000</td>
<td>14</td>
</tr>
<tr>
<td>Research Grants</td>
<td>21</td>
<td>$255,177</td>
<td>$5,000</td>
<td>$1,100,000</td>
<td>18</td>
</tr>
<tr>
<td>Personal Preparation Grants</td>
<td>25</td>
<td>$60,569</td>
<td>$2,000</td>
<td>$500,000</td>
<td>18</td>
</tr>
<tr>
<td>Other types of grants</td>
<td>69</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total State</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Funded Grants and Contracts</td>
<td>114</td>
<td>$21,394</td>
<td>$500</td>
<td>$154,332</td>
<td>47</td>
</tr>
<tr>
<td>Research Grants</td>
<td>6</td>
<td>$17,519</td>
<td>$1,500</td>
<td>$49,420</td>
<td>4</td>
</tr>
<tr>
<td>Personal Preparation Grants</td>
<td>23</td>
<td>$30,729</td>
<td>$500</td>
<td>$136,000</td>
<td>15</td>
</tr>
<tr>
<td>Other types of grants</td>
<td>143</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total University</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Sources of Grants and Contracts</td>
<td>65</td>
<td>$114,170</td>
<td>$2,000</td>
<td>$559,487</td>
<td>33</td>
</tr>
<tr>
<td>Research Grants</td>
<td>15</td>
<td>$116,657</td>
<td>$5,000</td>
<td>$327,000</td>
<td>12</td>
</tr>
<tr>
<td>Personal Preparation Grants</td>
<td>55</td>
<td>$145,616</td>
<td>$500</td>
<td>$609,976</td>
<td>34</td>
</tr>
<tr>
<td>Other types of grants</td>
<td>175</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Percent is based on the 140 institutions responding to the survey in 2007-08.


### Part-time / Full-time Status of Students

Although the number of full-time students in our PhD program appears to be fairly comparable to CSD departments with rankings just above ours, it is a concern that so many of our students remain in full-time jobs while completing their PhD. With both a full-time job and a full-time course load, our students find it difficult to set aside additional time to submit abstracts, attend academic conferences, write papers for submission to refereed journals and search for grant funding. We feel it is important to increase the number of students in our program who are primarily focused on their research. A necessary precursor to this is having funding to offer students. However, given the large difference between graduate student
stipend amounts and clinicians’ salaries, it is likely that even students who accept funding will continue to work part-time. The disparity between student funding levels and clinicians’ salaries becomes greater as a clinicians’ level of experience increases, but many of our best students are those who are highly experienced and in leadership positions. We would not wish to lose these students because of an overly-zealous focus on increasing the number of full-time students in the program.

In essence, the goal of increasing the number of students whose primary focus is their research is to speed their progress through the program while simultaneously increasing their involvement in research and subsequent success in submitting abstracts, papers and grants. Most aspects of this goal can be advanced in other ways, in addition to or in place of having students commit to leaving their jobs. One of these is to develop a greater sense of community among our PhD students and create a culture in which it is a given that students will submit abstracts, papers and grants.

**Number of Faculty and Faculty Seniority**

Relative to most university departments, our department has a small number of experienced research faculty. The main reason for this is that, in the 1990s, the department saw most of its research faculty retire, move to other institutions, or fail to achieve tenure. During the late 1990s, the department was essentially held together by a very highly committed set of clinical faculty and a very supportive community of speech-language pathologists and audiologists in the Detroit metro area. In 1999, the university’s administration committed to revitalizing the department. At this time, there was a total of 1 tenured faculty member in the department, specifically, a new associate professor. In addition, the department’s acting chair was an associate professor from Psychology.

In 1999, the department hired two assistant professors as well as a full professor to be department chair. The chair came from a clinical administrative position and had not previously worked full-time in academia. Between 1999 and 2008, 4 additional assistant professors, one half-time associate professor and 2 full professors were hired. One of the full professors stayed for less than 1 year and one of the assistant professors left after 3 years. In 2008, our chair accepted a position as Provost at another institution. At the present time, the department has 1.5 full professors, one of whom was promoted to full professor in 2012, the other of whom joined the department in 2007. In addition, 3 of the 5 assistant professors hired before 2008 have achieved tenure, one was denied tenure and subsequently resigned, and one is planning to apply for tenure in the coming year. Finally, one additional assistant professor was hired in 2011 and one tenure-track faculty line was lost in 2012.

Although the department has made great strides since 1999, none of our assistant or associate professors is currently PI on a research grant of any size, nor are they in a position to apply for full professor. The loss of our GSA support and the fact that we now have fewer tenure-track positions in Speech-Language Pathology means that all faculty have a higher teaching-related workload and service workload, and that the only graduate student support for research faculty is PhD students who are, for the most part, working full-time off campus. This is a difficult environment for junior faculty to increase their research productivity and grant applications, but they must do so to move upward in rank.

To achieve its mission, the department needs highly qualified faculty to teach graduate level courses. While the Detroit area is home to a large number of clinical audiologists who have PhD training, the number of clinical speech-language pathologists in this area who have a PhD is more limited. As a result, it is more difficult to find a well-qualified part-time faculty member to teach SLP graduate level courses than AUD courses. Expertise in child language is a fundamental requirement for all speech-language pathology
graduate students, and the lack of a faculty member anywhere on the Wayne State campus with expertise in this area is a serious deficiency. To maintain the quality of the education we provide to graduate students, this deficiency must be remedied. To raise, rather than maintain the quality of our PhD program, the department needs at least one more senior faculty member who already has a solid track record in obtaining federal grant funding.

**Department Objectives for the Next Seven Years:**

1) Recruiting objectives:

- Increase the number of PhD students in the program to 15 (an average of 2 PhD students per faculty member)
- Increase the number of out-of-state students from the current total of 4 to a minimum of 5.
- Increase the number of PhD students working full-time in the doctoral program (i.e., with little or no outside employment) from the current total of 3 to a total of 6. (NOTE: In this count, our 3 full-time students are those whose primary focus is their research rather than a full-time job.)

2) Funding objectives:

- 25% of our PhD students will be funded by faculty research grants, i.e. we will be at the national average for federal grant funding of PhD students in Communication Sciences and Disorders.
- 25% of our PhD students will be funded by competitive funding that they personally applied for.

3) Faculty objectives:

- Add a tenure-track SLP position in child language.
- Add a tenure-track position in audiology.
- Fill at least one of the above positions with an experienced, senior faculty member.
- Advance our existing faculty to higher rank, particularly full professor.
- Increase external funding of our assistant and associate professors.

**Existing resources to achieve department objectives:**

1) Recruiting PhD students

Within the Wayne State community, our faculty will increase efforts to provide information about the PhD program to undergraduate and graduate students in CSD and to former graduates and professionals in the community. Ways of increasing awareness of our PhD program include our MA and AuD professional issues courses, the department newsletter, and department events (e.g., continuing education events such as the annual Fall Lecture, the annual Kopp Lecture, the monthly Brown Bag Lecture Series, the annual Supervisors Luncheon, the annual Alumni Picnic, professional meetings, and the upcoming CSD Film Discussion Series). Recruiting for the CSD PhD program will continue locally at university recruiting events within WSU and at other local colleges and universities (e.g., Oakland University, Macomb County Community College).

At the state level, CSD faculty will disseminate information about the PhD program at the annual meeting of the Michigan Speech-Language-Hearing Association, the Michigan Audiology Coalition and other professional SLP and Audiology meetings within the state. CSD faculty will also provide this information to professionals in the community when they attend continuing education programs within the state.
Nationally, the CSD faculty will continue to build a network of professional contacts at other colleges and universities and to disseminate information about the CSD PhD program to these other professionals individually and at professional and scholarly meetings attended by the CSD faculty. These events include the annual meeting of the American Speech-Language-Hearing Association (ASHA), the annual meeting of the Committee on Academic Programs on Communication Sciences and Disorders, and ASHA alumni events.

Internationally, members of the CSD department faculty are involved in professional and research organizations and collaborations through which they will provide information about the PhD program to potential international applicants. Former international students who have returned to their home countries will be asked to disseminate information about our PhD program.

Current and former CSD PhD students who present at professional and scientific meetings will provide information about the PhD program to potential applicants. Current PhD students will assist in recruiting qualified applicants among undergraduate, post-bachelor, clinical graduate students and professionals in the community by helping them to learn more about the PhD program at department events such as the monthly Brown Bag Series and the CSD Film Discussion series.

The department will also look at the feasibility of offering a combined AuD/PhD program.

2) PhD Student Funding

The department will continue to use existing funding to recruit PhD students and will require PhD students to apply for internal funding, as well as external funding for which they are eligible (e.g., Graduate Professional Scholarships, ASHA scholarships; foundation grants). Training on how to apply for external student grants will be incorporated into PhD seminars and Brown Bag Series discussions, and students will be mentored in this area by their advisors. PhD students will apply for at least one such grant per year.

CSD research faculty will include PhD student funding in external grant applications wherever feasible. It is anticipated that it may take the full 7 years for all research faculty to obtain funding for doctoral students. The faculty will apply to a variety of funding sources including NIH, NSF, ASHA, and private foundations.

3) Research Faculty

Assistant and associate level faculty members will work to obtain external funding, to publish a higher number of original research articles in scholarly journals and to advance in rank. The department will mentor our two current assistant professors to successfully apply for tenure and promotion to associate professor. The three associate professors will work toward promotion to the rank of full professor. The current associate professors will work with one another to set goals for obtaining promotion and to provide updates as they work toward these goals. We will seek a tenure-track position in child language. If the Provost’s office offers competitions for new faculty lines, we will continue to apply for an additional tenure-track line in audiology.

Additional resources:

The following additional resources would allow us to achieve our goals for our doctoral program:
1. Add a tenure-track position in SLP for an expert in the area of child language.

   Child language is a core area for graduate training in speech-language pathology. More PhD students in SLP wish to study child language than any other area. To attract PhD students, the department needs a faculty member who is actively engaged in research in this area. Since child language is the most common area of study for PhD students in SLP, the department firmly believes that we can attract a child language faculty member to the Detroit area.

   GSA positions would allow us to fund doctoral students at a level that is similar to our compare-to and aspire-to programs. Additional GSAs would provide teaching and research support, reducing the teaching-related workload of faculty and increasing research productivity for assistant and associate professors in the department.

2. Return the number of GSA positions in the department from 2 to our former total of 7.

3. Add a tenure-track position in Audiology

   This faculty member would teach in the AuD and PhD programs as well as the combined AuD/PhD program, if it proves feasible to develop the combined program.

   Note: The department was awarded a position such as the one we would plan to seek in the Provost's 2008 competition for new faculty lines. This position was never filled due to budget cuts.

Sources: Information about PhD student numbers and PhD funding is based on personal communication with Dr. Chisolm at USF. Faculty numbers and ranks are taken from the USF university website and the websites for other universities with which comparisons were made.
### 1A. PLEASE CHECK EACH PROCESS THAT APPLIES TO THE DEPARTMENT. INDICATE WHO IN THE DEPARTMENT IS RESPONSIBLE FOR THE PROCESS.

**Department Name: Communication Sciences and Disorders**

Please check each process that applies to the department. Indicate who in the department is responsible for the process.

<table>
<thead>
<tr>
<th>PROCESS</th>
<th>APPLIES</th>
<th>RESPONSIBLE PERSON</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducts an orientation for new students</td>
<td>x</td>
<td>Chair x PhD Coord x Grad Officer x Advisor x NA x</td>
</tr>
<tr>
<td>Advises students on Plan of Work</td>
<td>x</td>
<td>Chair x PhD Coord x Grad Officer x Advisor x NA x</td>
</tr>
<tr>
<td>Approves Plans of Work</td>
<td>x</td>
<td>Chair x PhD Coord x Grad Officer x Advisor x NA x</td>
</tr>
<tr>
<td>Chairs Ph.D Committee</td>
<td>x</td>
<td>Chair x PhD Coord x Grad Officer x Advisor x NA x</td>
</tr>
<tr>
<td>Oversees Ph.D recruitment</td>
<td>x</td>
<td>Chair x PhD Coord x Grad Officer x Advisor x NA x</td>
</tr>
<tr>
<td>Oversees Ph.D admissions</td>
<td>x</td>
<td>Chair x PhD Coord x Grad Officer x Advisor x NA x</td>
</tr>
<tr>
<td>Informs students of departmental requirements</td>
<td>x</td>
<td>Chair x PhD Coord x Grad Officer x Advisor x NA x</td>
</tr>
<tr>
<td>Informs students of university requirements</td>
<td>x</td>
<td>Chair x PhD Coord x Grad Officer x Advisor x NA x</td>
</tr>
<tr>
<td>Approves written qualifying exam committees</td>
<td>x</td>
<td>Chair x PhD Coord x Grad Officer x Advisor x NA x</td>
</tr>
<tr>
<td>Approves oral qualifying exam committees</td>
<td>x</td>
<td>Chair x PhD Coord x Grad Officer x Advisor x NA x</td>
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<tr>
<td>Approves dissertation committees</td>
<td>x</td>
<td>Chair x PhD Coord x Grad Officer x Advisor x NA x</td>
</tr>
<tr>
<td>Distributes fellowship and scholarship information to students</td>
<td>x</td>
<td>Chair x PhD Coord x Grad Officer x Advisor x NA x</td>
</tr>
</tbody>
</table>
### Doctoral - Policies and Procedures Profile

**Department Name:** Communication Sciences and Disorders

Please check each process that applies to the department. Indicate who in the department is responsible for the process.

<table>
<thead>
<tr>
<th>PROCESS</th>
<th>APPLIES</th>
<th>RESPONSIBLE PERSON</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oversees graduate information on department website</td>
<td>x</td>
<td>Chair x</td>
</tr>
<tr>
<td>Serves as advisor for department graduate student organization</td>
<td></td>
<td>Grad Officer x</td>
</tr>
<tr>
<td>Distributes information to students concerning career options in the field</td>
<td>x</td>
<td>Advisor x</td>
</tr>
<tr>
<td>Distributes information to students concerning job placement of students from the program</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Distributes information to student concerning time-to-degree for the program</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Oversees student record-keeping</td>
<td>x</td>
<td>Chair x Grad Officer x Advisor x</td>
</tr>
<tr>
<td>Assigns teaching assistantships</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Evaluates performance of GTAs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observes GTAs in the classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervises GTAs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distributes and collects applications for GTAs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oversees appointments of GRAs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hears grievances of undergraduates concerning GTAs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Department Name: Communication Sciences and Disorders

Please check each process that applies to the department. Indicate who in the department is responsible for the process.

<table>
<thead>
<tr>
<th>PROCESS</th>
<th>APPLIES</th>
<th>RESPONSIBLE PERSON</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Chair</td>
<td>PhD Coord</td>
</tr>
<tr>
<td>Hears grievances of graduate students involving faculty members</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

1B. WHAT PLANS HAVE BEEN DEVELOPED FOR UNDERTAKING PROCESSES FOR WHICH NO ONE IS CURRENTLY RESPONSIBLE?

Department Graduate Student Organization: Our MA and AuD level graduate students have student groups within our department, and most of our Ph.D. level students belong to their respective national association groups for speech-language pathology or audiology. The PhD students in our department have an information and social support group in which they gather 2-3 times per semester. A new doctoral seminar series will be incorporated into the doctoral training experience. Doctoral students will be expected to attend this seminar regardless of their level in the program. As we work to increase the number of PhD students over the next seven years, we will work toward holding once-a-month meetings of these doctoral seminars in which all PhD students will meet as a group.

Graduate Teaching Assistant Issues: We have no GTA positions; therefore we have no plans for these areas.

2. LIST ANY 7000 AND 8000 COURSES (SINCE THE YEAR OF THE LAST REVIEW):

   a. Offered less than once a year but more than every 2 years

       Please see course table below.

   b. Offered less than once every 2 years

       Please see course table below.
### CSD Graduate Courses (AUD 6000, 7000, 8000, 9000 and SLP 7000, 8000, and 9000 Level Courses)

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yearly</td>
<td>AUD6000</td>
<td>Electrophysiological Procedures</td>
<td>W</td>
<td>4</td>
</tr>
<tr>
<td>Yearly</td>
<td>AUD6010</td>
<td>Acoustic Immitance Measures</td>
<td>W</td>
<td>2</td>
</tr>
<tr>
<td>Yearly</td>
<td>AUD6030</td>
<td>Instrumentation in Audiology</td>
<td>W</td>
<td>3</td>
</tr>
<tr>
<td>Yearly</td>
<td>AUD6040</td>
<td>Auditory and Vestibular pathologies</td>
<td>W</td>
<td>4</td>
</tr>
<tr>
<td>Yearly</td>
<td>AUD6310</td>
<td>Audiology Clinical Practicum Series</td>
<td>T</td>
<td>3 (max 9)</td>
</tr>
<tr>
<td>Yearly</td>
<td>AUD6400</td>
<td>Anatomy and Physiology of the Auditory System</td>
<td>F</td>
<td>3</td>
</tr>
<tr>
<td>Yearly</td>
<td>AUD6410</td>
<td>Basic Audiologic Evaluation</td>
<td>F</td>
<td>3</td>
</tr>
<tr>
<td>Yearly</td>
<td>AUD6411</td>
<td>Audiology Clinical laboratory I</td>
<td>W</td>
<td>2</td>
</tr>
<tr>
<td>Yearly</td>
<td>AUD6412</td>
<td>Audiology Clinical laboratory II</td>
<td>S</td>
<td>2</td>
</tr>
<tr>
<td>Yearly</td>
<td>AUD6430</td>
<td>Principles of Amplification I</td>
<td>W</td>
<td>3</td>
</tr>
<tr>
<td>Yearly</td>
<td>AUD6530</td>
<td>Principles of Amplification II</td>
<td>F</td>
<td>3</td>
</tr>
<tr>
<td>Yearly</td>
<td>AUD7300</td>
<td>Clinical Internship</td>
<td>T</td>
<td>3 (max 12)</td>
</tr>
<tr>
<td>Yearly</td>
<td>AUD7410</td>
<td>Psychoacoustics</td>
<td>S</td>
<td>3</td>
</tr>
<tr>
<td>Yearly</td>
<td>AUD7430</td>
<td>Pediatric Audiology</td>
<td>S</td>
<td>3</td>
</tr>
<tr>
<td>Yearly</td>
<td>AUD7500</td>
<td>Aural Rehabilitation</td>
<td>S</td>
<td>3</td>
</tr>
<tr>
<td>Yearly</td>
<td>AUD8300</td>
<td>Audiology Fellowship</td>
<td>F, W</td>
<td>8 (max 16)</td>
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<tr>
<td>Yearly</td>
<td>AUD8430</td>
<td>Equilibrium/Vestibular System Evaluation</td>
<td>W</td>
<td>4</td>
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<tr>
<td>Yearly</td>
<td>AUD8440</td>
<td>Medical Issues: Tinnitus, Central Auditory Processing and Auditory Neuropathy</td>
<td>F</td>
<td>3</td>
</tr>
<tr>
<td>Yearly</td>
<td>AUD8450</td>
<td>Advanced Auditory and Vestibular Electrodiagnosis and Cochlear Implants in Audiology</td>
<td>W</td>
<td>4</td>
</tr>
<tr>
<td>Frequency</td>
<td>Course Number</td>
<td>Course Title</td>
<td>Semester</td>
<td>Credits</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------</td>
<td>------------------------------------------------------</td>
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<td>---------</td>
</tr>
<tr>
<td>Yearly</td>
<td>SLP7000</td>
<td>Research methods in Communication Disorders</td>
<td>F</td>
<td>1</td>
</tr>
<tr>
<td>Yearly</td>
<td>SLP7010</td>
<td>Acoustics of Speech</td>
<td>F</td>
<td>3</td>
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<tr>
<td>Yearly</td>
<td>SLP 7100</td>
<td>Research methods: Evidenced-Based Practice</td>
<td>W</td>
<td>1</td>
</tr>
<tr>
<td>Yearly</td>
<td>SLP7320</td>
<td>Professional Issues in speech-Language Pathology</td>
<td>W</td>
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<tr>
<td>Yearly</td>
<td>SLP7360</td>
<td>Internship in Speech pathology</td>
<td>T</td>
<td>6 (max 12)</td>
</tr>
<tr>
<td>Yearly</td>
<td>SLP7380</td>
<td>Clinical Process in Speech-Language Pathology</td>
<td>F</td>
<td>3 (max 9)</td>
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<tr>
<td>Yearly</td>
<td>SLP7590</td>
<td>Dysphagia</td>
<td>S</td>
<td>3</td>
</tr>
<tr>
<td>Yearly</td>
<td>SLP7600</td>
<td>Phonological Disorders</td>
<td>W</td>
<td>3</td>
</tr>
<tr>
<td>Yearly</td>
<td>SLP7610</td>
<td>Stuttering</td>
<td>W</td>
<td>3</td>
</tr>
<tr>
<td>Yearly</td>
<td>SLP7620</td>
<td>Voice Disorders</td>
<td>F</td>
<td>3</td>
</tr>
<tr>
<td>Yearly</td>
<td>SLP7630</td>
<td>Neuroscience of Communication Disorders</td>
<td>F</td>
<td>3</td>
</tr>
<tr>
<td>Yearly</td>
<td>SLP7640</td>
<td>Language Disorders in the School-Age Population</td>
<td>F</td>
<td>3</td>
</tr>
<tr>
<td>Yearly</td>
<td>SLP7660</td>
<td>Neuromuscular Speech Disorders and AAC</td>
<td>W</td>
<td>3</td>
</tr>
<tr>
<td>Yearly</td>
<td>SLP7700</td>
<td>Advanced Research Methods in Communication Disorders</td>
<td>W</td>
<td>1</td>
</tr>
<tr>
<td>Yearly</td>
<td>SLP8999</td>
<td>Master’s Thesis Research and Direction</td>
<td>T</td>
<td>1-8 (8 req.)</td>
</tr>
<tr>
<td>Yearly</td>
<td>SLP9990</td>
<td>Pre-Doctoral Candidacy Research</td>
<td>T</td>
<td>1-8 (max 10)</td>
</tr>
<tr>
<td>Yearly</td>
<td>SLP9991</td>
<td>Doctoral Candidate Status I: Dissertation Research and Direction</td>
<td>T</td>
<td>7.5</td>
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<tr>
<td>Yearly</td>
<td>SLP9992</td>
<td>Doctoral Candidate Status II: Dissertation Research and Direction</td>
<td>T</td>
<td>7.5</td>
</tr>
<tr>
<td>Frequency</td>
<td>Course Number</td>
<td>Course Title</td>
<td>Semester</td>
<td>Credits</td>
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<tr>
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<tr>
<td>Yearly</td>
<td>SLP9993</td>
<td>Doctoral Candidate Status III: Dissertation Research and Direction</td>
<td>T</td>
<td>7.5</td>
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<tr>
<td>Yearly</td>
<td>SLP9994</td>
<td>Doctoral Candidate Status IV: Dissertation Research and Direction</td>
<td>T</td>
<td>7.5</td>
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<tr>
<td>Yearly</td>
<td>SLP9995</td>
<td>Candidate Maintenance Status: Doctoral Dissertation Research and Direction</td>
<td>T</td>
<td>0</td>
</tr>
<tr>
<td>Biannually</td>
<td>AUD7320</td>
<td>Issues, Ethics and Scope of Practice in Audiology</td>
<td>B</td>
<td>2 (max 9)</td>
</tr>
<tr>
<td>Biannually</td>
<td>AUD7350</td>
<td>Contemporary Issues in Audiology</td>
<td>Y</td>
<td>1-4 (max 16)</td>
</tr>
<tr>
<td>Biannually</td>
<td>AUD7420</td>
<td>Hearing Loss Prevention Programs</td>
<td>B</td>
<td>3</td>
</tr>
<tr>
<td>Biannually</td>
<td>AUD7490</td>
<td>Educational Audiology</td>
<td>B</td>
<td>3</td>
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<tr>
<td>Biannually</td>
<td>AUD7520</td>
<td>Counseling in Communication Disorders</td>
<td>B</td>
<td>2</td>
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<tr>
<td>Biannually</td>
<td>AUD7900</td>
<td>Directed Study</td>
<td>Y</td>
<td>1-3 (max 6)</td>
</tr>
<tr>
<td>Biannually</td>
<td>AUD8350</td>
<td>Research Seminar</td>
<td>Y</td>
<td>3 (max 15)</td>
</tr>
<tr>
<td>Biannually</td>
<td>SLP7680</td>
<td>Acquired Linguistic and Cognitive Disorders In Adults</td>
<td>Y</td>
<td>4</td>
</tr>
<tr>
<td>Biannually</td>
<td>SLP7990</td>
<td>Directed Study</td>
<td>Y</td>
<td>1-9 (max 9)</td>
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<tr>
<td>Biannually</td>
<td>SLP7991</td>
<td>Directed Study: Ph.D.</td>
<td>Y</td>
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<td>Biannually</td>
<td>SLP 7999</td>
<td>Master’s Essay Direction</td>
<td>Y</td>
<td>1-3</td>
</tr>
<tr>
<td>Biannually</td>
<td>SLP8390</td>
<td>Seminar in Speech-Language pathology</td>
<td>Y</td>
<td>3 (max 18)</td>
</tr>
<tr>
<td>Less than Biannually</td>
<td>AUD6020</td>
<td>Scientific and Clinical measurements in Audiology</td>
<td>I</td>
<td>2</td>
</tr>
<tr>
<td>Less than Biannually</td>
<td>AUD6300</td>
<td>Practicum in Audiology</td>
<td>I</td>
<td>3</td>
</tr>
<tr>
<td>Less than Biannually</td>
<td>AUD6420</td>
<td>Special Audiologic Procedures</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>Frequency</td>
<td>Course Number</td>
<td>Course Title</td>
<td>Semester</td>
<td>Credits</td>
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<tr>
<td>------------------------</td>
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<td>-----------------------</td>
<td>----------</td>
<td>---------</td>
</tr>
<tr>
<td>Less than Biannually</td>
<td>AUD8460</td>
<td>Advanced Sensory Aids</td>
<td>I</td>
<td>2</td>
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<tr>
<td>Less than Biannually</td>
<td>AUD8480</td>
<td>Seminar in Audiology</td>
<td>I</td>
<td>3</td>
</tr>
</tbody>
</table>

Note. F = Fall; W = Winter; S = Spring/Summer; I = Offered irregularly; T = offered every term; Y = Offered at least once every academic year (Fall or Winter, not Spring/Summer); B = offered every other year.

3A. HAVE THE DEPARTMENT REQUIREMENTS CHANGED SINCE THE LAST REVIEW?

Yes

If yes, please describe the changes:

The Ph.D. program in CSD was placed under moratorium in the Fall of 1995 and was reinstated in the Fall of 2000. A direct comparison cannot be made between the program prior to the moratorium and after it because no Ph.D. manual for the program prior to the moratorium is available and none of the research faculty from that time period are still in the department. The current Ph.D. program was developed without reference to the pre-moratorium program.

PhD students must earn a minimum of 12 credits in research methods and statistics, 18 credits in the major, 9 hours in a minor, related area, and 11 to 43 additional credit hours depending on their prior graduate work and individual student interest and need. In addition, students must earn 30 hours of dissertation credit. Credit for previous graduate coursework can be transferred at the discretion of the student’s advisory committee, provided they also meet the university’s requirements for transfer credit.

The department offers two required PhD seminars (Introduction to the PhD and Pedagogy in Communication Sciences and Disorders). Seminars that address research issues on a specific topic are offered when student numbers make this possible. However, much of the other course work within the department is taken as directed studies. Students also take graduate courses offered by outside departments. Outside courses are approved by the student’s advisory committee.

Qualifying exams consist of three exams that aim to prepare students for academic careers. The exams include a research project, a teaching experience, including preparation of a teaching portfolio and undergraduate course, and a written qualifying examination that tests the depth and breadth of knowledge in the student’s research area.
3B. DESCRIBE THE OVERALL OUTCOMES WHICH YOU INTEND YOUR CURRICULUM TO MEET.

The Ph.D curriculum is designed to educate and train students to conduct research in communication sciences and disorders. To meet these goals, courses and mentoring are designed to teach students to design and conduct sound research, write research articles and grant proposals and participate in other academically relevant activities.

3C. EXPLAIN HOW LEARNING OUTCOMES ARE MEASURED AND INCLUDE THE SPECIFIC EVIDENCE ABOUT PERFORMANCE ON THESE OUTCOMES.

Doctoral students’ learning outcomes are measures by their GPA and their performance across the departmental seminars, directed studies and outside courses they take prior to candidacy. Their learning outcomes are also measured by their performance on the qualifying examinations and the completion of their dissertations.

3D. DISCUSS HOW LEARNING OUTCOMES MEASUREMENT IS USED TO IMPROVE THE EFFECTIVENESS OF THE CURRICULUM IN A CONTINUOUS IMPROVEMENT MODEL. INCLUDE HOW OFTEN THE CURRICULUM IS REVIEWED.

The department’s required seminars are assessed and modified based on our students’ ability to complete their small research project and successfully meet the teaching requirements of the program. Student input is taken into consideration. For example, the requirement that students teach at least 10 hours in the classroom evolved over time as students requested this experience and we determined that the experience was invaluable to their training. The PhD committee also tracks the statistics courses that are found to be most useful to our students.

4. HOW DOES THE CURRICULUM PREPARE A GRADUATE WHO WILL BE LIVING AND WORKING IN AN INCREASINGLY GLOBAL SOCIETY?

Our curriculum includes a large inter-disciplinary and cross-disciplinary component. Most PhD students in the department either hold full-time jobs while taking their PhD or have worked full-time prior to taking the degree. In conjunction with their advisory committees, these students are able to design a curriculum that addresses their needs for living and working in an increasingly global society based directly their experience as working professionals.
5. DISCUSS THE RELATIONSHIP OF THE DOCTORAL PROGRAM TO THE UNDERGRADUATE PROGRAM. (IF APPLICABLE)

This is currently not applicable. However, we have planned for more direct involvement of PhD students with the undergraduate students through the CSD Film Discussion series. Current PhD students will help to lead discussions with undergraduate and clinical graduate students who attend screenings of films that portray individuals with communication disorders. Topics will include clinical treatment and research related to the featured communication topic. Undergraduate and clinical graduate students will discuss their questions about disorders and focus on how research can answer these questions.

6. CHECK ALL THAT APPLY. THE GRADUATE DIRECTOR IN THE DEPARTMENT RECEIVES THE FOLLOWING COMPENSATION:

<table>
<thead>
<tr>
<th>Grad Officer</th>
<th>Ph.D. Coord.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Release time from teaching</td>
<td>no</td>
</tr>
<tr>
<td>b. How much?</td>
<td>n/a</td>
</tr>
<tr>
<td>c. Summer salary</td>
<td>yes</td>
</tr>
<tr>
<td>d. Stipend</td>
<td>no</td>
</tr>
<tr>
<td>e. Travel money</td>
<td>no</td>
</tr>
<tr>
<td>f. Research funds</td>
<td>no</td>
</tr>
<tr>
<td>g. GRA</td>
<td>no</td>
</tr>
<tr>
<td>h. Secretarial support</td>
<td>no</td>
</tr>
<tr>
<td>i. Merit pay</td>
<td>yes</td>
</tr>
<tr>
<td>j. Other (please indicate)</td>
<td>no</td>
</tr>
</tbody>
</table>

7A. THE APPOINTMENT OF THE GRADUATE DIRECTOR IS:

_x_ 9-month  __ 12-month

7B. THE APPOINTMENT OF THE PH.D. COORDINATOR IS:

_x_ 9-month  __ 12-month
8A. WHAT DO YOU VIEW AS THE MOST IMPORTANT EXTERNAL THREATS TO YOUR DOCTORAL PROGRAM?

The summary of threats to the Doctoral program that we provide below is supported by data from the following two sources:


The most important threats to our doctoral program include:

- The lack of a faculty line in the core area of child language.

- A critical overall shortage of doctoral students and faculty in the field of communication sciences and disorders. This is not only a threat to our own department, but the profession as a whole. One of the primary reasons for the shortage is lack of student funding and salaries for PhD faculty that cannot compete with clinical salaries.

- A perception among clinical students and professionals that the amount of work required to earn a PhD and be successful in academia will go unrewarded (i.e., efforts to achieve tenure may not be successful and salary will not improve in alignment with the number of additional years of education required). This is supported by the fact that academia continues to increase the demands for teaching, service and research while largely basing tenure requirements on research productivity, and by the fact that academic salaries are lower on average than clinical salaries.

- There is currently not a clear BA to PhD model in CSD. Students in undergraduate programs are generally focused on becoming clinical professionals rather than researchers. MA and AuD programs must cover extensive knowledge and skills required for clinical certification, leaving little time for an in-depth research experience.

- Since most of our Ph.D. students work full-time outside the university, it is difficult to develop a cohesive and effective peer-support group. This is a common finding in CSD programs across the country.

8B. WHAT PLAN DO YOU HAVE TO ADDRESS THESE PROBLEMS?

At the national level, the American Speech-Language and Hearing Association (ASHA) and the Council of Academic Program in Communication Sciences and Disorders (CAPCSD) have formed a Joint Ad Hoc Committee to address the shortage of PhD students in CSD. Their most recent report was published in 2008 and is referenced above. The report stated two general goals:
1) “Increase by 25% the number of teacher-scholars available to fill faculty vacancies in human communication sciences and disorders (CSD) now and in the future.” (p. 3) and

2) “Increase by 25% the number of doctoral students who are prepared and committed to teaching and research in higher education.” (p. 3).

Other committee recommendations included:

“... increasing the visibility of the discipline, expanding research opportunities, and promoting higher education as a career; targeting and coordinating data collection and dissemination (about supply and demand of PhD faculty and students); developing a centralized mechanism for information exchange; enhancing research training experience; and promoting doctoral program leadership.” (p. 4).

The committee also established a set of performance measures (p. 4):

- Increased number of potential doctoral-level faculty/researchers in personnel preparation programs to fill short- and long-term faculty vacancies in CSD;
- Increased number of students recruited into the professions who continue their education to become faculty/researchers;
- Increased retention of doctoral-level faculty;
- Increased funding for doctoral program fellowships.

Within our department, we have increased student exposure to research in our MA and AuD programs, to establish basic research skills and increase their awareness of the importance of and need for additional research in communication sciences and disorders. We plan to add a CSD Film Discussion Series in which non-research students (undergraduate and graduate) view a commercial film that depicts an individual with a communication disorder. Faculty and PhD students will then discuss clinical aspects of the disorder and research on the disorder. In addition, they will solicit student questions about the disorder and talk about how research might address their questions.

We also plan to create a new PhD seminar which will be attended by all PhD students, where we will discuss teaching, grant writing, publishing academic papers, and other topics related to achieving success in academia. In addition, students will discuss their own research and progress through the program and present their plans and preparation for submitting abstracts, publishing papers and applying for grant funding.

Additional information on our plans to address these threats is provided in section 4B above (p. 44).
1. **PLEASE PROVIDE THE FOLLOWING INFORMATION ABOUT DOCTORAL STUDENTS:**

**Doctoral – Student Profile**

<table>
<thead>
<tr>
<th>Department Name: Communication Sciences and Disorders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Applied (completed applications)</td>
</tr>
<tr>
<td>Year 1 F06</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>International Students Admitted</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>Minority Students Admitted</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>Other Students Admitted</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>Total Admitted</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>International Students Newly Enrolled</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>Minority Students Newly Enrolled</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>Other Students Newly Enrolled</td>
</tr>
<tr>
<td>8</td>
</tr>
<tr>
<td>Total Newly Enrolled</td>
</tr>
<tr>
<td>11</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
</tr>
<tr>
<td>Internationa Students Enrolled</td>
</tr>
<tr>
<td>Minority Students Enrolled</td>
</tr>
<tr>
<td>Other Students Enrolled</td>
</tr>
<tr>
<td>Full-Time Students(7.5)</td>
</tr>
<tr>
<td>Part-Time Students</td>
</tr>
<tr>
<td>Total Enrolled</td>
</tr>
<tr>
<td>Average Term GPA of Int’l Students Enrolled</td>
</tr>
<tr>
<td>Average Term GPA of Minority Students Enrolled</td>
</tr>
<tr>
<td>Average Term GPA of Other Students Enrolled</td>
</tr>
<tr>
<td>Average VerbalGRE</td>
</tr>
</tbody>
</table>

64
### Doctoral – Student Profile

**Department Name:** Communication Sciences and Disorders

<table>
<thead>
<tr>
<th>Score of Admitted Students</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>Current Fall 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F06</td>
<td>W07</td>
<td>W08</td>
<td>F08</td>
<td>W09</td>
<td>F10</td>
<td>W10</td>
<td>F11</td>
<td>W12</td>
<td>F12</td>
<td>W12</td>
<td>SS12</td>
<td></td>
</tr>
<tr>
<td>Average Quantitative GRE Score of Admitted Students</td>
<td>340 NA 487 NA 560 NA NA NA 640 NA 360 NA NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Written GRE Score of Admitted Students</td>
<td>4.5 NA 3.5 NA 4.0 NA NA NA 4.0 NA 4.0 NA NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Number of GRE Scores Averaged</td>
<td>4 NA 8 NA 5 NA NA NA 5 NA 2 NA NA</td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

#### 2. WHAT IS THE NUMBER OF STUDENTS GRADUATED BY TERM?

<table>
<thead>
<tr>
<th>Yr1</th>
<th>Yr2</th>
<th>Yr3</th>
<th>Yr4</th>
<th>Yr5</th>
<th>Yr6</th>
</tr>
</thead>
<tbody>
<tr>
<td>F06</td>
<td>W07</td>
<td>F07</td>
<td>W08</td>
<td>F08</td>
<td>W09</td>
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<tr>
<td>SS07</td>
<td>SS08</td>
<td>SS09</td>
<td>SS09</td>
<td>SS10</td>
<td>SS10</td>
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<tr>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Note: The data regarding Student Profiles will be used for the cross analysis of various departments. The Academic Program Review Office will provide the student profile information above (except GRE scores) in order to ensure data accuracy. The Departments under review are not permitted to gather this information themselves for these purposes. The Department undergoing Program Review should however, collect data regarding the GRE scores. Departments must request the data from the Academic Program Review office at least 6 weeks before the self-study is due to the Dean’s Office. Please contact the Program Review office at 577-2047 or at 577-0125 for assistance.
3. HOW MANY STUDENTS ARE CANDIDATES?

6

4. WHAT IS THE AVERAGE TIME TO CANDIDACY?

(Ph.D. application date minus candidacy date for all students achieving candidacy since the last review)?

2 years, 8 months

5. HOW MANY PH.D. STUDENTS GRADUATED BETWEEN THE LAST REVIEW AND THE YEAR PRIOR TO THIS REVIEW?

6

6. WHAT PERCENTAGE OF THE TOTAL ADMITTED AND ENROLLED DURING THIS PERIOD DOES THIS NUMBER REPRESENT?

33%
<table>
<thead>
<tr>
<th>Year*</th>
<th>Completed (#)</th>
<th>In Progress (#)</th>
<th>Pubs / Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Small Project</td>
<td>Dissertation</td>
<td>Small Project</td>
</tr>
<tr>
<td>Year of last Review – (2006)</td>
<td></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Year 2 – (2007)</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Year 3 – (2008)</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Year 4 – (2009)</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Year 5 – (2010)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Year 6 – (2011)</td>
<td></td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Current Fall (2012)</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
# Doctoral - Dissertation Supervision

**Department Name:** Communication Sciences and Disorders

For each faculty member with regular graduate faculty status, please provide the following information starting with the year of the last review through Fall of the current review.

<table>
<thead>
<tr>
<th>Faculty Name: Heather Balog</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Year*</th>
<th>Completed (#)</th>
<th>In Progress (#)</th>
<th>Pubs / Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Small Project</td>
<td>Dissertation</td>
<td>Small Project</td>
</tr>
<tr>
<td>Year of last Review – (2006)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2 – (2007)</td>
<td></td>
<td>1</td>
<td></td>
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<tr>
<td>Year 3 – (2008)</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Year 4 – (2009)</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Year 5 – (2010)</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Year 6 – (2011)</td>
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<td>1</td>
<td></td>
</tr>
<tr>
<td>Current Fall (2012)</td>
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<td></td>
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</tr>
<tr>
<td>Year*</td>
<td>Completed (#)</td>
<td>In Progress (#)</td>
<td>Pubs / Presentations</td>
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<tr>
<td></td>
<td>Small Project</td>
<td>Dissertation</td>
<td>Small Project</td>
</tr>
<tr>
<td>Year of last Review – (2006)</td>
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<tr>
<td>Year 2 – (2007)</td>
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<tr>
<td>Year 3 – (2008)</td>
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<tr>
<td>Year 4 – (2009)</td>
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<td>1</td>
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<tr>
<td>Year 5 – (2010)</td>
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<tr>
<td>Year 6 – (2011)</td>
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<td></td>
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<tr>
<td>Current Fall (2012)</td>
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</tr>
</tbody>
</table>
# Doctoral - Dissertation Supervision

**Department Name: Communication Sciences and Disorders**

For each faculty member with regular graduate faculty status, please provide the following information starting with the year of the last review through Fall of the current review.

**Faculty Name: Derek Daniels**

<table>
<thead>
<tr>
<th>Year*</th>
<th>Completed (#)</th>
<th>In Progress (#)</th>
<th>Pubs / Presentations</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Small Project</td>
<td>Dissertation</td>
<td>Small Project</td>
</tr>
<tr>
<td>Year of last Review – (2006)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2 – (2007)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3 – (2008)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 4 – (2009)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 5 – (2010)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 6 – (2011)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Fall (2012)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Doctoral - Dissertation Supervision

**Department Name:** Communication Sciences and Disorders

For each faculty member with regular graduate faculty status, please provide the following information starting with the year of the last review through Fall of the current review.

<table>
<thead>
<tr>
<th>Faculty Name: Li Hsieh</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>Small Project</td>
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<tr>
<td>Year of last Review – (2006)</td>
</tr>
<tr>
<td>Year 2 – (2007)</td>
</tr>
<tr>
<td>Year 3 – (2008)</td>
</tr>
<tr>
<td>Year 4 – (2009)</td>
</tr>
<tr>
<td>Year 5 – (2010)</td>
</tr>
<tr>
<td>Year 6 – (2011)</td>
</tr>
<tr>
<td>Current Fall (2012)</td>
</tr>
<tr>
<td>Year*</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Year of last Review – (2006)</td>
</tr>
<tr>
<td>Year 2 – (2007)</td>
</tr>
<tr>
<td>Year 3 – (2008)</td>
</tr>
<tr>
<td>Year 4 – (2009)</td>
</tr>
<tr>
<td>Year 5 – (2010)</td>
</tr>
<tr>
<td>Year 6 – (2011)</td>
</tr>
<tr>
<td>Current Fall (2012)</td>
</tr>
</tbody>
</table>
## Doctoral - Dissertation Supervision

**Department Name:** Communication Sciences and Disorders

For each faculty member with regular graduate faculty status, please provide the following information starting with the year of the last review through Fall of the current review.

**Faculty Name:** Jinsheng Zhang

<table>
<thead>
<tr>
<th>Year*</th>
<th>Completed (#)</th>
<th>In Progress (#)</th>
<th>Pubs / Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Small Project</td>
<td>Dissertation</td>
<td>Small Project</td>
</tr>
<tr>
<td>Year of last Review – (2006)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Year 2 – (2007)</td>
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<tr>
<td>Year 3 – (2008)</td>
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<td></td>
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</tr>
<tr>
<td>Year 4 – (2009)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Year 5 – (2010)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Year 6 – (2011)</td>
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<td></td>
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<tr>
<td>Current Fall (2012)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Doctoral - Dissertation Supervision

**Department Name:** CSD

For each faculty member with regular graduate faculty status, please provide the following information starting with the year of the last review through Fall of the current review.

**Faculty Name:** Shelly Jo Kraft *(Not applicable – new faculty)*

<table>
<thead>
<tr>
<th>Year*</th>
<th>Completed (#)</th>
<th>In Progress (#)</th>
<th>Pubs / Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Small Project</td>
<td>Dissertation</td>
<td>Small Project</td>
</tr>
<tr>
<td>Year of last Review – (2006)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2 – (2007)</td>
<td></td>
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<tr>
<td>Year 3 – (2008)</td>
<td></td>
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<td>Year 4 – (2009)</td>
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<tr>
<td>Year 5 – (2010)</td>
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<tr>
<td>Year 6 – (2011)</td>
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<td></td>
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<tr>
<td>Current Fall (2012)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Doctoral - Dissertation Supervision

**Department Name:** Communication Sciences and Disorders

For each faculty member with regular graduate faculty status, please provide the following information starting with the year of the last review through Fall of the current review.

**Faculty Name:** Thomas Simpson *(Not applicable – not research faculty)*

<table>
<thead>
<tr>
<th>Year*</th>
<th>Completed (#)</th>
<th>In Progress (#)</th>
<th>Pubs / Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Small Project</td>
<td>Dissertation</td>
<td>Small Project</td>
</tr>
<tr>
<td>Year of last Review – (2006)</td>
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<td></td>
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</tr>
<tr>
<td>Year 2 – (2007)</td>
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<td>Year 3 – (2008)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 4 – (2009)</td>
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<td></td>
<td></td>
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<tr>
<td>Year 5 – (2010)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 6 – (2011)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Fall (2012)</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
## Doctoral - Student Retention

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students who repeated qualifying exams before passing</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of students who failed the qualifying exams</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Percentage of students admitted &amp; enrolled who have completed the Ph.D.</td>
<td>3 New 1 withdrew 6 Continuing 3 Graduated 25%</td>
<td>4 New 0 withdrew 8 Continuing 1 Graduated 8%</td>
<td>1 New 0 withdrew 12 Continuing 0 Graduated 0%</td>
<td>0 New 1 withdrew 12Continuing 0 Graduated 0%</td>
<td>1 New 1 withdrew 10 Continuing 1 Graduated 8%</td>
<td>2 New 1 withdrew 9 Cont. 1 Graduated 8%</td>
</tr>
</tbody>
</table>

* Note: One new PhD student entered in Fall, 2012; 2 students will defend in Fall 2012.
PART 4. RECRUITMENT

1. LIST IN ORDER, THE 5 UNIVERSITIES FROM WHERE YOUR DEPARTMENT MOST FREQUENTLY ENROLLS DOCTORAL STUDENTS (I.E., WHERE DO MOST OF YOUR DOCTORAL STUDENTS COME FROM?).

List should include the first year after the last review of the department and the last 2 years preceding this departmental review.

<table>
<thead>
<tr>
<th>University*</th>
<th>2006-2012 (# students recruited from this institution)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michigan State University</td>
<td>3</td>
</tr>
<tr>
<td>University of Windsor</td>
<td>2</td>
</tr>
<tr>
<td>Wayne State University</td>
<td>1</td>
</tr>
<tr>
<td>Western Michigan University</td>
<td>1</td>
</tr>
<tr>
<td>Richard Stockton College</td>
<td>1</td>
</tr>
</tbody>
</table>

*3 other students were also recruited during this period from National Taiwan University, Kent State University, and Central Michigan University.

2A. THE GRADUATE RECRUITMENT ACTIVITIES OF THE DEPARTMENT INCLUDE:

Check all that apply.

a. Creating department-specific recruitment print materials  x
b. Advertising program to other faculty in the field  x
c. Making information about program available at conference  x
d. Sending faculty to give talks at other schools

e. Having faculty contact prospective students  x
f. Sending students to give talks at other schools
g. Having applicant contact current students  

h. Inviting prospective students to campus  

i. Inviting admitted students to campus  

j. Appointing a recruitment director separate from the Graduate Officer  

k. Other (speaking to prospective grad. students at the CJ Job Fair)

Graduate recruiting activities are general in our department (i.e., not specific to the Ph.D. program). Many of these activities recruit primarily for our MA and AUD graduate programs; however, they often generate interest in our Ph.D. program, as well.

2B. HOW HAS THE DEPARTMENT PLANNED TO EXPAND ITS ACTIVITIES IN THIS AREA?

The department continues to enhance recruitment of qualified individuals via personal contact either through personal connections or conferences. In 2011-2012, we had 17 inquiries into the program. While many were from the local area, some were from people who had learned about our program from national and international conferences and/or research papers.

3A. CHECK ALL THAT APPLY. THE DEPARTMENT WEBSITE CONTAINS THE FOLLOWING INFORMATION FOR RECRUITMENT:

a. List of faculty  

b. Faculty e-mail addresses  

c. Faculty phone numbers  

d. Faculty research interests  

e. Faculty publications  

f. Faculty grants  

g. Student publications  

h. Student profiles  

i. Statements from present and past students

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3B. HOW HAS THE DEPARTMENT PLANNED TO EXPAND ITS ACTIVITIES IN THIS AREA?

The department plans to add information about the research activities, presentations and publications of PhD students in the department.

3C. WHEN WERE PRINT MATERIALS FOR RECRUITMENT LAST UPDATED?

Materials that are sent to directly to people who inquire about the program were last updated 5.23.11. These include a detailed description of the PhD program and information on how to apply. The department’s printed brochure on our graduate programs, including the PhD, was last updated in 2007.
PART 5. TEACHING

1. DEPARTMENT SUPPORTS GRADUATE TEACHING ASSISTANTS BY:

Check all that apply.

The department does not have GTAs. Doctoral students all get teaching experience as part of their program but are not required to teach a full course. They are mentored during their teaching experience by their primary advisor and by the instructor of the course in which they do the lectures.

a. Observing first year GTAs in the classroom at least once a semester.   n/a
b. Observing first time GTAs teaching at least once a semester.   n/a
c. Observing all GTAs in the classroom at least once a semester.   n/a
d. Providing written feedback on performance in the classroom.   n/a
e. Discussing teaching evaluations with the GTA.   n/a
f. Recognizing good teaching with a departmental award.   n/a
g. Recognizing good teaching by nominating students for the Heberlein award.   n/a
h. Videotaping GTAs in the classroom at least once.   n/a
i. Offering a course on teaching in the discipline.   Yes

SLP 8390: Teaching Methods in CSD

j. Providing faculty teaching mentors for students.   Yes

Students are mentored during their teaching experience by their primary advisor and by the instructor of the course in which they do the lectures.

k. Providing a faculty member or staff person who serves as an instructional consultant for GTAs.   n/a
l. Encouraging use of the Office for Teaching and Learning.   Yes
m. Making information available concerning the Graduate Certificate in College and University Teaching.   n/a
1B. HOW HAS THE DEPARTMENT PLANNED TO EXPAND ITS ACTIVITIES IN THIS AREA?

All current PhD students are required to complete at least 10 hours of teaching under supervision during their doctoral program. Students who wish to gain more extensive teaching experience are provided teaching experiences on a case-by-case basis. However, many of our students work full-time and attend school part-time, limiting their ability to teach. No plans to increase teaching opportunities are being made at this time except to increase informal teaching by the PhD students in the Brown Bag Lecture Series, the CSD Film Discussion Series and mentoring of undergraduate and clinical graduate students by PhD students.

2. FOR EACH SEMESTER IN THE LAST 3 ACADEMIC YEARS, LIST THE PERCENTAGE OF LECTURE SECTIONS (NOT INCLUDING LABORATORIES OR DISCUSSION SECTIONS) THAT HAVE BEEN TAUGHT BY DOCTORAL STUDENTS.

<table>
<thead>
<tr>
<th>Semester</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>0%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Winter</td>
<td>13%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Spring/Summer</td>
<td>14%</td>
<td>14%</td>
<td>13%</td>
</tr>
</tbody>
</table>

Note: Our department does not have GTAs. PhD students who teach course sections are hired as part-time faculty.
### 1. How Many Ph.D. Students Have Been Supported in Each of the Following Categories Since the Year of the Last Review Through the Fall of the Current Review?

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate research assistantships</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Graduate student assistantships</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Fellowships</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Not supported</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Other support (pls. explain)</td>
<td>3 dept. stipends; 4 GPS*</td>
<td>6 GPS</td>
<td>3 dept. tuition; 4 GPS</td>
<td>5 GPS</td>
<td>1 dept. tuition; 1 PT clinic supervision; 3 GPS</td>
<td>3 GPS</td>
<td>2 GPS</td>
</tr>
</tbody>
</table>

* GPS = Graduate Professional Scholarship
2. HOW DOES THE NUMBER OF SUPPORTED PH.D. STUDENTS COMPARE WITH THE SIMILAR UNIVERSITIES YOU LISTED ABOVE? WITH THE UNIVERSITY TO WHICH YOU ASPIRE?

(Begin with the year of the last review up through the Fall of the current review).

<table>
<thead>
<tr>
<th>University Name</th>
<th>Graduate research assistantships</th>
<th>Graduate teaching assistantships</th>
<th>Fellowships</th>
<th>Not supported</th>
<th>Other support (please explain)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bowling Green State</td>
<td>4</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Howard University *</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of South Florida</td>
<td>2</td>
<td>6</td>
<td>0</td>
<td>10</td>
<td>Outside clinical work</td>
</tr>
</tbody>
</table>

* Note: Detailed information about PhD student funding was not available from Howard University but information at [www.asha.org/edfind](http://www.asha.org/edfind) indicated that 6 new PhD students had enrolled as of the reporting date and 2 of those were offered funding.
PART 7. MENTORING

1A. OUR DEPARTMENT CREATES A SENSE OF COMMUNITY AMONG OUR DOCTORAL STUDENTS BY:

Check all that apply.

a. Encouraging students to attend conferences on campus  
   _x_

b. Requiring students to attend seminars on campus  
   ___

c. Having a graduate student organization  
   ___

d. Having a listserv that includes graduate students  
   _x_

e. Having a graduate student newsletter  
   ___

f. Having a graduate student webpage  
   ___

g. Having a graduate research day  
   ___

h. Other (please specify)  
   _x_

In the past, Ph.D. students in CSD were mentored by the Ph.D. Coordinator to organize events in which the students could invite a speaker to campus for a talk related to professional development. These events were sponsored with Enhancement Funds, but the department no longer has the enhancement funding to sponsor these activities.

1B. HOW HAS THE DEPARTMENT PLANNED TO EXPAND ITS ACTIVITIES IN THIS AREA?

We plan to institute a new seminar for PhD students at all levels, which will bring PhD students together on a regular basis. The seminar will be a forum for discussing how to present at conferences, writing papers for peer review journals and preparing grant applications. In addition, students will discuss and present their progress on preparing and submitting conference abstracts, papers for peer review and grant applications.

We will continue to encourage our Ph.D. students to contact one another for help and support. Our Ph.D. students are spread out over the Detroit Metropolitan / Windsor area. Many work in full-time clinical position and have young families at home, making it difficult to organize either daytime or evening activities. Future outreach using Skype and Wimba will expand our outreach and accessibility to students.
2A. OUR DEPARTMENT SOCIALIZES GRADUATE STUDENTS INTO THE PROFESSION BY:

Check all that apply.

a. Encouraging students to attend conferences off campus ______ x
b. Encouraging students to present papers at conferences ______ x
c. Encouraging students to give talks at departmental seminars ______ x
d. Requiring students to give talks at departmental seminars ______ no
e. Conducting a workshop or course on grant writing ______ no
f. Conducting a workshop or course on publishing ______ no
g. Conducting a workshop on how to prepare a vitae ______ no
h. Conducting a workshop on how to interview for a position ______ no
i. Encouraging students to apply for external fellowships ______ x

Note: The department did offer workshops like those mentioned above using our Enhancement funds. Since we no longer have the Enhancement Funds and since the university began to offer workshops like this several years ago, we do not anticipate that we will offer this type of workshop in the future.

2B. HOW HAS THE DEPARTMENT PLANNED TO EXPAND ITS ACTIVITIES IN THIS AREA?

Many topics related to mentoring are covered formally in our Intro to the Ph.D. seminar, as well as during individual mentoring. We plan to add a seminar for PhD students at all levels where students can discuss topics such as those above. The University has taken over some of this type of mentorship and we encourage our students to attend these university-organized seminars.

3. HOW OFTEN DOES THE DEPARTMENT OFFER ORGANIZED SEMINARS, COLLOQUIA, OR SPONSORED CONFERENCES DURING THE ACADEMIC YEAR AT WHICH GRADUATE STUDENTS CAN PRESENT THEIR RESEARCH OR CREATIVE WORKS?

Once a week ______

Less than once a week, but more than once a month ______
Once a month ____
Less than once a month, but more than once a semester ____
Once a semester ____
Less than once a semester, but more than once a year ____
Once a year ____
Never ____

Ph.D. students are encouraged to participate in departmental Brown Bags which are offered once a month.

4. DESCRIBE PROCEDURES USED TO CONDUCT AN ANNUAL STUDENT REVIEW.

Please indicate the areas of student performance evaluated, who provides the review, and in what form the information is communicated. Please provide a copy of the evaluation form or template used. If no formalized annual review process exists, provide plans for implementing a review and include a timetable for implementation.

The annual student review is completed each year in May and June. Mentors and mentees are each required to complete an evaluation form (the Annual Evaluation, Faculty Form and Annual Evaluation, Student Form). Faculty and students each complete their evaluations independently. The student then submits his or her evaluation form to the faculty supervisor and sets a meeting date for them to discuss the student and faculty forms. During the meeting, the faculty member and student discuss the student’s overall progress, progress during the past year and goals for the coming year. The evaluation forms are signed and dated by both the student and his/her advisors at the end of the meeting and serve as a mechanism for recording progress, annual goals and areas in which the student excels and needs improvement. Once the evaluation process is complete, the faculty member submits the completed forms to the Ph.D. Program Coordinator and the department’s records clerk for record-keeping purposes.
PART 8. EMPLOYMENT

1. DESCRIBE PROCEDURES USED TO AID STUDENTS IN OBTAINING EMPLOYMENT. CHECK ALL THAT APPLY TO THE GRADUATE PROGRAM:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Department conducts workshop on interviewing</td>
<td></td>
</tr>
<tr>
<td>b. Student gives a practice job talk before going on an interview</td>
<td>x</td>
</tr>
</tbody>
</table>

Practice job talks are conducted by individual mentors. If students are available to do a practice job talk at the department’s Brown Bag Lunch seminars, this is also an option.

c. Advisor makes phone calls to other faculty or industry contacts on behalf of student |   |
d. Students are advised on where to look for job announcements | x |
e. Advisor writes reference letters | x |
f. Interviewers are brought into the department |   |
g. Students are provided travel funds to attend conferences in order to interview for positions | x |

The department currently has fewer funds to support graduate student travel than in the recent past, due to the loss of Enhancement Funds during budget cuts.

h. Other (specify)____________________ |   |

2. DESCRIBE THE CURRENT AND IMMEDIATE FUTURE JOB MARKET IN THE DISCIPLINE. PROVIDE INFORMATION ON STUDENT PLACEMENT (CONTACT ACADEMIC PROGRAM REVIEW FOR INFORMATION ON STUDENT PLACEMENT).

The job market for students with a PhD in CSD is positive. As mentioned above, there is a shortage of PhD’s in the fields of speech-language pathology and audiology. Graduates who seek academic positions are able to obtain them. We do not anticipate that this will change within the next 7 years. Many of our graduates remain in their clinical positions or seek administrative positions within a health care facility, rather than a position in academia. Data from the past few years indicates that for our most recent 5 graduates: 1 is retired, 1 is in a clinical position, 1
is in an academic non-tenure track position, and 2 are in clinical/academic positions (i.e., working clinically while completing a post-doc, etc.).

Of the students who are expected to graduate by the end of the fall 2012 semester, 1 already has a tenure-track position, 1 is returning to a teaching position while considering 3 offers to conduct research as an affiliate of research institutes in Taiwan, and 1 plans to remain in her current clinical position.

3. SINCE THE LAST REVIEW, INDICATE THE NUMBER OF GRADUATES WHO FOUND FIRST EMPLOYMENT IN THE FOLLOWING CATEGORIES (CONTACT APR FOR THIS INFORMATION):

   a. Postdoctoral fellowship/traineeship at an academic institution  
   b. Research associateship at an academic institution  
   c. Tenure-track faculty at an academic institution  
   d. Nontenure-track faculty at an academic institution  
   e. Private researcher at a center/lab  
   f. Other non-academic position

   ___________________  

4. SINCE THE LAST REVIEW, INDICATE THE AVERAGE NUMBER OF GRADUATES WHO ARE EMPLOYED IN THE FIELD OF THEIR ACADEMIC TRAINING (CONTACT APR FOR THIS INFORMATION)

   6

5. SINCE THE LAST REVIEW, INDICATE THE AVERAGE NUMBER OF GRADUATES WHO ARE CONDUCTING RESEARCH AS A PRIMARY ACTIVITY IN THEIR POSITION (CONTACT APR FOR THIS INFORMATION)

   2
The MA and AuD programs in CSD are accredited by the Committee on Academic Accreditation in Audiology and Speech-Language Pathology (CAA).
SECTION 5. UNDERGRADUATE PROGRAMS

PART 1. BACKGROUND

1. RANK ORDER THE PRINCIPAL MISSIONS OF YOUR UNDERGRADUATE PROGRAM (NOTE: NO TIED RANKS).

   a. Training students for continued academic work 1
   b. Training students for other disciplines 3
   c. Training graduates for industry, business, or government 4
   d. Providing advanced learning opportunities for interested students independent of career objectives 2
   e. Other (please explain) n/a

2. HOW IS THE EDUCATION STUDENTS RECEIVE AND THE ASSESSMENT OF STUDENT LEARNING ALIGNED WITH THE MISSION OF THE PROGRAM?

The goal of the undergraduate program in CSD is to give students a well-rounded introduction to the field of communication sciences and disorders and prepare students to successfully apply for entry-level, graduate clinical training in either speech language pathology or audiology.

The Committee on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) and the American Speech-Language Hearing Association (ASHA), which accredit graduate clinical programs and certify entry-level clinicians, respectively, regulate the knowledge and skills that graduate students must have in order to become certified. Undergraduate programs in CSD are tailored to give students the background necessary to enter graduate entry-level clinical CSD programs. Students who complete our UG or post bachelors program have a well-rounded background with all of the pre-requisites for admission to CSD graduate programs across the U.S. Undergraduate majors in CSD also have the opportunity to gain some clinical experience at the end of their academic program. This is an advantage for our UG students since it gives them a deeper understanding of clinical processes and provides them with an opportunity to self-evaluate their aptitude for a clinical career. Students with this type of experience are more competitive in their applications to graduate school.
At the present time, the department is in the process of developing formal measures for assessing undergraduate student learning. The informal, but nevertheless powerful measure of undergraduate student learning that we currently use is our students’ readiness when they enter our own graduate programs in audiology and speech-language pathology. Examining the preparedness of entering graduate students also allows us to compare our undergraduates with undergraduates from other universities.

We assess undergraduate learning informally on a near-daily basis, in professional interactions in which we discuss the preparedness of our incoming graduate classes and our exiting undergraduates. We also assess undergraduate learning more formally when we conduct annual reviews of our undergraduate curriculum, our graduate curricula and how they interact. In addition, we assess undergraduate learning throughout the undergraduate program itself, within individual courses and by assessing how well our foundational UG courses prepare students for advanced UG courses. In all cases, our UG curriculum is assessed in terms of how well it prepares our students for higher-level learning, including upper level undergraduate courses and graduate programs in CSD.

3A. COMPLETE FORM 1BU. (NOTE: IF THIS INFORMATION HAS ALREADY BEEN INCLUDED IN THE GRADUATE SECTIONS AND IS THE SAME, PLEASE GO TO QUESTION 3B.)

<table>
<thead>
<tr>
<th>Form 1BU</th>
<th>Undergraduate - Comparable Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Department Name:</strong> Bowling Green State University (U1), Saint Louis University (U2)</td>
<td></td>
</tr>
<tr>
<td><strong>U1:</strong> <a href="http://www.bgsu.edu/departments/cdis/page30774.html">http://www.bgsu.edu/departments/cdis/page30774.html</a></td>
<td></td>
</tr>
<tr>
<td><strong>U2:</strong> <a href="http://www.slu.edu/department-of-communication-sciences-and-disorders-home/undergraduate-program">http://www.slu.edu/department-of-communication-sciences-and-disorders-home/undergraduate-program</a></td>
<td></td>
</tr>
</tbody>
</table>

List the 2 universities that you believe have undergraduate programs similar to your department. For each, indicate which of the following factors you used to determine comparability. Check all that apply.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Bowling Green State University</th>
<th>Saint Louis University</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The comparison departments:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Produces a similar number of undergraduates</td>
<td>Total UG enrollment: 200* UG / 25** post-bacc</td>
<td>Total UG enrollment: 125* UG /&lt; 10*** ‘leveling program’ students</td>
</tr>
<tr>
<td>WSU: 129* UG / 109 post-bacc</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduates similar in quality to ours</td>
<td>Bowling Green State</td>
<td>Saint Louis University</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>---------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Places undergraduates in similar types of positions</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Undergraduate program is organized into similar divisions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate training curriculum is similar</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Students are drawn from a national pool to about the same extent as we do</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Students drawn from a local pool to about the same extent as we do</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Students drawn from an international pool to about the same extent as we do</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Is ranked similarly to our department (indicate ranking index used for comparison):</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>N.B. UG programs in CSD are not ranked. However, our graduate programs are ranked similarly in U.S. News and World Report: America’s Best Graduate Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (please specify below)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree programs offered</td>
<td>WSU: BA, MA, AuD, PhD</td>
<td>BS, MS, PhD</td>
</tr>
<tr>
<td>U1: <a href="http://www.slu.edu/department-of-communication-sciences-and-disorders-home/graduate-program">http://www.slu.edu/department-of-communication-sciences-and-disorders-home/graduate-program</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>U2: <a href="http://csd.cbc.usf.edu/graduateStudies/">http://csd.cbc.usf.edu/graduateStudies/</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Total graduate enrollment


**WSU:** 122; 86 if AuD students are excluded

Number of PhD faculty

**WSU:** 8.5; 6 if AuD faculty are excluded

Number of Clinical / non-PhD faculty

**WSU:** 6.5; 5 if AuD clinical faculty are excluded

Number of Support Staff  
**WSU:** 2

<table>
<thead>
<tr>
<th></th>
<th>Bowling Green State</th>
<th>Saint Louis University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total graduate enrollment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WSU: 122; 86 if AuD students are excluded</td>
<td>54</td>
<td>54</td>
</tr>
<tr>
<td>Number of PhD faculty</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>Number of Clinical / non-PhD faculty</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Number of Support Staff</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

* Undergraduate registration numbers were all obtained from ASHA’s EdFind web site in order to make facilitate comparisons ([http://www.asha.org/edfind/](http://www.asha.org/edfind/)). EdFind provides program statistics that are self-reported by each program.

**Dr. Alexander Goberman from Bowling Green’s program estimates that they have 15-25 post bachelors students taking undergraduate courses.

***Professor Martha Brennan from Saint Louis University reports that they typically have less than 10 students in their leveling program, which is the equivalent of our post-bacc program.

**3B. HOW HAVE YOU USED THESE DEPARTMENTS TO BENCHMARK PERFORMANCE IN YOUR DEPARTMENT?**

*Benchmarking question:*

How does our department compare with these programs in terms of the number of degree programs offered, number of students enrolled, number of faculty and number of support staff?

*Our specific concern:*

We feel that our undergraduate / post-bachelors programs have reached or exceeded capacity given our current number of faculty and support staff. We wish to gauge our perceptions of reaching capacity against the capacity of our comparison programs.
WSU vs. Comparison Programs:

As a rough estimate of program capacity, we calculated the ratio of total undergraduate and graduate students in degree programs to total faculty (PhD and Clinical) for our compare-to programs. Numbers for total registration in degree programs were obtained from ASHA’s EdFind website (http://www.asha.org/edfind/) in which CSD programs self-report a variety of program statistics.

Since neither of our comparison programs offers the AuD degree, we calculated the equivalent numbers for WSU by removing AuD students and faculty from our totals:

<table>
<thead>
<tr>
<th>Program</th>
<th>Students</th>
<th>Faculty</th>
<th>Students per Faculty Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>WSU</td>
<td>215</td>
<td>11</td>
<td>19.5</td>
</tr>
<tr>
<td>Bowling Green</td>
<td>254</td>
<td>19</td>
<td>13.3</td>
</tr>
<tr>
<td>Saint Louis</td>
<td>179</td>
<td>14</td>
<td>12.4</td>
</tr>
</tbody>
</table>

Based on this metric, WSU’s CSD program has 46% more students per faculty member than Bowling Green, and 57% more students per faculty member than Saint Louis. Relative to degree students in our comparison programs, WSU’s program is at full capacity.

If we further compare WSU, Bowling Green and Saint Louis University, the results are more extreme:

<table>
<thead>
<tr>
<th>Program</th>
<th>Students</th>
<th>Faculty</th>
<th>Students per Faculty Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>WSU</td>
<td>324</td>
<td>11</td>
<td>29.5</td>
</tr>
<tr>
<td>Bowling Green</td>
<td>279</td>
<td>19</td>
<td>14.7</td>
</tr>
<tr>
<td>Saint Louis</td>
<td>189</td>
<td>14</td>
<td>13.5</td>
</tr>
</tbody>
</table>

Based on this metric, WSU’s CSD program has more than twice as many students per faculty member as Bowling Green and Saint Louis Universities.

In addition to having more undergraduate and graduate students per faculty member than our comparison programs, our department has a smaller number of support staff.

Since neither Bowling Green nor Saint Louis University has an AuD program, their support staff provide support for only one internal clinic and one set of clinical graduate students. Managing an additional internal clinic and two separate sets of clinical training requirements means that our support staff manage 1) more complex class scheduling (since class schedules must take into account student clinical placements and since all students in each program must take the same set of courses in the same sequence – they cannot opt to take a course earlier or later in the program); 2) additional clinical client records and clinic appointment schedules / waiting lists; 3) additional training contracts and affiliation agreements; 4) an additional set of annual accreditation reports, surveys and site visits; and 5) additional records for tracking clinical students’ clock hours.
4A. COMPLETE FORM 2BU (NOTE: IF THIS INFORMATION HAS ALREADY BEEN INCLUDED IN THE
GRADUATE SECTIONS AND IS THE SAME, PLEASE GO TO QUESTION 4B)

<table>
<thead>
<tr>
<th>FORM 2BU</th>
<th>Undergraduate - Program Aspired to</th>
</tr>
</thead>
</table>
| **Department Name:** University of South Florida  
[http://csd.cbs.usf.edu/undergraduateStudies/](http://csd.cbs.usf.edu/undergraduateStudies/) | |

List the university that has the undergraduate program to which your undergraduate program realistically aspires. How were these undergraduate programs selected? Check all factors that apply and where appropriate indicate which option you have chosen.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The department we aspire to:</td>
<td></td>
</tr>
</tbody>
</table>
| Produces more/less undergraduates  
WSU: 129*  
305* |
| Places more undergraduates in positions that utilize their degree | |
| Places more undergraduates in more graduate programs | |
| Has an undergraduate program organized differently than ours (please describe) | Pre-requisite courses for major students must earn a B- or better. |
| Has a training curriculum that differs from ours  
(Please describe) | American Sign Language minor.  
Counseling and neuroanatomy courses included in UG program.  
Two tracks: language speech and hearing and interpreter training. |
| Conducts more research focused on urban issues | |
| Is ranked higher than our department  
(Indicate ranking index used for comparison) | x |
<p>| According to <em>U.S. News and World Report: America’s Best Graduate Schools</em> | |
| Produces undergraduate students higher in quality than ours | x |</p>
<table>
<thead>
<tr>
<th>FORM 2BU</th>
<th>Undergraduate - Program Aspired to</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Department Name:</strong> University of South Florida</td>
<td></td>
</tr>
<tr>
<td>[<a href="http://csd.cbcs.usf.edu/undergraduateStudies/">http://csd.cbcs.usf.edu/undergraduateStudies/</a>]</td>
<td></td>
</tr>
</tbody>
</table>

| Has more students who apply nationally to the program |  |
| Enrolls more students drawn from a national pool |  |
| Enrolls more/less international students |  |

| Other (please specify) |  |

| Degree Programs Offered | WSU: BA, MA, AuD, PhD | BA, MS, AuD, PhD |  |

| Total Graduate Enrollment | WSU: 111 Full time | 173 Full time |
| Part time | 11 | 35 |

| # of Ph.D. faculty | WSU: 8.5 | 14 |

| # of Clinical / non-Ph.D. faculty | WSU: 6.5 | 15 |

| # of Support Staff | WSU: 2 | 6 |

* Undergraduate registration numbers, including numbers for WSU, were obtained from ASHA’s EdFind web site in order to make them comparable. EdFind ([http://www.asha.org/edfind/](http://www.asha.org/edfind/)) provides program statistics that are self-reported by each program.

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4B. THE ANSWER TO QUESTION 3A INDICATES WHERE THE DEPARTMENT IS NOW AND THE ANSWER TO QUESTION 4A INDICATES WHERE THE DEPARTMENT WANTS TO BE IN THE FUTURE. PLEASE PRESENT A PLAN FOR MOVING THE DEPARTMENT FROM ONE POINT TO THE OTHER. WHAT BENCHMARKS WILL BE USED TO ASSESS PROGRESS? HOW WILL EXISTING RESOURCES BE USED TO ACHIEVE THE DEPARTMENT’S OBJECTIVES? IF THE DEPARTMENT HAD ADDITIONAL RESOURCES, WHAT WOULD BE REQUESTED AND HOW WOULD THEY BE USED?

Benchmarking from our compare-to programs indicates that enrollment in our undergraduate and post-bachelors programs is at or beyond full capacity.
As discussed in greater detail below, in our response to Question 7a (What do you view as the most important external threats to your undergraduate program?), our undergraduate enrollments have increased to the point where instructors must change the nature of course assignments to accommodate the large number of students in classes. These changes have, in turn, begun to diminish the quality of education that our undergraduate students receive. Specifically, the assignments that instructors must eliminate first are written assignments, which require the most time to grade. On average, however, students in our undergraduate classes need more practice with writing skills rather than less.

Our goal is to enhance undergraduate teaching and learning in the department by increasing, rather than reducing, the number and type of written assignments required in our undergraduate courses. To do this with existing resources, we need to limit enrollment in our UG courses.

Our aspire-to program restricts admission to the UG concentration in Speech, Language and Hearing Sciences to Junior and Senior undergraduates with a grade of B- or better in the following 4 pre-requisite courses:

- BSC 2085 Human Anatomy and Physiology
- PSY 2012 Introduction to Contemporary Psychology
- PHY 2020 Conceptual Physics
- STA 2122 Social Science Statistics

One year ago we made an initial move in the direction of restricting our undergraduate major enrollment by requiring that students who declare a CSD major have no more than 1 grade of C or below in our 5 foundational courses. At the present time we do not control enrollment in our post-bachelors program. Since post-bachelors students now constitute almost half of the enrollment in our undergraduate courses, enrollment in the post-bachelors program also needs to be controlled.

Where the department wants to be in the future:

**Goal 1:** Limit enrollment in undergraduate courses that are not writing-intensive courses to 50 per section.

**Goal 2:** Limit enrollment in undergraduate courses that are writing-intensive courses to 12 per section.

**Goal 3:** Provide teaching support in the form of Graduate Student Assistants (GSAs) for undergraduate course instructors.

**Plan, given current resources:**

1. Limit enrollment in the post-bachelors program in CSD.

The method chosen to accomplish this must take into account the following:

- approximately half of the students accepted into our clinical graduate programs are from our post-bachelors program
• most post-bachelors students are students whose undergraduate degree did not lead to employment, or adults who were employed but lost their position during the economic downturn. It is important for the State of Michigan that these individuals have access to careers with higher than average employment expectations, such as audiology and speech-language pathology.

*Method for assessing progress*

Develop a time-line for the following activities and monitor progress against the timeline:

• investigate methods available at Wayne State for controlling enrollment in a non-degree post-bachelors program

• evaluate what constitutes a good ratio of post-bachelors to undergraduate major students

• evaluate the academic background of our current post-bachelors students

• establish minimum academic standards for post-bachelors students that will limit class sizes as planned and produce the desired ratio of post-bachelors to undergraduate students

• complete administrative requirements for restricting post-bachelors enrollment in CSD undergraduate classes to those who meet the established minimum academic standards.

2. If necessary, place further limits on who can declare an undergraduate major in CSD.

*Method for assessing progress*

Develop a time-line for the following activities and monitor progress against the timeline:

• investigate methods used by other CSD departments to control access to the undergraduate major

• evaluate the impact of these alternative methods on enrollment in our UG major

• establish minimum academic standards for declaring a UG major in CSD

• complete administrative requirements for restricting the CSD major to those students who meet the established minimums

*Additional resources*

If additional resources were available, the following resources would allow us to add sections for undergraduate courses and provide undergraduate course instructors with teaching support:

1. Add a tenure-track line in SLP in the core area of child language.
2. One additional 12-month lecturer / clinical instructor position

This position would be used to add sections of undergraduate academic courses. In addition, the position would be used to reinstate a more in-depth clinical experience for undergraduate majors. As described under Question 7a, below, the department has had to significantly curtail the clinical experience that we offer to undergraduate majors at the end of their program.

3. Return the number of GSA positions in the department from 2 to our former total of 7.

GSAs would be used to provide teaching support in undergraduate courses, particularly in grading assignments.
### 1A. COMPLETE FORM 1UP

<table>
<thead>
<tr>
<th>PROCESS</th>
<th>APPLIES</th>
<th>RESPONSIBLE PERSON</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducts an orientation for new students</td>
<td>&lt;X&gt;</td>
<td>CHAIR X, UG Officer X, UG Advisor X, OTHER (Post Bacc Advisor X)</td>
</tr>
<tr>
<td>Advises students on Declaration of Major***</td>
<td>X</td>
<td>CHAIR X, UG Officer X, UG Advisor X</td>
</tr>
<tr>
<td>Approves Declaration of Major</td>
<td>X</td>
<td>CHAIR X, UG Officer X, UG Advisor X</td>
</tr>
<tr>
<td>Chairs Undergraduate Committee</td>
<td>X</td>
<td>CHAIR X</td>
</tr>
<tr>
<td>Oversees undergraduate learning outcome measurement of the major (Under development)</td>
<td>X</td>
<td>CHAIR X</td>
</tr>
<tr>
<td>Oversees undergraduate recruitment</td>
<td>X</td>
<td>CHAIR X, UG Officer X, UG Advisor X, OTHER (Post Bacc Advisor X)</td>
</tr>
<tr>
<td>Informs students of departmental requirements</td>
<td>X</td>
<td>CHAIR X, UG Officer X, UG Advisor X, OTHER (Post Bacc Advisor X)</td>
</tr>
<tr>
<td>Informs students of university requirements</td>
<td>X</td>
<td>CHAIR X, UG Officer X, UG Advisor X, OTHER (Post Bacc Advisor X)</td>
</tr>
<tr>
<td>Distributes scholarship and financial aid information to students</td>
<td>X</td>
<td>CHAIR X, UG Officer X, UG Advisor X, OTHER (Post Bacc Advisor X)</td>
</tr>
</tbody>
</table>
**Department Name: Communication Sciences and Disorders**

Please check each process that applies to the department. Indicate who in the department is responsible for the process.

<table>
<thead>
<tr>
<th>PROCESS</th>
<th>APPLIES</th>
<th>RESPONSIBLE PERSON</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oversees undergraduate information on department website/FACEBOOK and TWITTER</td>
<td>X</td>
<td>CHAIR X  UG Officer X  UG Advisor X  OTHER (Post Bacc Advisor)</td>
</tr>
<tr>
<td>Serves as advisor for department undergraduate student organization (Derek Daniels, WSSLHA Faculty advisor)</td>
<td>X</td>
<td>CHAIR X  UG Officer X  UG Advisor X  OTHER (Post Bacc Advisor)</td>
</tr>
<tr>
<td>Distributes information to students concerning career options in the field</td>
<td>X</td>
<td>CHAIR X  UG Officer X  UG Advisor X  OTHER (Post Bacc Advisor)</td>
</tr>
<tr>
<td>Posts information on department web site concerning job placement of GRADUATE students from the program</td>
<td>X</td>
<td>CHAIR X  UG Officer X  UG Advisor X  OTHER (Post Bacc Advisor)</td>
</tr>
<tr>
<td>Disseminates information to student concerning time-to-degree for the program</td>
<td>X</td>
<td>CHAIR X  UG Officer X  UG Advisor X  OTHER (Post Bacc Advisor)</td>
</tr>
<tr>
<td>Oversees student record-keeping</td>
<td>X</td>
<td>CHAIR X  UG Officer X  UG Advisor X  OTHER (Post Bacc Advisor)</td>
</tr>
<tr>
<td>Provides information about graduate programs</td>
<td>X</td>
<td>CHAIR X  UG Officer X  UG Advisor X  OTHER (Post Bacc Advisor)</td>
</tr>
<tr>
<td>Hears grievances of undergraduates students involving faculty and graduate teaching assistants</td>
<td>X</td>
<td>CHAIR X  UG Officer X  UG Advisor X  OTHER (Post Bacc Advisor)</td>
</tr>
</tbody>
</table>
**Form 1UP Undergraduate - Policies and Procedures Profile**

**Department Name:** Communication Sciences and Disorders

Please check each process that applies to the department. Indicate who in the department is responsible for the process.

<table>
<thead>
<tr>
<th>PROCESS</th>
<th>APPLIES</th>
<th>RESPONSIBLE PERSON</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checks that UG students meet requirements to declare CSD major</td>
<td>x</td>
<td>CHAIR</td>
</tr>
<tr>
<td></td>
<td></td>
<td>UG Officer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>UG Advisor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OTHER (Post Bacc Advisor)</td>
</tr>
<tr>
<td>Degree certification</td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

*** Currently, UG students transferring from other programs can self-declare CSD as their major. This is a problem which we have not yet addressed. We hope to address this when the department receives its full-time student advisor in the 2nd round of CLAS’s student advisor hiring.

**1B. WHAT PLANS HAVE BEEN DEVELOPED FOR UNDERTAKING PROCESSES FOR WHICH NO ONE IS CURRENTLY RESPONSIBLE?**

n/a

**1C. LIST ANY UNDERGRADUATE COURSES (SINCE THE YEAR OF THE LAST REVIEW):**

Offered less than once a year but more than every 2 years

n/a

Offered less than once every 2 years—

n/a

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2. HAVE DEPARTMENT REQUIREMENTS CHANGED SINCE THE LAST REVIEW? IF YES, PLEASE DESCRIBE THE CHANGES.

Departmental requirements have changed as follows:

- SLP 5310 *Clinical Methods*: increased from two to three credit hours
- SLP 6460 *Language and Phonological Disorders* and SLP 6480 *Organic and Fluency Disorders*: both decreased from four to three credit hours.
- SLP 5360 *Clinical Practicum*: Computer proficiency II requirements were incorporated into this course.

There have also been changes in course content across the undergraduate curriculum to stay current with advances in the field.

3A. DESCRIBE THE OVERALL OUTCOMES WHICH YOU INTEND YOUR CURRICULUM TO MEET.

The goal of the undergraduate curriculum is to prepare undergraduate students to successfully gain admission into graduate programs in CSD.

Our knowledge expectations for entering graduate students (and therefore for exiting undergraduate students) are well-summarized in ASHA’s *Knowledge and Skills Acquisition (KASA) Summary Form* (ASHA, March 2003):

- Demonstrate knowledge of the principles of biological sciences, physical sciences, mathematics and social/behavioral sciences.
- Demonstrate basic knowledge of the anatomic and physiologic bases for normal speech, language and hearing and their development and for speech and language production and perception.
- Demonstrate basic knowledge of linguistic and psycholinguistic variables related to normal development and use of speech, language and hearing, including factors related to cultural and linguistic diversity.
- Possess entry-level knowledge of the principles and methods of prevention, assessment and intervention for people with speech, language and hearing disorders.

In addition, we expect entering graduate students to:

- have earned observation and clinical clock hours prior to entering the graduate program
- express themselves well, both orally and in writing
- use computers and related technology effectively for classroom and clinical work
• use library resources effectively
• be able to evaluate the quality and accuracy of common information sources
• demonstrate good interpersonal communication skills with people of different ages and from different cultural and linguistic backgrounds
• work with faculty, supervisors, fellow students, clients, families, the general public and other health professionals in an ethical and professional manner

All of the above are components of undergraduate education in the department and are criteria by which we assess entering graduate students.

3B. EXPLAIN HOW LEARNING OUTCOMES ARE MEASURED AND INCLUDE THE SPECIFIC EVIDENCE ABOUT PERFORMANCE ON THESE OUTCOMES.

Currently the department has two Assessment Coordinators, Margaret Greenwald, and Aaron Hardy-Smith, and one committee member Mary Ellen Liening. The departmental assessment committee meets at least once per month and is also a part of the broader College of Liberal Arts and Sciences Assessment Learning Community. The committee is in the process of writing departmental objectives for undergraduate students related to coursework in the major. The committee is also determining which of the eleven undergraduate courses target each specific objective. The committee is gathering information from each undergraduate instructor regarding how assessment occurs in the courses (i.e., essays, exams, oral presentations, etc.).

The timeline for the College of Liberal Arts and Sciences’ Strategy for Assessment of Student Learning is for departments to provide the College with brief, 1-2 page updates on their progress in the fall, 2012 semester. Beginning in the fall, 2013 semester, departments will report on the data collected under their assessment plan and on proposed and implemented changes to courses and curricula that have resulted from analysis of assessment data. The department is on-track to meet these deadlines.

3C. DISCUSS HOW LEARNING OUTCOMES MEASUREMENT IS USED TO IMPROVE THE EFFECTIVENESS OF THE CURRICULUM IN A CONTINUOUS IMPROVEMENT MODEL. INCLUDE HOW OFTEN THE CURRICULUM IS REVIEWED.

The undergraduate curriculum is reviewed every year by the department’s research and clinical faculty. At the present time, individual faculty members use student feedback to improve the content of the course(s) they teach, but the department does not have an official mechanism for using outcomes measurements to improve the overall effectiveness of the curriculum. However, this has been a topic of discussion in faculty meetings during the 2011-12 academic year and our Assessment Committee is actively working to develop instruments to measure student
learning, mechanisms for data collection and mechanisms for implementing curricular changes based on the resulting assessment data.

4. HOW DOES THE CURRICULUM PREPARE AN UNDERGRADUATE WHO WILL BE LIVING AND WORKING IN AN INCREASINGLY GLOBAL SOCIETY?

Throughout our undergraduate coursework (11 courses) the students are taught about assessment and treatment of culturally and linguistically diverse populations.

5. CHECK ALL THAT APPLY. THE UNDERGRADUATE OFFICER IN THE DEPARTMENT RECEIVES THE FOLLOWING COMPENSATION:

   a. Release time from teaching       
   b. How much?                        
   c. Summer salary                    
   d. Stipend                          
   e. Travel money                     
   f. Research funds                   
   g. Student Assistant                
   h. Secretarial support***           
      __x___
   i. Merit pay                        
      __x___
   j. Other                            
      
   *** Secretarial support has been reduced since the department lost its secretary position during the 2011-12 budget cuts.
6. THE APPOINTMENT OF THE UNDERGRADUATE OFFICER IS:

_____9-month  x__12-month

7A. WHAT DO YOU VIEW AS THE MOST IMPORTANT EXTERNAL THREATS TO YOUR UNDERGRADUATE PROGRAMS?

The most important external threat to our UG program is the increasing number of students in UG courses.

Careers in speech-language pathology and audiology are in the fortunate position of anticipating ‘faster’ and ‘much faster’ than average growth (respectively) until at least 2020, according to the U.S. Bureau of Labor and Statistics. These projections, in conjunction with the recession, appear to be important external factors that have led to an increase in the number of students who register in our UG courses. This includes both post-bachelors students who hope to re-train for careers in speech-language pathology and audiology and students seeking an undergraduate degree with a major in CSD. In 2009, Michigan State University made the decision to disband its UG program in CSD. This has also led to an increase in our UG enrollment.

As discussed further below, high enrollment is a problem because all of our UG courses are at the 5000 level or above, and once classes reach a size of 60+ students they are too large for faculty to use the teaching and assessment techniques we currently use, and which we feel contribute substantially to our students’ success. High enrollment is also a problem in that we cannot offer such large numbers of students the clinical learning experiences that have so far been a part of our UG program.

Over the past 7 years, the department has seen the number of undergraduate majors increase from approximately 26 in the fall of 2005 (according to WSU’s Enrollment in All Majors Report, Fall 2003-2005) to approximately 109 in the winter of 2012 (according to WSU’s STARS system). In addition, the number of students in our post-bachelors program has increased from about 20 in 2005 (according to department records) to over 100 in 2012 (according to STARS). In total, then, between 2005 and 2012 we have gone from under 50 undergraduate and post bachelors students to over 200.

By 2009, enrollment in our foundational courses was typically 70 to 85 students per course section. In 2009-10 we worked with Educational Outreach to begin offering our BA degree in CSD at Wayne State’s Macomb Education Center (MCC). This allowed us to add course sections, keeping per-section enrollment at more manageable levels while supporting WSU’s goal of offering full undergraduate programs at MCC. We began offering our BA degree at MCC in the spring/summer semester of 2010. Our overall student enrollment has continued to increase since that time. At the present time, enrollment in undergraduate course sections on the main campus typically ranges from 50 to 80 students. On the Macomb campus, enrollments are typically in the 20-50 student range. (N.B. During this time period, CLAS’s part-time faculty budget has been insufficient to fund the addition of course sections on the main campus.)
Since our overall undergraduate enrollment is small compared to other CLAS departments such as Biology, Chemistry, English and Psychology, we felt it was important to compare registration in our UG courses with other CLAS departments. Since we teach only 5000 and 6000 level UG courses, we looked at our overall enrollment in 5000 and 6000 level courses relative to other CLAS departments. The results, which are from Cognos and STARS, are summarized in the figures below.

As can be seen in the figures, CSD (listed as ASLP, or audiology and speech-language pathology on the x-axes) has the highest overall enrollment in fall 2012 of any department in the College of Liberal Arts and Sciences (CLAS) for both 5000 and 6000 level courses. Between 2007 and 2012, overall enrollment in courses at the 5000 and 6000 level rose in only 2 departments within CLAS, ASLP and NFS (i.e. Communication Sciences and Disorders and
Nutrition and Food Science). Thus, our enrollment at the levels at which we actually teach is very high in comparison with other CLAS departments in spite of the rather small size of our undergraduate program.

The second element to this comparison is the average size of individual classes. At the freshman and sophomore levels, departments such as English, Biology, Chemistry and Psychology have class sizes of 200 to 400 or more students. Relative to classes of this size, our undergraduate classes appear very modest in size. However, when we compare average class sizes for 5000 and 6000 level courses, CSD again has the largest or nearly the largest class sizes, as shown in the figures below. As with 5000 level courses, CSD’s enrollment in 6000 level courses has risen since 2007 while that of most other departments has declined. The two departments whose per-class enrollment in 6000 level courses remains higher than ours (CHM and NFS, i.e. Chemistry and Nutrition and Food Science) have overall enrollment at the 6000 level that is over 40% less than ours, as seen in the graphs above.
High enrollment in individual sections of upper level UG courses poses a threat because effective teaching and assessment of students in these courses requires a substantial time investment from instructional staff. For many courses, assessments that allow rapid grading do not provide the instructor with meaningful information on student understanding and progress, nor do they provide students with feedback that optimally supports their academic success.

An example of important experiences that students have lost due to higher enrollment is our goal of providing qualified UG majors with clinical experience at the end of their UG program. Until 2010, students in SLP 5310 (Clinical Methods in Communication Disorders) accumulated observation hours in our in-house clinic. Observation hours are required for clinical certification and undergraduates who enter graduate programs with the required observation hours are at an advantage both in terms of their preparation and the time required to complete a graduate degree. In addition, in SLP 5360 (Clinical Practice in Speech-Language Pathology), students were assigned a clinic client whom they worked with for one semester, allowing them to begin accumulating clinical clock hours toward certification.

With our current class sizes, our clinic is too small to accommodate all of the undergraduates in SLP 5310 for observation hours. As a result, students now watch video recordings of clinic sessions in class rather than actually observing in the clinic. In addition, we do not have sufficient resources to arrange clients for UG students or provide clinical supervision for the large number of students who now register in SLP 5360. As a result, our UG students no longer have the opportunity to work independently with a clinic client. This element of our program gave our undergraduates a clinical edge, on entering graduate programs, which many students from other UG programs do not have. In losing our ability to give our UG students these experiences, we have lost an important element of our UG program.

The department has tried a number of modifications to the clinical experience component of our UG program in an effort to maintain it. Initially, we paired UG students with an advanced graduate student at the beginning of the semester, then allowed them several weeks of working with the client independently. This, too, became impossible given class sizes. At the present time, UG students are paired with a graduate student clinician for the last few weeks of the course, but never work independently with a client.

The recession itself is also a threat to our undergraduate program. In response to budget cuts, the department has lost five out of seven GSA positions, our Secretary II position and a core tenure-track position in SLP.

Most of our GSAs assisted UG course instructors with student assessment. With current levels of GSA support, faculty members have had to develop assessments that allow quick grading. These reduce the amount and quality of feedback that instructors can provide to students regarding their level of understanding. Since our UG majors are preparing for graduate study, it is important that they have the level of skills and knowledge required to be successful in graduate school.

While our UG program does a better job of preparing students to write clinical reports than other programs from which we accept graduate students, our students nonetheless need better writing skills when they enter graduate school. In addition to improving student writing, written assignments help students to assimilate information.
across courses, improve their library skills, give them practice with computer skills and help them learn to assess the quality and accuracy of common information sources. All of these are important goals of our UG program.

Written assignments also provide course instructors with in-depth information regarding student understanding and progress. This makes it possible to identify UG students who are the best candidates for graduate school. Because the majority of our UG majors and post-bachelors students apply to our MA and/or AuD program, the depth of knowledge we have about these students directly impacts the success of our graduate student admissions process.

We would like to provide two concrete examples of how individual faculty have had to change the number and nature of assignments in courses they teach in order to control their workload. The following examples are from courses that are not classified as writing-intensive:

**Example 1: SLP 6460, Language and Phonological Disorders**

Total Enrollment by Year:

- 2006: 48
- 2007: 58
- 2008: 49
- 2009: 65
- 2010: 107  Fall section added at MCC
- 2011: 110  GSA support reduced

Writing assignments until Winter 2011:

1. Complete a speech-language sample analysis for a typically developing child.
2. Complete a Goldman-Fristoe test of articulation, do a phonological analysis of the speaker’s productions and write up the results.
3. Write short and long term objectives for clinical treatment of a child with a moderate speech and language delay.

Writing assignments as of Fall 2011:

Quizzes with multiple choice and short answer questions substituted for one or more writing assignments, depending on class size.
Example 2: SLP 5310, Clinical Methods

Total Enrollment by Year:

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>13</td>
</tr>
<tr>
<td>2007</td>
<td>16</td>
</tr>
<tr>
<td>2008</td>
<td>56</td>
</tr>
<tr>
<td>2009</td>
<td>53</td>
</tr>
<tr>
<td>2010</td>
<td>100</td>
</tr>
<tr>
<td>2011</td>
<td>87</td>
</tr>
</tbody>
</table>

(In 2006 the equivalent course was SLP 3990)
Fall section added on main campus
Sp/Su section added at MCC
GSA support reduced

Writing assignments until Fall 2012:

1. 11 clinically-focused assignments in which students write sections of diagnostic reports, initial reports, case histories, speech sample elicitations and behavioral objectives (2-3 pages each).
2. 1 Portfolio of clinical practicum manual materials.
3. 5 SOAP notes (1 page each – SOAP notes are a method of documentation employed by health care providers).

Writing assignments after Fall 2012:

Writing assignments reduced by 5: SOAP notes replaced with quizzes. Additional reductions may be necessary depending on class size.

Grading of writing assignments is particularly time-intensive and, in general, these assignments are most likely to be changed or eliminated. As will be addressed in section 7b below, when our UG students enter our graduate programs, their clinical writing skills stand out positively relative to students from most other UG programs. Even so, writing is an area in which our UG students require more, not less, preparation. Faculty uniformly feel that changing assignments to reduce the time spent grading constitutes a ‘dumbing down’ of our undergraduate curriculum. However, they also feel they have no choice if they are to keep up with their teaching, research/clinical and service assignments.
7B. WHAT PLANS DO YOU HAVE TO ADDRESS THESE PROBLEMS?

Recent actions:

The department has addressed these problems in a variety of ways. First, we have concluded that we must be pragmatic regarding the likelihood that students will be accepted into a graduate program and direct students to other programs of study when it is clear that their academic performance will not lead to acceptance into a graduate CSD program. In 2011, the department instituted a policy that UG students who wish to declare a CSD major cannot earn more than 1 grade of C or below in our 5 foundational courses.

Over time, we expect that this policy will reduce the number of students who declare a CSD major or maintain the number of UG majors near current levels. The policy has now been in place for one year and one short term consequence is that registration in our advanced courses has dropped.

A concern regarding this policy is that increasing enrollment at Wayne State is important for sustaining the university at a time when state support for the budget has been drastically reduced.

At the present time, we probably belong to a rather small group of departments that see higher enrollment as a problem. However, if we accept all students who wish to declare a CSD major or actively recruit as many UG students as we can attract, we will inevitably grant BA degrees to more students whom we know will not be accepted into graduate programs, and who will therefore be unemployable in their chosen field. The overall quality of our UG training will also suffer as instructors seek ways to control the amount of time required to teach larger sections.

A second way that we have addressed the problem of increasing enrollment is by seeking ways to add course sections without putting additional strain on the College’s part-time faculty budget. In this, our search fortuitously coincided with an initiative by the university to increase the number of full UG degree programs offered at MCC. (Course sections added at MCC are not paid for by CLAS.)

Longer-term alternatives:

The department has discussed the following as longer-term solutions to the problem of large undergraduate classes:

Alternative 1. Hire additional full-time faculty to teach additional course sections and GSAs to provide teaching support for undergraduate courses.

Amongst the options that follow, hiring additional faculty or GSAs is our preferred alternative since it would have only positive effects on our UG program. We recognize, however, that in the current economic climate this alternative may be unrealistic.
If hiring new personnel is possible, our preference would be to hire an additional 12-month clinical instructor or lecturer. This faculty member could teach courses throughout the year and would be qualified to teach academic and clinical courses and supervise undergraduate students in the clinic.

In addition to providing support for instructors who teach undergraduate courses, hiring additional GSAs would provide funding for graduate students in the department. This is particularly important for PhD students and would, in addition to allowing PhD students to focus more time on their research, increase the productivity of the department’s research faculty.

**Alternative 2.** Restrict entry into the department’s post-bachelors program, and/or further restrict who can declare a UG major in CSD.

This is the most likely course of action for the department. Although the exact number of post-bachelors CSD students is difficult to track, we estimate that it has increased from 15-20 in 2005 to 80-100 in 2012.

Restricting post-bachelors students’ enrollment based on their undergraduate GPA would have a number of positive outcomes:

- Our goal of preparing undergraduate students to successfully gain admission into graduate programs in CSD would apply to undergraduate education in general, rather than just students in the undergraduate CSD major.
- Students in the undergraduate and post bachelors programs would be on a more even footing with one another.
- Registration in UG courses would be reduced.

The obvious negative consequence of restricting enrollment in CSD UG courses is that, in achieving our goal of restricting class sizes, we would reduce our overall registration numbers. Since post bachelors students are specifically seeking training that will prepare them for graduate programs in CSD, students who are not accepted at WSU will go to another university.

To find out if it is common practice to restrict admission to the UG major in CSD, we looked at the UG admission policies of all other CSD programs in Michigan, plus Bowling Green State (which is one of our comparison programs).

Only one CSD program in Michigan (Central Michigan) does not restrict undergraduate enrollment in CSD courses. GPA restrictions vary from 2.0 at Northern Michigan (a non-accredited program) to 3.3 at Calvin College. Most of the programs surveyed require a GPA of 2.75 or 3.0.

The following section summarizes the results of our survey:

**Calvin College:** [http://www.calvin.edu/academic/cas/academics/speech-pathology/Admissions/]
Undergraduate Admission to the SPAUD Program

In order to apply to the SPAUD program, Calvin students must have:

At least sophomore standing (greater than or equal to 27 hours) at the application due date.

Completed at least three of the following four prerequisite courses at the application due date: SPAUD 210, SPAUD 212, SPAUD 215, SPAUD 216; and at least one of the following courses: BIOL 115, MATH 143, or a Physics or Chemistry course.

A minimum overall cumulative grade point average (GPA) of 3.3 at the application due date.

A minimum grade of B+ in each of the prerequisite courses at the application due date.

Retake no more than one required SPAUD prerequisite course and may only retake one SPAUD course one time to earn at least a B+.

Met the essential functions required to practice as a speech-language pathologist (see Essential Functions Requirements in the SPAUD student handbook, for more information).

Calvin undergraduate students should also take note of the following policies:

Prerequisite SPAUD courses must have been completed within the last seven years.

Preference will be given to applicants who have completed or will complete all prerequisite courses at Calvin.

Applicants who submit applications after the due date will be considered on a space-available basis.

After students apply, SPAUD prerequisite courses in progress must be completed with a minimum grade of B+ before the next academic year.

Enrollment in the BA-MA major is also contingent upon successful completion of a criminal background check, fingerprint check, and drug screen.

It is important to note that completion of the SPAUD courses and achievement of the minimum criteria does not guarantee admission into the SPAUD BA-MA Program. Enrollment in SPAUD Program is limited and thus the admission process is selective.

Central Michigan:
http://www.cmich.edu/academics/health_professions/hp_academics/communications_disorders/academic_programs/Pages/default.aspx

No GPA restrictions on registration in UG courses or the major.

STUDENTS MUST HAVE AND MAINTAIN A **3.0 GPA** IN ORDER TO BE ADMITTED INTO AND TAKE SPS1 COURSES

Grand Valley State (http://www.gvsu.edu/hpr/slp-required-courses-14.htm)

Students will apply for admission into the emphasis the second semester of the sophomore year. Prerequisites include **3.0 GPA**; completion of 45 semester hours successful completion of (a grade of C or better) PHY 200, and BMS 208; application for; and letter of application.

Michigan State (Undergraduate program currently under moratorium)

Northern Michigan N.B. this program is not accredited by the CAA (http://www.nmu.edu/bulletin1213/node/72?processtype=self&action=progsbydept&phase=phase2&elementid=276)

In order to be successful in the speech, language and hearing sciences major, students should earn a letter grade of “B” or higher in the English composition courses (EN 111 and EN 211). The department requires a **2.0 grade point average in the major**. However, it should be noted that most graduate programs require a minimum of an overall 3.00 grade point average. Therefore, all students are assigned a faculty adviser who will carefully monitor their progress throughout the program.

Western Michigan: (http://www.wmich.edu/hhs/sppa/admissions.htm)

To be considered for admission to the speech pathology and audiology major, a student must:

Schedule an appointment and be advised by the department undergraduate adviser.

Complete at least 40 semester hours of general university coursework, as specified by the program, earning a **minimum GPA of 2.75**.

Complete and submit an application for admission to the undergraduate major; due date is February 1 each year. Application is competitive.
Bowling Green: [http://www.bgsu.edu/departments/cdis/page30774.html](http://www.bgsu.edu/departments/cdis/page30774.html)

minimum grade of C in:

CDIS 1230 - Introduction to Communication Disorders,

CDIS 2240 - Phonetics, and

CDIS 2250 - Speech and Language Acquisition and Development,

with a minimum GPA of 2.5 in these courses; and

completion of a speech-hearing screening exam; and

an overall GPA of 2.5 after 30 hours.

For a student to maintain a CDIS major once admitted, the student must have:

minimum grade of C in all CDIS courses completed; and

2.5 GPA in the major; and

2.5 GPA overall

**Alternative 3.** Cap enrollment in all individual UG course sections but continue to add sections.

Since budget restrictions within CLAS have made it very difficult to add sections taught by part-time faculty on the main WSU campus, our third alternative is to continue to add sections on a satellite campus. The cost of lecturers for additional sections at MCC is shouldered by Educational Outreach rather than CLAS. While enrollments in our course sections at MCC are smaller than our enrollments on the main campus, our sections at MCC have higher enrollments than most courses offered at MCC by other departments. As a result, Educational Outreach may allow us to increase the number of sections offered at MCC and/or the Oakland campus. If enrollments for all individual course sections were capped, this would allow us to keep classes to a reasonable size while allowing UG and post bachelors enrollments to grow.

A negative consequence of this alternative is that some students who prefer the main campus will be forced to travel to MCC. Additional sections will also be taught by part-time rather than full-time faculty, and this, in turn, will degrade our BA program and reduce the proportion of UG students who can successfully apply to graduate programs in CSD.
Alternative 4. Allow class sizes to continue to increase without increasing sections or adding faculty or support personnel.

This alternative would have the positive outcome of allowing enrollment in our UG courses to continue to increase. As discussed above, the department feels that this alternative is already degrading our UG program and will result in a smaller proportion of UG students who can successfully apply to graduate programs in CSD as well as a reduced level of preparation in all students in our undergraduate classes.

PART 3. UNDERGRADUATE STUDENT PROFILE

1. PLEASE PROVIDE THE FOLLOWING INFORMATION ABOUT UNDERGRADUATE STUDENTS:

<table>
<thead>
<tr>
<th>Undergraduate – Student Profile</th>
<th>Department Name: Communication Sciences and Disorders</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Year 6 W12</td>
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<tr>
<td>Other Students</td>
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117
# Undergraduate – Student Profile

Department Name: Communication Sciences and Disorders

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# Undergraduate – Student Profile

**Department Name:** Communication Sciences and Disorders

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## 2. WHAT IS THE NUMBER OF STUDENTS GRADUATED BY TERM?

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<th>2008 01</th>
<th>2009 01</th>
<th>2010 01</th>
<th>2011 01</th>
<th>2012 01</th>
<th>2013 01</th>
<th>2014 01</th>
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</table>

Note: The data regarding Student Profiles will be used for the cross analysis of various departments. The Academic Program Review Office will provide the student profile information above (except GRE scores) in order to ensure data accuracy. The Departments under review are not permitted to gather this information themselves for these purposes. The Department undergoing Program Review should however, collect data regarding the GRE scores. Departments must request the data from the Academic Program Review office at least 6 weeks before the self-study is due to the Dean’s Office. Please contact the Program Review office at 577-2047 or at 577-0125 for assistance.
PART 4. RECRUITMENT

1. THE DEPARTMENT WORKS WITH THE OFFICE OF ADMISSIONS BY:

Check all that apply.

a. Creating department-specific recruitment print materials __x__

N.B. We have department-specific recruitment print materials, but these were not developed in conjunction with the Office of Admissions.

b. Advertising program to other high schools in the area ______

c. Making information about program available at conferences ______

d. Sending faculty to give talks at area high schools ______

e. Sending students to give talks at area high schools ______

f. Having faculty contact prospective students __x__

N.B. The department actively participates in UG and graduate recruiting events offered by any office within the university or at MCC.

g. Having students contact prospective students ______

h. Contacting presidential scholars awardees ______

i. Using SAT/ACT for placement in degree programs ______

2A. THE DEPARTMENT WEBSITE CONTAINS THE FOLLOWING INFORMATION FOR RECRUITMENT:

Check all that apply.

a. List of faculty __x__

b. Faculty e-mail addresses __x__

c. Faculty phone numbers __x__

d. Faculty research interests ______

e. Faculty publications ______
2B. HOW HAS THE DEPARTMENT PLANNED TO EXPAND ITS ACTIVITIES IN THIS AREA?

The department is expecting to be assigned a full-time UG student advisor in the second round of CLAS's new advisor hiring. This will allow us to increase our presence at recruiting events. At the present time our plan is simply to increase awareness of our program at Open Houses and other recruiting events, in order to attract the best students possible.

3. WHEN WERE THE PRINT MATERIALS FOR RECRUITMENT LAST UPDATED?

Spring, 2010
PART 5. MENTORING

1A. OUR DEPARTMENT CREATES A SENSE OF COMMUNITY AMONG OUR UNDERGRADUATE STUDENTS

BY:

Check all that apply.

a. Encouraging students to attend seminars on campus __x__

b. Requiring students to attend seminars on campus _____

c. Having an undergraduate student organization __x__

d. Having an undergraduate student newsletter __x__

e. Having an undergraduate student webpage _____

f. Having an undergraduate research day _____

g. Creating opportunities for graduates and undergraduates to on research and other academic activities __x__

h. Assigning graduate students to mentor undergraduate students _____

i. Other:

Since the courses in our UG curriculum are all required and the order in which they can be taken is quite restricted, students tend to form cohorts that move through the UG course sequence together. Students generally find the curriculum difficult and the volume of work intensive. Although they know they are in competition with one another for admission to graduate school, we encourage them to act as a support system for one another. This creates a strong sense of community among our undergraduates.

1B. HOW HAS THE DEPARTMENT PLANNED TO EXPAND ITS ACTIVITIES IN THIS AREA?

The department is expecting to be assigned a full-time UG student advisor in the second round of CLAS’s hiring under the Provost’s initiative to enhance student advising. Once this person takes over from our current advisors, we hope to re-assign some of our current UG advisors’ time to organizing events that help students to learn about people with communication disorders, careers in communication sciences and disorders and research in communication sciences and disorders.
We have recently made the decision to present a film series on people with communication disorders. As part of the film viewing, faculty and PhD students would make a brief presentation on clinical aspects of the disorder prior to the film and lead a discussion on research questions related to the disorder after the film.

2A. OUR DEPARTMENT SOCIALIZES UNDERGRADUATE STUDENTS INTO THE PROFESSION BY:

Check all that apply.

a. Encouraging undergraduates to attend conferences off campus __x__
b. Encouraging undergraduates to present papers at conferences _____
c. Encouraging undergraduates to give talks at departmental seminars _____
d. Requiring undergraduates to give talks at departmental seminars _____
e. Conducting a workshop on how to prepare a resume _____
f. Encouraging students to apply for external fellowships or scholarships __x__
g. Other (Please describe) __x__

Offering information sessions on how to apply to graduate programs in CSD; offering a capstone clinical experience to qualifying UG students.

2B. HOW HAS THE DEPARTMENT PLANNED TO EXPAND ITS ACTIVITIES IN THIS AREA?

As described in 1b above.

3. HOW OFTEN DOES THE DEPARTMENT OFFER ORGANIZED SEMINARS, COLLOQUIA, OR SPONSORED CONFERENCES DURING THE ACADEMIC YEAR AT WHICH UNDERGRADUATE STUDENTS CAN PRESENT THEIR RESEARCH OR CREATIVE WORKS?

(In addition to seminar frequency for the department, if the department is divided into areas list each area and indicate event frequency separately for each.)

Once a week _____
Less than once a week, but more than once a month _____

123
<table>
<thead>
<tr>
<th>Frequency</th>
<th>Option</th>
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<tbody>
<tr>
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<td>Less than once a month, but more than once a semester</td>
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<tr>
<td>Once a semester</td>
<td>______</td>
</tr>
<tr>
<td>Less than once a semester, but more than once a year</td>
<td>______</td>
</tr>
<tr>
<td>Once a year</td>
<td>______</td>
</tr>
<tr>
<td>Never</td>
<td>______</td>
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</table>
PART 6. APPLYING TO GRADUATE PROGRAMS IN AUD OR SLP

1. DESCRIBE PROCEDURES USED TO AID UNDERGRADUATES IN OBTAINING ADMISSION TO GRADUATE PROGRAMS.

Check all that apply:

a. Department conducts workshop on how to interview for a position  
   
   b. Advisor makes phone calls to other faculty or industry contacts on behalf of student  
   
   c. Students are advised on where to look for accredited graduate programs  
   
   d. Advisor writes reference letters for graduate school  
   
   e. Interviewers are brought to the department  
   
   f. Other (specify):  

Department holds Graduate School Information Sessions in the fall semesters to assist students in completing graduate school applications.

2. DESCRIBE THE CURRENT AND IMMEDIATE FUTURE JOB MARKET IN THE DISCIPLINE.

The entry-level degree requirement for a career in speech-language pathology is an MA degree. For audiology it is an AuD (Doctor of Audiology) degree. Graduates of our UG program are not expected to enter the job market until they have completed an MA or AuD degree. The information provided in the next paragraph relates to the job market for students who have completed a clinical entry-level degree.

The Bureau of Labor and Statistics projects an increase of 23% in the field of speech pathology by the year 2020 (from 123,200 positions in 2010 to 152,000 in 2020). This is approximately 9% above the average growth rate for all occupations. Positions in audiology are expected to increase by 37% by 2020, which is much faster than the average for all occupations (from 13,000 positions in 2010 to 17,800 by 2020).
SECTION 6. RESOURCES: SUPPORT STAFF, PHYSICAL FACILITIES, AND OTHER RESOURCES

1. DESCRIBE THE ADEQUACY OF ALL FACILITIES NECESSARY TO YOUR PROGRAM, SUCH AS LIBRARY AND INFORMATION RETRIEVAL RESOURCES, LABORATORIES, COMPUTER FACILITIES, EQUIPMENT, CLASSROOM, AND OFFICE SPACE.

Overview; Office and Meeting Space

The Department of Communication Sciences and Disorders is located in the Rackham Building, which has been partly renovated to accommodate CSD and the Clinical Psychology program. The 2nd floor of Rackham’s east wing is occupied by DAPCEP (the Detroit Area Pre-College Engineering Program). Large parts of the building are unoccupied and in need of renovation before they can be occupied.

The department’s clinical faculty and office staff moved to the Rackham Building from Manoogian Hall in the fall of 2005, with research faculty following in the fall of 2006. The Rackham Building is much better suited to the department since our Speech and Language Center is now wheelchair accessible and is located away from office and lab spaces.

Faculty offices and the department’s main office, mail room and file room are located on 2nd floor of Rackham’s west wing. The WSU Speech and Language Center, the Psychology Clinic and a shared client waiting area are located on the main floor of the west wing. The WSU Audiology Clinic and most faculty labs are located in the basement of the west wing. The Speech and Language Center also has temporarily-assigned space on the main floor, east wing of Rackham. This space is considered temporary because it has not yet been renovated.

The 2nd floor of Rackham includes a study / seminar /meeting space that is equipped with a computer projector, a/v hookups and wireless internet access. We usually refer to this space as the library, since it was used as library space when U of M occupied Rackham. The department shares a conference room and photocopy room on the 2nd floor with Clinical Psychology. We also share a small seminar room in the basement with Clinical Psychology, as well as a student computer room, referred to as the TRC (Technology Resource Center).

The department’s MA class size was increased to 40 students per year soon after the move to Rackham. In addition, the department added new specialty clinics that required space for group therapy. As a result, the Speech and Language Center outgrew the original Rackham space by 2007. The department requested and was assigned temporary space in the east wing of the main floor. This space had been occupied by the Detroit Institute of Arts and the department has continued to use it without additional renovations. This area is used for group clinical activities including child speech and language groups, adult fluency groups and stroke survivors’ groups.
In 2007 an additional room was renovated in the basement to provide lab space for Dr. Anthony Cacace’s auditory processing lab. The library space on the 2nd floor was also renovated at that time. Both of these renovations were funded by a $1.3 million grant from the Carls Foundation.

In 2010-11, four additional rooms in the basement and main floor of the east wing were renovated to provide space for Dr. Kraft’s genetics lab, Dr. Daniels’ fluency lab, a shared child language lab/audiology clinic director office space and a teaching laboratory.

Research and Clinical Space

A diversity of clinical facilities and research laboratories are available to serve children and adult populations of the greater Detroit metropolitan area and to facilitate student education. The clinical facilities include a speech and language center and an audiology clinic. Each clinic is staffed by ASHA certified speech/language pathologists and audiologists and each provides comprehensive clinical services and offers unique opportunities for students to gain clinical experience and acquire those skills necessary to build careers in the speech and hearing sciences. The research facilities also vary in nature and scope; some focusing on basic science and others on clinical issues which range in scope and complexity. The majority of laboratories focus on human research using cutting edge technology in the speech, hearing, and neurosciences; one lab is dedicated to animal research.

The laboratories conducting human research in Communication Sciences & Disorders are located in the basement of the Rackham Memorial Building; the animal lab is based on the campus of the medical school (Lande building). In addition, many of the research scientists in the department interact with other laboratories in the region, throughout the United States, and the world. The most common interactions are those associated with neuroimaging (magnetic resonance imaging, MRI; positron emission tomography, PET) facilities at Wayne State and/or Henry Ford Hospital. The MR Research Institute at Wayne State University, headed by noted physicist E. Mark Haacke, Ph.D. is world renowned.

The departmental research facilities include: the Neuroscience Lab, directed by Li Hsieh, Ph.D.; the Aphasia and Neurocognitive Disorders Lab, directed by Margaret Greenwald, Ph.D.; the Speech Science and Genetics Lab, directed by Shelly Jo Kraft, Ph.D.; the Infant and Adult Speech Acoustics Lab, directed by Jean Andruski, Ph.D., and the Hearing Science Lab, directed by Anthony T. Cacace, Ph.D., and Laboratory of Tinnitus and Auditory Neuroscience Research.

In addition to laboratory facilities in the basement, the first floor of the Rackham Building houses the Speech and Language Clinic, the Stuttering Laboratory, the Clinical Psychology Clinic and related academic and administrative offices. A large reception/waiting room area, located on the first floor is shared by speech pathology, audiology, clinical psychology, and the various research laboratories labs in the building. The Rackham Memorial Building is wheelchair accessible; with handicapped ramps in the front and rear enabling physically disabled individuals easy entry and mobility throughout the building. Additionally, the Rackham building is equipped with a large elevator allowing for easy access to offices and classrooms on the various floors. Each floor also has male and female rest rooms that are also handicap accessible. To accommodate patient visits and those participating in research studies, metered parking is available on the street (Woodward, Warren, or Farnsworth). There is also a parking structure in the rear of the Rackham building which is available and is accessible from Warren Avenue.
Computer Facilities and Computer Support

In close proximity to the research labs is the Technology Resource Center (TRC). The TRC is a dedicated facility to supplement undergraduate and graduate student education. It has 30 computer work stations, which are equipped with various professional and office-related software products for use in supplementing clinical assignments and research-related activities. All computers within the TRC have high-speed internet access and are network connected to a laser printer within the center. The TRC also functions as a seminar/meeting space; with an available overhead projection system and speakers to aid in didactic presentations.

At the present time, computers and desks in the Rackham TRC are in need of updating. Funding for this was approved as part of our 2012 Omnibus Funds grant and we expect installation of the new computers and desks to begin sometime in the fall 2012 semester.

The department receives support for computing problems from Science Stores. High-priority requests for support are usually responded to in one to two days. Normal-priority requests are usually responded to in three to five days.

Library and Information Retrieval Resources

Library and information retrieval resources that are available for department faculty and students are very good. Department members use resources from all of the campus libraries, including the medical library and libraries on the main campus. When documents are not available in the library or online, interlibrary loan services are prompt in acquiring them. In addition, the libraries are very responsive to requests to purchase specific materials.

Deficiencies: Classroom and Clinic Space

The Rackham Building has no useable classroom space and is not currently designated as a classroom building. However, the basement of Rackham contains an unrenovated, tiered classroom that seats approximately 80. Classrooms that seat 50 to 80 students are at a premium on campus and the department has had difficulty getting rooms of appropriate size when our undergraduate enrollment goes above our estimated maximum for a given course section. In terms of its size, the basement classroom in Rackham would be ideal for most of our undergraduate classes and could be used for any of our graduate classes and seminars.

In the past 3 years, 3 to 5 of our undergraduate classes per semester have reached the maximum estimated size about 2 months in advance of the semester’s start. In response, we have increased the maximum allowable class size to try to meet demand. In numerous cases, demand for these classes has become too large to be accommodated in the assigned classroom.

In conjunction with Psychology, CSD has requested that the basement classroom be renovated to provide a shared classroom for CSD and Clinical Psychology. The classroom allows access for disabled students but does not currently provide access for instructors with disabilities.

Rackham also has a large auditorium (Room 130), which seats approximately 800 people, and a small auditorium (Room 140), which seats approximately 300 people. Neither space is currently available for use, although the small
auditorium was renovated and used by the DIA prior to our move into Rackham. Both CSD and Psychology host numerous events each year that could make use of the small auditorium. These include recruiting events, student orientation events, special lectures, continuing education events and graduation events. One or both of the auditoriums in Rackham could also be used by the university as a whole.

An additional need for both Clinical Psychology and CSD is a flexible clinical space that can be configured as needed, for use for individual therapy sessions, for multiple small groups or for a single large group, such as a parent / caretaker education group. In 2011 we submitted a grant application to the Carls Foundation that included renovation of Rackham Room 160 for this purpose, but the application was not funded. At that time, FP&M estimated renovation costs for this room at $50,000. CSD, Clinical Psychology and the CLAS Development Office are currently in the process of developing a new grant application for submission to the Carls Foundation, which includes renovation of this space.

Our priorities for renovation of additional space in Rackham are (1) clinic space for group activities, to be shared by CSD and Clinical Psychology; (2) a shared classroom space; and (3) auditorium space.

2. DESCRIBE THE ADEQUACY OF SUPPORT STAFF FOR YOUR PROGRAM (ACADEMIC STAFF, SECRETARIAL, TECHNICAL, AND OTHER STAFF ASSISTANCE).

The department has two support staff (no academic staff or technical/other staff).

Our office support was reduced from three support staff to two support staff in 2011 because of budget cuts. We expect to receive one student advisor position in the next round of hiring under the Provost’s initiative to improve student advising.

Support staff in the department are presently over-worked. While the number of faculty in CSD is small, the clinical training we offer adds a level of complexity that is not typical of CLAS departments. Examples include:

- Class schedules must be planned to take into account three separate programs (the UG, MA and AuD programs) in which all coursework is required and must be taken in the prescribed sequence. This makes scheduling time-consuming and complex.

- Scheduling must take into account student clinical placements, including travel time to and from placements throughout Metro Detroit, Ann Arbor and Windsor, Canada. Again, this makes scheduling time-consuming and complex.

- All external clinical placement sites require contracts / affiliation agreements. Staff must monitor contracts as they progress through Wayne State’s system and the external placement’s system and maintain files for all contracts.
• In addition to part-time faculty to teach academic courses, part-time faculty are hired each semester to supervise students in the WSU Speech and Language Center. This increases our personnel-related work beyond the number of people required to teach academic courses.

• The department must track clinical training hours in different areas of practice for approximately 120 graduate students. This requires checking supervisor approval of the hours, checking that no hours were submitted or counted more than once, and maintaining this information for student certification and licensure as well as for the department’s accreditation.

• The department maintains confidential records for clients of the Audiology Clinic and the Speech and Language Center. This is an additional set of records not typically found in other departments, which must be accessible to student clinicians as well as faculty, but must nevertheless be confidential.

• The department maintains waiting lists and appointment schedules for our internal clinics and tracks a variety of statistics for both clinics. This adds a substantial number of telephone and in-person interactions to staff duties as well as additional paperwork and filing.

• The department must contact clients in a timely fashion when the clinic is unexpectedly closed (e.g. due to weather). This requires that at least one staff member be able to shift work priorities at very short notice to contacting clients and their families.

3. DESCRIBE YOUR UNIT’S PLAN(S) FOR SYSTEMATICALLY EVALUATING ITS FUTURE STAFFING LEVELS AND MIX.

The department examines staffing levels as part of the self-study for each accreditation site visit. The evaluation for our most recent visit in 2009 concluded that we were understaffed, although at that time we had a department secretary in addition to our two current positions.

4. WHAT MEASURES IS YOUR UNIT TAKING TO INSURE DIVERSITY IN THE STAFF?

The department follows all Wayne State policies and procedures to ensure diversity in our employees.

5. PLEASE LIST STEPS TAKEN IN YOUR UNIT TO INCREASE AWARENESS AMONG STAFF OF THE IMPORTANCE OF PROVIDING QUALITY SERVICE.

When potential staff are interviewed for an open position, they are asked questions regarding their attitude towards service and their ability to communicate effectively with people from different cultural and linguistic
backgrounds, as well as people who may have communication disorders. The need for quality service and effective communication is reinforced during training of the selected candidate and new employees receive feedback on the quality of their service and inter-personal communications.

Questions regarding the quality and effectiveness of CSD staff are included in all of the surveys conducted by the department. The results indicate that students and clients are very highly satisfied with the quality of service they receive.

6. PLEASE IDENTIFY ACTIVITIES THAT HAVE BEEN IMPLEMENTED OR ARE PLANNED TO ENCOURAGE AND RECOGNIZE STAFF WHO PROVIDE QUALITY SERVICE.

Staff are given regular feedback by all faculty regarding their service. Although the department does not have a formal mechanism for recognizing staff service, the faculty contribute every year to the purchase of gift cards to thank our staff for their outstanding service.

7. OVERALL, DO THE STAFF AND FACILITIES PROVIDE AN APPROPRIATE ENVIRONMENT FOR THE UNIT’S EDUCATIONAL, RESEARCH AND/OR SERVICE FUNCTIONS?

Our staff are knowledgeable, helpful, hard working and courteous. They take the initiative to complete tasks without having to be reminded and they create a welcoming, positive environment for everyone who enters or calls our main office. We truly have an outstanding staff.

Overall, our facilities provide a very appropriate environment for our educational, research and service functions.

One difficulty with our facilities is the cost of upkeep of the clinic areas. Since our clinic serves young children, many of whom have the behavioral problems that often accompany speech and language disorders, the clinic rooms see hard use. Within a year of being refinished, the walls of our clinic rooms typically look shabby and neglected. This is not the image we wish our clinic to convey to our clients and their families.

To keep our clinic rooms well-maintained we would need to paint the rooms each year. However, the cost of doing this is prohibitive. While the department could engage workers to paint the clinic rooms for under $2000, going through FP&M brings the cost to six times that amount (in the fall of 2011 the department paid $12,000 to have 7 small clinic rooms painted).
SECTION 7. SUMMARY

1. INDICATE WHAT THE MAJOR STRENGTHS ARE OF THE UNDERGRADUATE AND THE DOCTORAL PROGRAMS. WHAT IS NEEDED TO MAKE THEM BETTER?

The major strengths of CSD’s undergraduate program are that we provide students with a strong foundation for success in graduate clinical entry-level programs in CSD. In addition, registration in our undergraduate program has increased rapidly in the past seven years, particularly relative to overall enrollment at Wayne. To improve the quality of undergraduate programs, we need to control class sizes and return to a more in-depth clinical experience for undergraduates. This requires that we either limit enrollment of both undergraduate and post bachelors students, or that we hire an additional 12-month clinical faculty member and graduate student assistants to support teaching.

The major strengths of our doctoral program are that it is sufficiently flexible to allow area professionals with full-time clinical positions to complete the PhD. In spite of the department’s small number of research faculty, students are able to tailor a program of study to their research interests. To improve the quality of the PhD program, we need to be able to fund PhD students. In terms of faculty, we need to fill our empty tenure-track position in child language in order to maintain program quality. To improve program quality, we need at least one additional senior faculty member with a solid record of obtaining external research funding.

2. WHAT ARE THE MAJOR WEAKNESSES OF EACH PROGRAM? HOW CAN THEY BE REMEDIED OR IMPROVED?

The major weakness of CSD’s undergraduate program is that our large class sizes have begun to necessitate that instructors water down the curriculum. Without GSA support or the ability to add lecture sections on the main campus, instructors must reduce course requirements to exclude assignments, quizzes and exams that cannot be quickly graded. This means that our undergraduates are given less practice and feedback in writing, one of the areas where we feel they need more experience prior to admission to our graduate programs.

The major weaknesses of CSD’s doctoral program are that we have a small graduate faculty, few full-time students and very limited funding to offer students.
3. WHAT CHANGES DOES THE DEPARTMENT PLAN TO MAKE IN THE UNDERGRADUATE AND DOCTORAL PROGRAMS IN THE NEXT 7 YEARS WITHIN EXISTING RESOURCES? IN ORDER OF PRIORITY, WHAT CHANGES WOULD BE MADE IF ADDITIONAL RESOURCES WERE TO BECOME AVAILABLE? IF THE CHANGES ARE IN THE DEPARTMENT’S STRATEGIC PLAN, YOU NEED ONLY REFER TO THE PAGE NUMBER HERE.

In the next seven years the department plans to **increase the rigor of our undergraduate program** by increasing the number of assignments that require writing, synthesis of ideas, library work and evaluation of the value and accuracy of common information sources. In order to accomplish this, we will look for ways to limit class sizes. The most likely methods are 1) to limit registration in our post-bachelors program by requiring a minimum undergraduate GPA; and 2) to further limit declaration of an undergraduate major in CSD by requiring minimum grades in individual course or a minimum GPA. With limited class sizes, instructors will be expected to re-incorporate written assignments into their curricula and/or add assignments that require students to write and synthesize knowledge from across the curriculum.

To improve our doctoral program, the department plans to **increase the number of full-time doctoral students**, **increase funding for graduate students and support junior faculty so that they can advance in rank**. To accomplish this, we plan to 1) increase external funding applications by research faculty 2) include funding for graduate students wherever possible in external funding applications; 3) increase awareness of the doctoral program and the value of research among undergraduate and entry-level clinical degree students at Wayne State as well as the community of students and professionals outside Wayne State; 4) increase graduate students’ participation in professional conferences and publishing activities that will enhance their ability to apply for external funding for doctoral study and successfully move into tenure-track faculty positions.

**If additional resources are available**, the department requests the following:

1) Fill our empty tenure-track position in language development.

2) Add a tenure-track line in audiology.

3) Add a 12-month lecturer/clinical instructor position.

4) Increase the number of GSA positions available.

5) Hire an additional staff member to take over personnel actions and act as department secretary.

6) Renovate the 80-seat classroom in the basement of Rackham for use by the department.

7) Renovate one or both of the auditoriums in Rackham for use by CSD, Psychology and the university as a whole.

8) Add a budget component for maintenance of the clinical facilities.
APPENDICES

1. DEPARTMENT BY-LAWS
2. DEPARTMENT STRATEGIC PLAN
3. DEPARTMENT ASSESSMENT PLAN (DRAFT MATERIALS)
4. DEPARTMENT FACTORS FOR TENURE AND PROMOTION
5. FACULTY PROFESSIONAL RECORDS
6. DEPARTMENT MENTORING PLAN
7. DEPARTMENT ENHANCEMENT PLAN
Preamble

The name of this body shall be known as the Department of Communication Sciences and Disorders. The purposes of the Department are to encourage cooperation in teaching, research and clinical practice among the members of the Department and to advance scientific and professional knowledge. Whenever these By-Laws conflict with the statutes of the Board of Governors of Wayne State University or the University’s Agreement with the American Association of University Professors, the terms of the latter documents shall prevail. The Department in its dealings with faculty, staff, students, and clients supports the affirmative action policies of Wayne State University.

ARTICLE I. DEPARTMENT CHAIRPERSON

Section 1. Selection and Review of Chairperson

This Department shall be administered by the Chairperson, whose continuation in office shall be reviewed one year prior to the end of his/her term. Terms of appointment shall not exceed five years. Selection and review of a chair will follow the procedures specified in the agreement between Wayne State University and the Wayne State University chapter of the American Association of University Professors.

Section 2. Duties
The duties of the chairperson are:
   A. Preside at departmental meetings.
   B. Represent the faculty to the College and the University.
   C. Supervise departmental budgets and fiscal operation.
   D. Supervise departmental personnel actions.
   E. Coordinate curricular and instructional programs.
   F. Supervise departmental policies and procedures.
   G. Serve as the Program Director and maintain CAA Accreditation in
      conjunction with the Communication Sciences and Disorders Program
      Directors.
   H. Establish committees and appoint members.
   I. Be responsible in general for the proper functioning of the Department within
      University policies.

ARTICLE II. DEPARTMENTAL OFFICERS

Appointments of Department Officers will be made by the Chairperson for an indefinite
length of time. Department Officers shall be reviewed annually by the Chairperson in
consultation with the budget committee. Job descriptions and load consideration shall be
discussed.

Section 1. Graduate Officer

The duties of the Graduate Officer are:
   A. Oversee the work of the Graduate Admissions Officer.
   B. Supervise graduate student advising, probation and graduation.
   C. Maintain graduate program policies and procedures; approve plans of work.
   D. Assist with periodic review of graduate programs.
   E. Supervise graduate student awards and scholarships.
   F. Chair the graduate faculty.
   G. Represent the Department to the Graduate School.
   H. Convene the graduate faculty as needed.
I. Maintain an updated, complete and organized file on the graduate students in the Department.

Section 2. Graduate Admissions Officer

The duties of the Graduate Admissions Officer are:
A. Determine admissions procedures to be followed by MA and AuD students.
B. Establish applicant review procedures to be used by faculty.
C. Maintain a prioritized list of admissible applicants.
D. Authorize admission of applicants from the prioritized list as appropriate.
E. Report to the Chairperson and faculty on admissions activities and outcomes.
F. Arrange admissions-related training for faculty and staff as necessary.

Section 3. Undergraduate Officer

The duties of the Undergraduate Officer are:
A. Implement the policies of the undergraduate programs in the College of Liberal Arts and Sciences and the Department.
B. Function as a liaison between the Department and the undergraduate advisors in the University and the College of Liberal Arts and Sciences.
C. Facilitate the academic progress of all undergraduate students. Approve students’ declaration of major.
D. Ensure the implantation of appropriate appeals procedures for undergraduate students.
E. Authorize the completion of degree requirements for undergraduate students.
F. Maintain an updated, accurate record of advising contact for students in academic and clinical coursework.

Section 4. Audiology Clinical Coordinator / Program Director

The duties of the Audiology Clinical Coordinator / Program Director are:
A. Supervise record keeping for all student clinical experiences.
B. Develop and maintain affiliation agreements for student clinical experiences.
C. Supervise student practicum experiences.
D. Assist the chairperson with accreditation reports and standards.
E. Report to the Chairperson and the faculty on clinical practicum matters.
F. Assist the faculty to implement new clinical programs as required by the CAA or which become timely.
G. Review student evaluations and assign practicum grades.
H. Supervise the work of the Director of the Audiology Clinic.

Section 5. Speech-Language Pathology Clinical Coordinator / Program Director

The duties of the Speech-Language Pathology Clinical Coordinator / Program Director are:
A. Coordinate the operation of the Wayne State University Speech and Language Center.
B. Supervise the fee schedule for the Center and collect fees.
C. Supervise record keeping for all student clinical experiences.
D. Supervise student clinical practicum experiences.
E. Assist the Chairperson with accreditation reports and standards.
F. Report to the Chairperson and the faculty on Clinic operations.
G. Assist the faculty to implement new clinical programs as required by CAA.
H. Act as the Director of the Wayne State University Speech and Language Center.

Section 6. Post bachelor Advisor

The duties of the Post bachelor Advisor are:
A. Advise post bachelor students.
B. Advise prospective post bachelor students.
C. Maintain clinical observation records on post bachelor students.
ARTICLE III. DEPARTMENTAL MEMBERSHIP

Section 1. Membership

All persons holding a regular faculty appointment in the Department shall be members of the Department. Persons with fractional appointments of .5 will also be considered members of the Department. The department will consider necessity for Adjunct Faculty to vote as the need arises. Adjunct Faculty with vote may be elected to membership on departmental committees. A member from the student body will be elected by the students to attend meetings.

Section 2. Meetings

The Department would be expected to meet once a month or at the call of the Chairperson, or at the request of two members, to consider issues relevant to the department and its members, at least one meeting a term is required. A quorum for such meetings shall consist of one more than half of the members present including the Chairperson.

Necessary records shall be kept concerning matters discussed and votes taken at these meetings. These records shall be circulated to the members of the department.

Section 3. Responsibilities of the Department

The Department shall advise the Chairperson on matters concerning the functions of the department in education, research and administration. These functions include, among others, planning educational programs for students, organizing continuing education conferences, developing and evaluating clinical facilities, recruiting faculty, defining clinical and basic research goals, and setting budgetary priorities. Other responsibilities include election of standing and ad-hoc committees and evaluation of student performance.

Section 4. Agendas

A preliminary agenda of each department at meetings shall be circulated to all members one week prior to each meeting. Agenda items may be added by written request of members of the department prior to the meeting.
Section 5. Conduct of the Meetings

The Chairperson shall preside over meetings of the department according to Robert’s Rule of Order. Departmental policies and procedures shall be decided by a majority vote of the full-time membership of the department.

Section 6. Attendance

Meetings will be open to all full-time members of the department. Adjunct Faculty may be invited to attend specific meetings at the discretion of the membership of the department.

ARTICLE IV. THE GRADUATE FACULTY

Section 1. Membership

All members of the department who have been approved by the Graduate Division of the University shall be members of the Graduate Faculty.

Section 2. Functions

The Graduate Faculty shall meet at the call of the Graduate Officer to consider any matters pertaining to teaching and research beyond the baccalaureate degree. A majority vote of the full-time members of the Graduate Faculty shall be necessary to resolve any question placed before the Graduate Faculty.

The Graduate Faculty shall have the sole responsibility for structuring the graduate curriculum subject to the regulations of the Graduate Division.

ARTICLE V. STANDING COMMITTEES OF THE DEPARTMENT

Section 1. The Promotion and Tenure Committee
Membership: The committee shall consist of all tenured members (minimum of three (3)) of the department.

Eligibility: All tenured faculty who are assigned full-time to the department are eligible to participate on this committee.

Functions: The duties of the Promotion and Tenure Committee shall include making recommendations for tenure and promotion, and consideration of other personnel matters such as employment of new faculty and review of faculty status as referred by the Chairperson of the department or by individual faculty members. The Chairperson shall serve as Chair of the Committee without vote. The Chairperson shall call the new committee into session and brief the committee upon personnel issues. A quorum for Promotion and Tenure Committee meetings concerning tenure/promotion shall consist of all eligible members. No member of the Committee shall participate in or vote on a promotion or recommendation to a rank higher than his/her rank. In cases where a faculty member becomes a candidate for full professor, the tenured full professors of the department shall deliberate and make a recommendation. A two-thirds vote of the eligible membership of the Committee shall be required for a recommendation for promotion or tenure. A candidate for promotion/tenure shall have the right to request, or to designate an advocate to present his/her qualifications to the Committee.

Section 2. The Salary Committee

Membership: The committee shall consist of five (5) members elected annually during the Winter term who shall take office at the beginning of the subsequent Fall term. Three (3) members shall be members of the department Promotion and Tenure Committee and two (2) elected from the clinical faculty. Election shall be by majority vote of the faculty. The department Chairperson shall serve as Chair of the Salary Committee with vote. This Committee shall take office at the beginning of the subsequent Fall term.

Eligibility: Members of the Promotion and Tenure Committee and all clinical faculty.

Function: Conduct and responsibilities of the salary committee shall conform to the later version of the Agreement between Wayne State University and the American Association of University of Professors. Meetings shall be called at the discretion of the committee’s chairperson.
Section 3. The Budget Advisory Committee

Membership: A Budget Advisory Committee shall be formed on an ad hoc basis when a majority of department members vote that such a committee is needed. Three members of the faculty shall be elected for a period of two years. The committee will be chaired by a member of the committee.

Eligibility: Full-time membership of the Department.

Function: Advise the Chair on general budgetary priorities, including travel policies and budget allocations.

Section 4. The Curriculum Committees

Eligibility: All members of the department shall be members of the Curriculum Committee for a given area of study (BA, MA, AuD and/or PhD) if they teach one or more courses that are part of that curriculum.

Membership: The Committees shall be composed of all members of the department who teach a given curriculum and in addition may include one student representative.

Function: The Committees shall make recommendations concerning the organization of the curriculum for their area of study, proposals for new courses and the sequence of courses. The Committees shall also make recommendations concerning the content and subject material to be covered in courses within their area of study.

Section 5.

The Chair of the department shall appoint other committees as deemed necessary. Grievance committees shall be constituted when disputes rise.

ARTICLE VI. AMENDMENTS TO THESE BY-LAWS
Proposed amendments to these By-Laws shall be submitted in writing to at least three members of the department who must sign the proposed amendments before they are submitted to a meeting of the department.

Copies of any proposed amendment shall then be distributed to all members of the department for consideration at a special or scheduled meeting, not to be held less than thirty days after the distribution of the proposed amendment.

A two-thirds affirmative vote of all department members shall be required for adoption of an amendment to the By-Laws.

ARTICLE VII. ADOPTION OF THESE BY-LAWS

A copy of these By-Laws will be sent to each member of the department prior to its discussion at a regular meeting of the faculty. A two-thirds affirmative vote of the members of the department shall be required for adoption of these By-Laws.

Final adoption of these By-Laws is dependent upon approval by the Dean of the College of Liberal Arts and Sciences, Wayne State University, who shall also approve amendments as prepared by the department.
Communication Sciences & Disorders Three Year Plan

AY 2010-11 to 2012-13

Department Mission Statement:

The mission of the Department of Communication Sciences and Disorders at WSU is to provide leadership in and focus on the discipline of human communication sciences and disorders through excellent teaching, rigorous research programs, and service to the university and the community. We aspire, as a growing department in an urban research university, to attain national recognition as a leading program committed to preparing excellent clinicians, researchers, and leaders within the fields of Audiology and Speech-Language Pathology.

Results of our AY 2005-2009 five-year plan:

Program Comprehensiveness and Overall Quality: The department has achieved its goal of having 4 degree programs plus a post-baccalaureate program. While the curriculum covers all KASA areas, SLP faculty feel coverage is still less than desirable in the areas of AAC, CLD and in clinical experience with swallowing. 100% of clinical professional students pass their exams, > 97% of graduate students finish the program, and the program meets all accreditation requirements except that of scheduling clients to allow for upward adjustment in the amount of supervision provided. Some important accomplishments in this area are the addition of 2 full-time clinical supervisors in SLP, 1 tenured full professor in Audiology and 1 tenure-track assistant professor in SLP.

Research: Research programs within the department continue to actively produce presentations and papers that are regionally, nationally and internationally presented and that are cited by our peers. Audiology research faculty have strong funded research programs. Research funding for SLP faculty is down.

Serving Detroit Community: The department continues to maintain a strong record of service to the Detroit community. Graduate students from the department provide over 50,000 hours of supervised clinical service per year. During the past 2 years the Wayne State University Speech and Language Center, has provided free testing to over 300 pre-schoolers per year and is developing a birth to three program that combines research goals with community service and clinical education.

Honors Program: The department’s honors program was established in 2008-09 and graduated its first BA-H in May 2010. The department’s goals for Honor student enrollment in our graduate programs cannot be evaluated yet Faculty feel that they need to know more about the Honors Program.

Enrollment at Capacity: During the period from 2005-09 the department achieved its goal of increasing enrollment in its undergraduate and graduate programs. The number of full year equated students rose from 172 to 273. The number of students admitted to the MA-SLP program was increased to 40 per year, and the number admitted to the AuD program was increased to 10 per year. The department’s original goal of admitting 12 AuD students per year has proven to be too ambitious based on the number of clinical placements available. The department has exceeded its goal of having 20 to 30 students enrolled as post-baccs. At the present time we estimate that there are 60 to 70 post-bacc students attending undergraduate classes.
Graduate Student Funding Support: The department has not achieved its goals of increasing student funding support by 10% per year or of providing at least 50% of graduate students and 25% of part-time students with some departmental funding. The number of GSA positions provided by the College has actually decreased by 2, due to budget constraints. Nevertheless, the department has been able to provide all of its full time PhD students with some amount of funding for at least 3 consecutive years.

Training Grants: The department has not succeeding in obtaining federal or state funded training grants. However, in 2006 the department received a permanent budget increase of $250,000 and the majority of these funds have been used to support doctoral level training for both AuD and PhD students.

Research Funding: Within the WSU College of Liberal Arts and Sciences, CSD ranks 10th out of 18 departments that have had external funding during the past 5 years. Of these 18 departments, only 1 (Geology) has a smaller number of graduate faculty. Excluding 2006, when CSD’s external funding rose to $46 million for a single year, CSD’s average external funding for the past 5 years is $150,685 per year. While the program has maintained a relatively consistent level of external funding, the number of faculty with active external grants has decreased to two (Drs Tony Cacace and Jinsheng Zhang) and the department has not achieved its goal of having over $3 million in grants per year.

Clinical Program: The Speech and Language Center is currently making plans for a variety of new and innovative programs, including the Birth to Three Clinic, group therapy for school-age children and an expanded PLAY program. The department has developed new survey tools for program alumni and employers and hopes to send these out for the first time in the 2010-11 academic year. Client and community evaluation of the program’s effectiveness during our fall 2009 re-accreditation site visit were extremely positive.

Continuing Education: The department has become a certified provider of ASHA CEUs and is gradually increasing the number of Continuing Education seminars offered each year. While student organizations within the department were less active during the early part of the past 5 years, during the past 2 years their activities have increased. The department is not yet accredited by the Michigan Association of Nurses for our Occupational Hearing Conservation courses.

Collaborative Environment: Department members collaborate with faculty from other programs, departments and colleges for research and clinical activities. Within the department, faculty and staff work exceptionally well together, are willing to volunteer for roles within and outside of the department and are regular participants in social and academic activities that allow faculty and students to interact. Department participation on College and University level committees has increased in the past 5 years as more faculty have been granted tenure and as vacant faculty positions have been filled.

Departmental Administrative Functions: Attempts to increase the number of staff in the department’s main office have not been successful and were not supported by the CAA team during our fall 2009 re-accreditation site visit. During the past 5 years, 4 different people have served in the records clerk position that is responsible for admissions, client and graduate student records. This resulted in a loss of efficiency, especially in the admissions process, for several years in succession. Nevertheless, the department’s front office staff is highly professional and efficient in performing their many duties. The department is currently conducting a search to replace our Secretary II, who left the department in November 2011.

Preeminence in Urban Focus on Communication Disorders: The department’s positive impact on the greater Detroit community can be supported by a variety of facts including: 1) the high degree of satisfaction among clients, off-site supervisors and employers, 2) attendance at the department’s CE seminars, 3) willingness of community agencies such as Head Start to participate in research by department faculty and students.

Student Commitment to Knowledge and Service: We unfortunately have no instrument to quantify our success in this area.
Context for the Department’s Three Year Plan for AY 2010-11 to AY 2012-13

At the present time the economy of the State of Michigan and the US as a whole is depressed. As a result, the University’s budget from year to year is unpredictable and funding from research grants and private sources is more difficult to obtain. The department’s next plan therefore focuses on goals that are considered practical, achievable and measurable within the next 3 academic years. We also propose goals for a 5 year period, but these goals may be revised depending on changes that take place in the intervening time period.

Communication Sciences and Disorders

3 Year Plan for AY 2010-11 to AY 2012-13

Faculty and Staff

Goals :

- Enhance the department’s visibility in the university and the field as a whole
- Ensure that all faculty participate in and contribute to department life in ways that allow the best use to be made of their knowledge and expertise.
- Re-examine faculty workloads.

1. Re-form the Workload Committee to examine current workloads and formulate ways of equating workload across different activities Based on the outcome of the committee’s work, they will recommend hiring priorities for the department if positions or competitions for positions are offered in the future

   Priority: high

   People: Karen (chair), Tom, Heather, Tausha, Margaret, Andrea

   Timeline: Fall 2010 to end of Winter semester 2011

2. Establish a monthly brown bag lunch presentation series for faculty and students to present their work, both research and clinical

   Priority: mid

   People: Nan, Margaret and Li

   Timeline: meet in Fall 2010 and begin program in Winter 2011

3. Have 100% of faculty actively participate in state and national organizations, e.g. by serving on a committee, being a journal editor, being a board member, etc.

   Priority: high

   People: all faculty members
Timeline: 5 years

Department Funding and Resources

Goals:

- Maintain and improve facilities and equipment for research and clinical training within a restricted budget.
- Increase faculty applications for external grant funding.

1. Add a/v monitoring equipment to the Audiology Clinic and East wing clinical space
   
   Priority: high
   
   People: Jean, Andrea, Karen, Gil, Virginia, Kate
   
   Timeline: December 2010

2. Add a 3rd license if survey of clinical staff shows this is necessary; add monitoring station to the west wing of the Speech and Language Center
   
   Priority: high
   
   People: Aaron
   
   Timeline: finding out how to get a 3rd code: January 2011; adding another license, January 2012

3. Develop a list of needed classroom equipment / teaching materials / technology, priorities for purchase and possible sources of funding for them
   
   Priority: high
   
   People: Tausha, Margaret, Nan
   
   Timeline: [before this year’s Omnibus proposals are due] January 2011

4. Apply for every internal grant for which the department is eligible basing applications on priorities developed above
   
   Priority: high
   
   People: Jean / other department members who listed teaching and/or technology needs
   
   Timeline: ongoing

5. Revise and resubmit the combined CSD / Psychology department proposal for classroom renovation in Rackham to the new Provost
   
   Priority: high
   
   People: Jean, [Doug Whitman, Donna Maniacci]
   
   Timeline: by January 2011
6. Search for temporary space to serve as a clinical workroom for students; have WSSHLA take responsibility for making the space useable

   Priority: high

   People: Jean, Karen, Kim, Deb Brazen

   Timeline: meet with Deb Brazen by December 2010

7. Move to profitability for our CEU offerings and assign 100% of profits to faculty travel

   Priority: high

   Methods: Develop a list of clinics, etc to send advertising to; get a faculty member to participate on the MSHA board; use ASHA special division lists as available; put flyers for CEU events in the MSHA newsletter (comes out once every 2nd month); develop a Department Facebook page and use it to advertise events; use list of externship sites; use the “find an audiologist” list on the AAA web site

   People: Nan, Derek, office staff

   Timeline: beginning list development: end of fall 2010; profitability within 5 years

8. Seek additional sources of student funding

   Priority: mid

   Methods: Look into small companies and foundations that may have programs of this type, eg research grants, PhD student scholarships, Hasbro, private autism foundations; other sources of funding that would pay students for their clinical experience

   People: Karen, Jean, [Peggy Pattison]

   Timeline: ongoing

9. Increase grant applications by research faculty to at least two per person within the next 5 year period

   Priority: high

   People: Jean, Margaret, Li, Heather, Derek (Tony and Jinsheng have already achieved this goal)

   Timeline: 5 years

**Students**

Goals:

- Increase minority enrollment
- Enhance methods for faculty contact and communication with student groups.
- Increase student – instructor interactions by decreasing class sizes

1. Increase minority enrollment
Priority: high

Methods:

- Targeting high schools with potential students and providing information about audiology and speech pathology careers and our program
- Soliciting ASH’s support for ‘CSD awareness’
- Attending community college open houses

People: Aaron, Margaret, Tausha, Li

Timeline: meet in Fall 2010 to start; ongoing

2. Develop a department Facebook page to enhance department communication with the student body

Priority: low

Content: to be discussed / approved by faculty in regular faculty meetings

People: Aaron, Derek

Timeline: January 2011

3. Add sections of both the SLP and AuD UG intro courses in Macomb County to allow completion of a UG major on the Macomb County campus and to keep class sizes below 85.

- SLP 5300 add a winter section (offer teaching opportunity to PhD students)
- AUD 5400 add a Sp/Su session (see if Eileen Bessega will teach)

Priority: high

Methods: contact MEC to see if approval is needed, find instructors, schedule

People: Jean, Andrea

Timeline: Spring/Summer 2011 for AUD 5400; Winter 2012 for SLP 5300

4. Create a handbook for the post-bac program

Priority: high

People: Kim

Timeline: Winter semester 2011

5. Evaluate the effect over time of our current grade restriction for students wishing to declare a UG major in CSD and decide if further restrictions for entry into the UG major are needed

Priority: high

Methods: Monitor number of students declaring a CSD major and their GPAs

People: Tausha and Aaron
Timeline: Data collection ongoing; First report in Fall 2011

**CEUs**

Goals:

- Enhance department visibility in the community
- Enhance department leadership and service to professionals in the audiology and speech-language pathology communities by providing students and area professionals with additional opportunities for continuing education in clinical knowledge and skills and research in the field.

1. Offer 3 CEU events per year, including the Kopp Lecture
   
   **Priority:** high
   
   **Methods:**
   
   People: Nan, all faculty to suggest ideas and volunteer to make presentations
   
   **Timeline:** 2010

2. Offer 6 brown bag lunches per year for CEUs
   
   **Priority:** high
   
   **Methods:** to be decided by Brown Bag organizers (Nan, Margaret, Li)
   
   People: (CEUs submission = Nan; information required for submission to ASHA = presenter)
   
   **Timeline:** Winter 2011

**Audiology Academic Curriculum**

The following goals for curricular changes were agreed upon by the audiology faculty during the planning meeting on October 22, 2010.

Goals:

- Add and/or improve coverage of knowledge and skills in areas that are of increasing importance in the field of audiology.
- Once the new clinical program model has been implemented, review the curriculum and re-align academic and clinical coursework as necessary.
- Conduct an overall review of the curriculum to ensure that individual additions and changes do not lead to under- or over-coverage of any knowledge and skills areas.

1. Include the audiology students in genetics coursework that is to be initiated by our new faculty member
2. Establish a two-hour cochlear implant course that will contain both didactic and laboratory experiences

   Priority: high
   People: Gil, Jean, Andrea
   Timeline: 2010-11 Academic year

3. Establish a two-hour surgical and neurophysiologic monitoring course that will contain both didactic and operating room experiences

   Priority: high
   People: Gil, Jean, Andrea
   Timeline: 2010-11 Academic year

4. Expand the existing four-hour Advanced Electrophysiological Course by increasing the content areas in evoked potentials and vestibular assessment

   Priority: high
   People: Gil, Jean, Andrea
   Timeline: 2010-11 Academic year

5. Establish coordinated links between the first year basic clinical courses and the newly formed clinic management courses

   Priority: high
   People: Gil, Tom, Kate, Virginia, Fran Eldis
   Timeline: ongoing

6. Eliminate the educational audiology course and move the content into the pediatric audiology course

   Priority: mid
   People: Tom, Jean, Andrea
   Timeline: 2011-12 Academic year
Audiology Clinical Training

The following goals for clinical training changes were agreed upon by the audiology faculty during the planning meeting on October 22, 2010.

Goal: Move to a clinical training model in each class of students’ clinical knowledge and skills can be consistently defined, by having students rotate through a consistent set of clinical placements that advance in complexity each year.

1. Complete contractual arrangements with Henry Ford Hospital (HFD) to provide a half-time clinical director onsite and initiate the opening of an audiology clinic
   
   Priority: high
   
   People: Gil, Jean, Andrea, Kate, Virginia, Brad Stach
   
   Timeline: begin HFH-linked clinical/academic courses in January of 2011

2. Transition to a clinical process whereby HFH takes full responsibility for second year AuD students within their hospital/clinical system
   
   Priority: high
   
   People: Gil, Tom, Fran Eldis, Jean, Andrea
   
   Timeline: Spring/Summer 2011

3. Transition to an administrative process whereby HFH makes the clinical assignments for the third year students
   
   Priority: high
   
   People: Gil, Tom, Fran Eldis, Jean, Andrea
   
   Timeline: Spring/Summer 2011

MA- SLP Academic Curriculum

The following goals for academic training changes were agreed upon by the SLP faculty during the planning meeting on October 22, 2010.

Goals:

- Allow the most highly-qualified faculty to teach in different topic areas
- Increase coverage of areas in which students feel they are not adequately prepared
- Keep the MA program to 5 semesters even with the addition of broader coverage of specific knowledge and skills areas.
1. Change course credits and scheduling as follows:

**SLP 7380 (Clinical Processes)**
- Continue to offer during first semester of SLP MA program for 3 credit hours
- Change schedule for course to include an intensive block for first several weeks of semester (eg, 4 weeks) and more staggered scheduled thereafter
  - Goal for front loading course is to develop more of students’ clinical skills earlier in the semester

**AUD 7520 (Counseling)**
- Reduce from 2 credit hours to 1 credit hour for SLP students
  - AUD agreed that this is good for their program as well
- Offer in block schedule format throughout first three semesters of MA and AuD programs with registration and grade for course in the 3rd semester
  - Goal for the block schedule is to assist students with counseling issues (eg, interviewing families; client sensitivity) earlier and throughout the program

**SLP 6460 and SLP 6480**
- Reduce to 3 credit hours from current 4 credit hours

**SLP 5310**
- Increase to 3 credit hours from current 2 credit hours

**SLP 7620 (Voice Disorders)**
- Break into 2 courses
- Offer Voice for 2 credits and Cleft Palate for 1 credit
- Offer new courses during different semesters

**Priority:** high

**People:** Andrea, Jean, Course Instructors

**Timeline:** 2011-12 Academic year

2. Expand collaborative efforts by instructors of neuro/research courses

**Priority:** mid

**Method:**
- Instructors for neuro/research courses will meet to develop further collaborative efforts to assist students with knowledge and skills areas shared across the courses
- Evaluate current mentoring model for MA projects (eg distribution across faculty) and modify as needed
- Margaret and faculty research mentors will evaluate quality of current projects and address as needed
- Faculty mentors will sign research contracts with students
  - Contracts will state research requirements and expectations through the Winter term of the students’ 1st year
    - Goal: faculty research mentors will be able to make grade recommendations for research projects
People:
- Instructors for neuro/research courses (eg, SLP 7680, SLP 7600, SLP 7620; taught by Li, Margaret and Nan)
- Margaret and all SLP faculty research mentors
- Instructor for SLP 7590 (Dysphagia) should be invited to participate

Timeline: 2011-12 Academic year

3. Expand teaching of AAC in the curriculum

Priority: high

Method:
- Recruit people from the community (eg, Pat Nizeo, Lisa Bardach) as potential experts in AAC to replace current people who are no longer able to assist with this topic area
- Consider as long term goal whether teaching AAC in a block format (eg, over 4-6 weeks) would serve students better and whether there are internal or external resources for doing this
- Discuss how AAC topics can be integrated into current courses to give students frequent and diverse exposure related specifically to age ranges and client populations
- Create summary document of AAC topics covered across courses at the UG and MA level

People: Heather, Margaret, SLP curriculum committee

Timeline: mid November, 2010 for summary document on AAC; Winter 2011 for SLP curriculum committee

4. Continue to expand coverage of cultural and linguistic diversity issues in all classes as appropriate

Priority: high

Method:
- Create summary document of cultural and linguistic diversity topics covered in UG and MA courses
- Evaluate current content and develop goals for expanding coverage in SLP curriculum committee meeting

People: Heather; SLP curriculum committee

Timeline: mid November, 2010 for summary document; Winter 2011 for SLP curriculum committee meeting

MA-SLP Clinical Training

Goal: Increase the number and types of clinical practicum experiences available to students both within the Speech and Language Center and at external placements.

1. Implement a small specialized fluency clinic
2. Add 5 externship placements for the Speech and Language Center

   Priority: mid
   People: Karen
   Timeline: 3 years

3. Create new models for the high-functioning language groups (STEPS), the Functional Maintenance Group (STEPS), the groups for outpatient clinic, and the birth-3 clinic

   Priority: mid
   People: Karen, Tausha, Nan, Kim, Aaron, Heather
   Timeline: 3 years

4. Develop an ongoing program of supervisor training

   Priority: high
   Method:
   - Hold a 1 time/semester supervisory meeting to discuss clinical issues, housekeeping issues and relevant student concerns
   - Continue to improve consistency across supervisors through changes to the clinical manual
   - Reevaluate current clinic supervision procedure relative to new ASHA standards
   People: Karen, Tausha, Nan, Kim, Aaron
   Timeline: Ongoing

5. Seek funding to renovate and expand clinical space

   Priority: high
   Method: Submit a grant to the Carl’s Foundation requesting funding for East Wing renovation
   People: Jean, Karen, Peggy Pattison
   Timeline: Ongoing; 1st submission to Carl’s Foundation for fall 2010

6. Continue to expand clinical – academic links

   Priority: high
   Method: Schedule collaborative team meetings to bridge the research/clinical gap for students
   People: Karen, SLP faculty as required
7. Recruit additional external placement supervisors
   
   Priority: high
   People: Karen
   Timeline: 5 years

8. Explore opportunities for dysphagia preceptorships and implement as they are found
   
   Priority: mid
   People: Karen
   Timeline: 5 years
A. DRAFT OUTLINE OF DEPARTMENT ASSESSMENT PLAN FOR UNDERGRADUATE STUDENT KNOWLEDGE AND SKILLS

Assessment of Undergraduate Student Knowledge and Skills

WSU Dept. of Communication Sciences and Disorders

Draft: 6/24/11

I. Definitions of Knowledge and Skills for CSD Undergraduate Students
   a. Skills:
      i. Verbal skills
      ii. Writing skills
      iii. Computer skills (separate course for this)
      iv. Research skills (i.e., finding, reading and evaluating the literature)
      v. Study skills
      vi. Interpersonal communication skills
      vii. Professionalism
   
   b. Knowledge:
      i. Introductory areas
         1. SLP 5300 (Intro to Speech-Language Pathology)
         2. AUD 5400 (Intro to Audiology)
      ii. Foundation areas
         1. SLP 5320 (Normal Language Acquisition)
         2. SLP 5090 (Anatomy and Physiology of the Speech Mechanism)
         3. SLP 5080 (Phonetics)
         4. SLP 5120 (Speech Science)
      iii. Communication Disorder areas
         1. SLP 6460 (Language and Phonological Disorders)
         2. SLP 6480 (Organic Disorders)
      iv. Clinical area
         1. SLP 5310 (Clinical Methods)

II. Assessment Methods for each Skill and Knowledge area
   a. Identify assessment method for each
i. Skill areas: Extend across courses. Each course (or maybe only certain courses) will include at least one assignment in which the instructor can measure pass/fail on each of these skills (verbal, writing, research, interpersonal, professionalism)
   1. Verbal and interpersonal: could be addressed through a group assignment to see how students can work with others and verbalize (admittedly hard to evaluate verbal skills in a large class, but instructor can use methods of small group assignment to address this)
   2. Writing and research: could be addressed through a written assignment for which the student must locate and read the literature
   3. Professionalism: could be addressed through stated objectives for professional behavior such as punctuality, classroom behavior, etc. as stated in syllabus.

ii. There are the following exceptions:
   1. For computer skills, there is a separate course
   2. For study skills, the instructor will refer students to the academic success center by a specified date within each semester if the student’s performance on tests/ assignments reflects poor study skills.

iii. Knowledge areas: The course grade reflects acquisition
   b. Develop tracking system: To reflect pass/fail for each (does not have to be used for every class assignment, but only for the ones that are designated as assessing the skills noted above (e.g., the writing assignment would be scored not only as an overall grade, but for the two components of writing skill and research skill)
   c. Begin using the new assessment method & tracking procedure
   d. Demonstrate how the new assessment method has been used to improve our undergraduate program
### B. UNDERGRADUATE CURRICULUM MAP

#### WSU CSD Undergraduate Curriculum Map

<table>
<thead>
<tr>
<th>Program Learning Outcomes</th>
<th>SLP 5080</th>
<th>SLP 5090</th>
<th>SLP 5120</th>
<th>SLP 5310</th>
<th>SLP 5320</th>
<th>SLP 5360</th>
<th>SLP 6460</th>
<th>SLP 6480</th>
<th>SLP 5300</th>
<th>AUD 5400</th>
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<tbody>
<tr>
<td>Program Learning</td>
<td>Phonetics A &amp; P</td>
<td>S Science</td>
<td>Clin Meth</td>
<td>NL Lang A</td>
<td>Clin Practice</td>
<td>Lang/Pho</td>
<td>Organic</td>
<td>Intro SLP</td>
<td>Intro A</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain normal</td>
<td>D/3</td>
<td>D/2</td>
<td>D/3</td>
<td>D/2</td>
<td>D/3</td>
<td>NA</td>
<td>D/2</td>
<td>D/1</td>
<td>D/1</td>
<td>I/3</td>
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<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Methods</td>
<td></td>
<td>LR, Q, ME</td>
<td>ME</td>
<td>CS, CR</td>
<td>Q, ME, GP, OP</td>
<td>NA</td>
<td>Icw/ME</td>
<td>ME/SA</td>
<td>ME/SA</td>
<td>ME/LR</td>
</tr>
<tr>
<td>Explain delayed/disordered communication and impact</td>
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<td>I/3</td>
<td>N/A</td>
<td>I/3</td>
<td>N/A</td>
<td>N/A</td>
<td>D/2</td>
<td>D/3</td>
<td>D/2</td>
<td>I/3</td>
</tr>
<tr>
<td>Assessment Methods</td>
<td>N/A</td>
<td>ME</td>
<td>N/A</td>
<td>CS, CR</td>
<td>Q, ME, Maybe OP</td>
<td>CR</td>
<td>GP/ME</td>
<td>ME/SA</td>
<td>ME/SA</td>
<td>MR/LR</td>
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<tr>
<td>Describe and evaluate the effects of language and</td>
<td>D/2</td>
<td>I/1</td>
<td>N/A</td>
<td>I/3</td>
<td>I/2</td>
<td>I/1</td>
<td>D/1</td>
<td>D/1</td>
<td>I/1</td>
<td>I/3</td>
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<tr>
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<td>Q, ME, Maybe OP</td>
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<td>GP/ME</td>
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<td>Demonstrate fundamental skills in providing</td>
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<td>N/A</td>
<td>Q</td>
<td>CS, CR, ICW</td>
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<td>RP/Cr</td>
<td>ME</td>
<td>ME/SA</td>
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<td>I/3</td>
<td>D/2</td>
<td>D/3</td>
<td>NA</td>
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<tr>
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<td>CS, CR, ICW</td>
<td>OP, GP, Q, EE?</td>
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<td>NA</td>
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<td>LR</td>
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<tr>
<td>Demonstrate the interpersonal skills and</td>
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<td>I/1</td>
<td>I/1</td>
<td>I/2</td>
<td>D/1</td>
<td>D/2</td>
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</tr>
<tr>
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<td>GP</td>
<td>GP</td>
<td>GP</td>
<td>GP</td>
<td>CR/OP/SD</td>
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<td>N/A</td>
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</tr>
<tr>
<td>Demonstrate general</td>
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<td>D/2</td>
<td>D/2</td>
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<tr>
<td>academic skills (including</td>
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<td>Assessment Methods</td>
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<td>Q, GP, E</td>
<td>CS, CR, ICW</td>
<td>Q,ME, GP</td>
<td>CR/OP/SD</td>
<td>/R/P</td>
<td>PD</td>
<td>ME</td>
<td>NA</td>
</tr>
</tbody>
</table>

**Program Learning Outcomes:** I = refers to introducing the skill, knowledge, or ability. D = refers to developing the skill, knowledge or ability.

**Level of Emphasis** is placed on PLO 3 - 2 - 1 where 3 is a lot/very much, and 1 is a little

**Assessment Methods:**
- CS = Case Study
- CR = Clinic
- ME = Multiple Choice
- Exams or call them
- SA = Short Answer
- SP = Student Portfolio
 Faculty in Communication Sciences and Disorders may submit any material to the Promotion and Tenure Committee that they deem relevant to the factors listed below.

I. Scholarship

Publication is the most important means for evaluating scholarship. Publication of peer-reviewed articles in recognized journals provides clear evidence of scholarly activity. Publication of books and chapters is also considered evidence of scholarship. Editorship of books, proceedings and monographs and publication of invited contributions to the literature are valued scholarly activities. Citation of a faculty member's work, reviews of the work and other evaluations should be considered in assessing scholarly work.

Success in securing funding for research and training grants from sources outside the University is evidence of scholarship. Success in securing internal funding is given less weight. For an assistant professor seeking tenure, persistence in efforts to obtain funding and publish in high-quality journals is an important criterion.

Other indicators of scholarly work include presentations at meetings and conferences (particularly those that are invited), recognition by professional associations, and publication by various methods of clinical instruments and treatment strategies that are data based and have been presented in peer-reviewed journals.

The candidate's potential for continued excellence in scholarly activity is also a factor for tenure and promotion. Promotion to full professor requires evidence of national recognition.

II. Teaching

Effectiveness in teaching at the undergraduate and graduate levels will be measured by student evaluations of all courses taught, by peer review and by other measures of teaching effectiveness, when these are available. Awards for excellence in teaching will also be considered.

Effectiveness in directing master's theses and essays, directed studies, small research projects and doctoral dissertations provides evidence of teaching effectiveness. Development of new courses and major revisions of existing courses will also be considered. Student advising that extends beyond the expected load and active involvement as an advisor to students in need of career development, employment opportunities and/or other guidance will be noted. When applicable, clinical supervision will be assessed through student evaluations and evaluations by professionals and other sources.
III. Service

Service to the Department, College and University will be assessed through active, effective committee membership and committee leadership. An appropriate level of service is expected of all faculty and does not by itself constitute a factor for tenure or promotion. Weight should be given to service assignments which require extensive time and a high level of responsibility.

Service also includes editorships and editorial board memberships, review of papers, grants and educational programs, and leadership roles in professional associations, governmental organizations and/or community-based organizations which bring credit to the University and further its mission.

An assistant professor seeking tenure and/or promotion will have fewer service expectations than a tenured faculty member seeking promotion.
5. FACULTY PROFESSIONAL RECORDS

WAYNE STATE UNIVERSITY

Professional Record
Faculty

NAME: Jean Andruski
DATE PREPARED: April 30, 2004
DATE REVISED: July 11, 2012

OFFICE ADDRESS: 206 Rackham Bldg.
HOME ADDRESS: 4215 Schaefer Road, Dearborn, MI 48126

OFFICE PHONE: 577-0226
HOME PHONE: (313) 584-1895

DEPARTMENT/COLLEGE: Communication Sciences and Disorders / Liberal Arts and Sciences

PRESENT RANK & DATE OF RANK: Associate Professor, May 2005

WSU APPOINTMENT HISTORY:

Year Appointed/Rank: 1999
Year Awarded Tenure: 2005
Year Promoted to Associate Professor: 2005
Year Promoted to Full Professor:

______________________________________________________________________________

CITIZEN OF: Canada

______________________________________________________________________________

EDUCATION: [Give name of institution, place, and date of degree.]

Baccalaureate: University of Calgary, Calgary AB, Canada, 1977 (BA)
Graduate: University of Alberta, Edmonton AB, Canada, 1990 (MSc)
Brown University, Providence RI, 1995 (PhD)
Postgraduate (postdoctoral): University of Washington, Seattle WA, 1996-97
Eloquent Technology, Ithaca NY, 1998

______________________________________________________________________________

OTHER APPOINTMENTS (Years and Rank):

2008 – 2009 Interim Chair, Department of Communication Sciences and Disorders
2009- present Chair, Department of Communication Sciences and Disorders
1999- present Associate Professor, Linguistics Program, WSU

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PROFESSIONAL SOCIETY MEMBERSHIP(S):

Acoustical Society of America

HONORS/AIDS:

2002 Wayne State University Faculty Summer Institute Award
2002 Wayne State University College of Science Excellence in Teaching Award
2001 Honorary Membership in the Wayne State Speech, Language and Hearing Association
2000 SLP Class of 2000 named Instructor Most Passionate About Her Subject Area
2000 WSU Women's History Month Special Appreciation recipient
1995-1997 Social Sciences & Humanities Research Council Post Doctoral Fellowship
1995 Killam Post Doctoral Fellowship (declined)
1990-1994 Social Sciences & Humanities Research Council of Canada Doctoral Fellowship
1991 Linguistic Society of America Fellowship for the 1991 Linguistics Institute
1990 Brown University Graduate Fellowship
1989, 1990 Government of Alberta Graduate Scholarships
1984, 85 & 86 Michael Luchovitch Scholarships for Career Development
1980 Nominated as a member of the Library Science Honor Society
1980 Goethe Institutes Award to Study German in West Germany
1973-1977 University of Calgary Matriculation Scholarship
1977 Swiss Government Book Prize in French Studies
1975 Bilingualism & Biculturalism Bursary for the Study of French
1973, 74, 75, 76 Queen Elizabeth Scholarships
I.  TEACHING

A.  Years at Wayne State:  January, 1999 to Present

B.  Years at Other Colleges/Universities (please list)

Visiting Professor, University of Washington, 1998-99

C.  Courses Taught at Wayne State in Last Five Years

1.  Undergraduate

   SLP 5080, Phonetics (3)

2.  Graduate

   SLP 7010, Acoustics of Speech (3)

   SLP 8390, PhD Seminar in SLP (3)

3.  Graduate Professional School

D.  Essays/Theses/Dissertations Directed

1.  Students by Name, Level, Title of Project, Year

   Costello, James, MA, Modeling pitch contours with polynomial equations for tone discrimination in Green Mong.  2003.

   Erickson, Melissa. MA. Trained and untrained subjects’ perception of foreign sounds.  2004.

   Katz-Gershon, Shiri, PhD, Early Receptive Vocabulary Development in Infants Living in Urban Detroit.  2007.

5. Meloche, Erinn, MA. *The border line in the spread of sound change, a study of the northern cities shift in Canada.* 2008


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**Essay/Thesis/Dissertation Committee Membership**

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2. Students by Name, Level, Title of Project, Year


6. Kaiser, Christine, PhD. _Oral language of struggling readers compared to typically developing readers,_ in progress.


8. Klopfenstein, Marie, PhD. _Prosodic features and naturalness in individuals with dysarthria._ 2012 (University of Louisiana at Lafayette).


11. Murray, Joseph, PhD. _The effect of slow motion and training on clinician’s judgments during the videofluoroscopic swallowing assessment,_ in progress.

13. van Alphen, Petra, PhD. *Perceptual relevance of prevoicing in Dutch*, 2003. (Max Plank Institute for Psycholinguistics, Nijmegen, the Netherlands)


**Course or Curriculum Development**

**E. Course Materials (Unpublished)**

2011 Developed a set of Blackboard tutorials to assist students in finding and interpreting important acoustic cues in speech

2010 Developed a set of videos to demonstrate various types of acoustic analysis for speech

2008 Developed a set of lab exercises for practice with all aspects of IPA learning and transcription

2007 Developed and organized a series of PhD professional development seminars

2005 Developed and taught a PhD level seminar on Speech Perception

2002 Developed a new course for PhD students to introduce them to research areas and techniques in the department, encourage them to find an advisor, and help them find a first research topic. Of 7 students registered in this course, 4 completed their first research project in the winter semester of 2003.

2000–2001 Developed a curricula for computer-based learning of speech science and speech acoustics.

1999-2000 Developed curricula and support materials for courses in:

- Phonetics of American English
- Introduction to Speech Science
- Acoustics of Speech
- Research Methods in Communication Science

**F. Other information relevant to evaluation of teaching effectiveness**
Fall 2002    Received a Wayne State College of Science Teaching Award

Summer 2002 Selected to participate in the Wayne State University Summer Institute for Faculty. Knowledge from the institute was used to upgrade my use of Blackboard for SLP 5080, 7010 and 8390.

Spring 2001    Received an NSF Small Grant to attend the SPHS Workshop for Instructors, June 16-18, 2001 at Indiana University. The workshop was an intensive, hands-on introduction to multimedia courseware for teaching math, physics & technology to students in speech & hearing science.

Spring 2000    Named "Instructor Most Passionate about Her Subject Area" by the SLP graduate class of 2000.

II. RESEARCH

A. Research in Progress, Not Funded
1. Acoustic characteristics and perception of infant-directed speech, adult-directed clear speech, and adult-directed conversational speech.
2. Phonation types in production of phonological tone in Green Mong.
3. Coarticulatory differences in different speech registers.

B. Funded Research
1. Andruski J.E. Infant memory for infant- and adult-directed speech. Funded by an NIH/NIDCD R03 grant.
2. Andruski J.E., Casielles E. & Nathan, G. A longitudinal study of monolingual and bilingual (Spanish-English) language development. Funded by a Research Enhancement Program Award, a Wayne State University Humanities Center Innovative Project Grant and a WSU Graduate Research Assistantship.
4. Andruski J.E. and Ratliff, M.S. Perception of tone in Green Mong. Two papers published, follow-up research continues. Funded by a Wayne State University Small Grant.
C. Fellowships/Grants/Special Awards

Grants

<table>
<thead>
<tr>
<th>Agency: Title (Role)</th>
<th>Period</th>
<th>Total Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Funded</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. General Motors Corporation: Error Recovery in Speech Recognition systems (PI)</td>
<td>2007-2008</td>
<td>$198,000</td>
</tr>
<tr>
<td>2. Children's Research Center of Michigan: Premature infants' memory for complex linguistic signals (PI)</td>
<td>2004-2006</td>
<td>$100,000</td>
</tr>
<tr>
<td>4. NIH / NIDCD R03 Grant: Infant memory for infant- and adult-directed speech (PI)</td>
<td>2002-2005</td>
<td>$223,500</td>
</tr>
<tr>
<td>5. WSU Research Grant Program Award: A longitudinal study of bilingual (Spanish-English) language development (Co-investigator)</td>
<td>2004</td>
<td>$6,993</td>
</tr>
<tr>
<td>6. WSU Undergraduate Research Grant: Analysis of prosody in productions of a monolingual English child (Faculty sponsor)</td>
<td>2004</td>
<td>$2,500</td>
</tr>
<tr>
<td>7. WSU Graduate Research Assistant Competition: A longitudinal study of bilingual (Spanish-English) language development (Co-investigator)</td>
<td>2003-2004</td>
<td>$13,700</td>
</tr>
<tr>
<td>8. WSU Humanities Center Innovative Project Grant: A longitudinal study of bilingual (Spanish-English) language development (Co-investigator)</td>
<td>2003</td>
<td>$4,000</td>
</tr>
<tr>
<td>9. WSU Research Grant Program Award: Role of phonation type in perception of tone in Green Mong (PI)</td>
<td>2001</td>
<td>$7,000</td>
</tr>
<tr>
<td>10. WSU Small Grant: Role of phonation type in perception</td>
<td>2001</td>
<td>$1,000</td>
</tr>
</tbody>
</table>
of tone in Green Mong (PI)

(b) Pending

(c) Not Funded

11. Skillman Center for Children: Word Extraction in Infants Learning 2005 $1,000
African-American English: Does Dialect Matter?

12. Women of Wayne Research Grant: Early vocabulary development in 2004 $1,000
infants living in urban Detroit (PI)

13. Skillman Center for Children: Early vocabulary development in 2004 $7,500
infants living in urban Detroit (PI)

14. ASHA: Innovative solutions addressing the critical shortage of Ph.D. 2004-2007 $150,000
level faculty in Communication Sciences and Disorders (Co-investigator)

15. Women of Wayne Research Grant: A longitudinal study of bilingual 2002-2003 $1,000
language acquisition (PI)

16. Merrill-Palmer Institute Seed Grant: A longitudinal study of bilingual 2003-2004 $7,000
(Spanish/English) language development (PI)

17. WSU Instructional Improvement Grant: Improving teaching & 2002 $38,
learning in ASLP’s TRC (PI)

18. NIH / NIAAA R01 Grant: Prenatal narcotics: early identification and 2001-2006 $3,492,966
intervention (Co-investigator)

19. ASHA: Phonation type in perception of tone in Green Mong (PI) 2000-2001 $5,000

20. WSU Omnibus Student Fee Proposal: Clinical education technology 2000 $120,72
for the TRC (PI)
Fellowships / Special Awards

2003 Award to attend the FASEB Grantsmanship Training Program for Research Scientists, Tucson, AZ.

2002 Wayne State University Faculty Summer Institute Award

2002 Wayne State University College of Science Excellence in Teaching Award

2001 Honorary Membership in the Wayne State Speech, Language and Hearing Association

III. PUBLICATION

A. Journal Articles Published

1. Refereed Journals


B. Papers Published in Conference Proceedings

1. Refereed Papers


2. Nonrefereed Papers

C. Abstracts Published in Academic Journals

D. Papers Presented

1. Invited and/or Refereed Internationally or Nationally


2. Invited and/or Refereed Locally/Regionally


E. Invited Seminars or Lectures Presented


Wayne State University Humanities Center, 2004. Andruski, J.E., Casielles, E. & Nathan, G. “The nature of
bilingual first language acquisition.”


F. Other Scholarly Work

IV. SERVICE

A. Committee Assignments

1. University Committee Membership

   University Research Grant Program, Bio-Science Subcommittee, 2003
   Leading the Way: The Faculty & Staff Campaign, 2003-2004
   SPEAKS Appeals Panel, 2004
   Scholarships & Fellowships Review Panel, 2002
   TLTR Online Courseware Evaluation Committee, 1999

3. College/Department Committee Chaired

   CSD Faculty Committee, 2008-present
   CSD Promotion and Tenure Committee, 2008-present
   CSD Merit and Salary Committee, 2008-present
   Technology Resource Center Coordinator, 1999-present
   Graduate Committee, 2001-2002
   Graduate Programs Brochure Committee
   SLP Admissions Committee, 2001-2002
Audiology Admissions Committee, 2001-2002
Audiology Doctoral Program Subcommittee, 2001-2002
CSD Reinstatement Committee, 2001
Faculty Search Committee, 1999-2000

4. College/Department Committee Membership

College of Science Election Committee, 2004
College of Science Graduate Committee Chairs, 2001-2002
Linguistics Program Faculty Committee, 1999-present
CSD Faculty Committee, 1999-2008
CSD Promotion and Tenure Committee, 2005-2008
ASLP Curriculum Committee, 1999-present
SLP Doctoral Committee, 2001-present
ASLP Workload Committee, 2004
ASLP Faculty Search Committee, 2000-2001

CLAS PhD Completion Project Committee
CLAS Research and Scholarship Committee

B. Positions Held in Professional Associations

Acoustical Society of America, Speech Communications Technical Committee member, 2003-present

D. Professional Consultation

i. Consulting to Private Enterprise
Consulted as an expert in speech acoustics by Joan Morgan, LLB, to compare two voices and provide an opinion on whether or not they were the same person.

Consulted as an expert in speech acoustics by William Brisbois & Associates, PLLC to evaluate audio files for voice comparison.

F. Other Professionally Related Service

Led effort to respond to the Provost’s RFP for New Faculty Lines by writing a proposal for a new faculty line for a tenure-track faculty member in the area of behavioral tinnitus research.

Invited Reviewer for new edition of "Acoustic analysis of speech" by Raymond Kent and Charles Read (Thompson Delmar Learning)

Invited Reviewer for "Festschrift for James Emil Flege", Murray Munro and Ocke Bohn, eds. (John Benjamin)

Invited Reviewer for "Experimental Approaches to Phonology. In honor of John Ohala", Maria-Josep Sole, Manjari Ohala and Pam Beddor, eds. to be published by Oxford University Press

Invited Reviewer for ASHA Research Grant in Speech Science

Electronic Metastructure for Endangered Languages (EMELD) Project, Invited Member of the Phoneticians’ Panel

Invited External Member of Examination Board for Petra van Alphen, PhD Dissertation, Max Plank Institute for Psycholinguistics, Nijmegen, The Netherlands

Invited Peer Reviewer for:

American Academy for the Advancement of Science

Canadian Journal of Linguistics

Journal of the Acoustical Society of America
Journal of the International Phonetic Association

Journal of Phonetics

Journal of Child Language

Infant Behavior & Development

Journal of Memory & Language

Journal of Speech, Language and Hearing Research

Language and Speech

National Science Foundation

Responsible for planning and staffing Departmental booth at Festival of the Arts, 1999, 2000, 2001


Student recruitment talk at the University of Michigan Linguistics Department, 2002.
WAYNE STATE UNIVERSITY

Professional Record

Faculty

NAME: Heather L. Balog

DATE PREPARED: January 25, 2012

DATE REVISED: January 25, 2012

OFFICE ADDRESS: 207 Rackham, Detroit, MI 48202

HOME ADDRESS: 43824 Joy Rd., Plymouth, MI 48170

OFFICE PHONE: (313) 577-6288

HOME PHONE: (734) 459-0342

DEPARTMENT/COLLEGE:

Communication Sciences and Disorders, College of Liberal Arts and Sciences

PRESENT RANK & DATE OF RANK:

Assistant Professor (August 2004 to present)

WSU APPOINTMENT HISTORY:

Year Appointed/Rank: 2004
Year Awarded Tenure: NA
Year Promoted to Associate Professor: NA
Year Promoted to Full Professor: NA

CITIZEN OF: USA

EDUCATION:

Baccalaureate:
B.A., University of Northern Iowa, Cedar Falls, IA, December 1994

Graduate:
M.A., University of Northern Iowa, Cedar Falls, IA, December 1996
Ph.D., Purdue University, West Lafayette, IN, August 2004

Postgraduate (postdoctoral):
NA

Licensure:
NA

Certification:
American Speech-Language-Hearing Association Certificate of Clinical Competence (ASHA CCC-SLP) (#09125586)
PROFESSIONAL SOCIETY MEMBERSHIP(S):

American Speech-Language Hearing Association (ASHA)

Michigan Speech-Language Hearing Association

Member of Executive Council – VP Student Affairs (2006 and 2007)

HONORS/AWARDS:

CLAS Teaching Award (2007)

Nominated for the 2007 President’s Award for Excellence in Teaching, Wayne State University

2006 ASHA ACE Award for continuing education

2006 Professor of the Year, Department of Audiology and Speech Language Pathology, Wayne State University

ASHA Student Travel Award for student presentation at the 2002 ASHA Convention, Atlanta, GA ($500.00)

Outstanding Teaching Assistant for 2000-2001 Audiology and Speech Sciences, April 2001, Department of Audiology and Speech Sciences, Purdue University

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Purdue University Graduate Student Award for Outstanding Teaching, April 2001, Purdue University

TEACHING

B. Years at Wayne State: 6 years

C. Years at Other Colleges/Universities (please list): 0 years

D. Courses Taught at Wayne State in Last Five Years

1. Undergraduate:
   - SLP 5080 Phonetics
   - SLP 3990 Directed Study

2. Graduate:
   - SLP 6640 Language Disorders- Birth to Five
   - SLP 7600 Phonological Disorders
   - SLP 8390 Prosodic Development Seminar
   - SLP 8390 Introduction to the Ph.D.
   - SLP 7990 Directed Study
   - SLP 7999 Masters Essay Directed
   - SLP 8999 Masters Thesis Research Directed

3. Graduate Professional School: NA

E. Essays/Theses/Dissertations Directed

1. Students by Name, Level, Title of Project, Year

   MA Essays:

   - Elisabeth McCourt, MA, The Comparison of a Formal and Informal Assessment Used to Measure the Print Awareness Skills of Urban Head Start Children, May 2010

   - Karla Brouillette, MA, Prosody in Childhood Apraxia of Speech, April 2006
   - Erin Alyward, MA, Intonation Characteristics of Young Children’s Communicative and Non-communicative Discourse Contexts, April 2006
MA Theses


Ph.D. Dissertations

- Wanda Kent, Ph. D., Intonation and Reading Skills in Fourth Grade Students; prospectus stage October 2009; Final defense expected Summer 2011
- Angela Harris, Ph.D., The Relationship Between Narrative Skills, Phonological Awareness, Print Referencing, and Vocabulary on Pre-literacy Development (small project); student resigned from the Ph.D. program in October 2010
- Christine Yeskey, Ph.D., Structured Communication with Supports to improve LSES Toddler Vocabulary (small project); degree in progress

F. Course of Curriculum Development

- SLP 5080 Phonetics (undergraduate)
- SLP 6640 Language Disorders- Birth to Five (graduate, M.A.)
- SLP 7600 Phonological Disorders (graduate, M.A.)
- SLP 8390 Prosodic Development Seminar (graduate, Ph.D.)
- SLP 8390 Introduction to the Ph.D. (graduate, Ph.D.)

G. Course Materials (Unpublished)

- SLP 5080 Phonetics (undergraduate)
- SLP 6640 Language Disorders- Birth to Five (graduate, M.A.)
- SLP 7600 Phonological Disorders (graduate, M.A.)
- SLP 8390 Prosodic Development Seminar (graduate, Ph.D.)
- SLP 8390 Introduction to the Ph.D. (graduate, Ph.D.)
H. Research in Progress, Not Funded

- Screening Instruments for At-Risk African American Preschoolers
- Phonetic Transcription Accuracy: Perceptual and Acoustic
- Speech and Language Impairments in Young Urban Children
- Phonological Awareness and Literacy in Preschool Children

I. Funded Research in Last Five Years

NA

J. Fellowships/Grants/Special Awards in Last Five Years

National Science Foundation: Linguistics PD98-1311: Enhancing Phonetic Transcription Accuracy

Submitted: July 15, 2009
Role: Principle Investigator
NOT FUNDED

National Institutes of Health R21: Assessing the Constructive Validity of Tests of Auditory Processing in School-Aged Children

Submitted: June 15, 2009
Role: Co-investigator (1.5. academic months)
NOT FUNDED

National Institutes of Health SES-SU5S2-RFP-08-0001: Infant Feeding and Early Development

Submitted: Nov. 1, 2008
Role: 10% collaboration
NOT FUNDED
2006-2007 University Research Grant Program (Wayne State University): *Speech and Language Impairment in Young Urban Children*

Submitted: December 4, 2006
Role: Principle Investigator

NOT FUNDED

National Institutes of Health R03-HD053388-01: *Intonation Acquisition in African-American English (AAE) Dialect*

Submitted: Oct., 1, 2005 and resubmitted Nov. 1, 2006
Role: Principle Investigator

NOT FUNDED

PUBLICATIONS

K. Chapters Published

1. Authored:


*This is a sole-authored invited book chapter that is now in press.*

L. Journal Articles Published

1. Refereed Journals

This paper was an original project for which I was the sole contributor.

Number of times cited: 0

Journal impact factor: 1.341 (Five year impact factor: 1.627)


This paper was the second paper to be published from my dissertation work. Drs. Roberts and Snow were included on this paper as contributing authors because of their role in mentoring my dissertation research. I was responsible for the planning of this project, the data collection and analyses, and for writing the manuscript for submission.

Number of times cited: 0

Journal impact factor: not available


This paper resulted from an extension of earlier work and was the result of my own original work related to gesture development and intonation in babies. Dr. Brentari mentored my early work in this area, but had little additional influence on the extension of this research at Wayne State. Dr. Brentari was included on this paper because of her role in mentoring the first steps for this project. I was responsible for the planning of this project, the data collection and analyses, and for writing the manuscript for submission.

Number of times cited: 1

Journal impact factor: 1.281


This paper was the first paper to be published from my dissertation work. I was solely responsible for the development of the contour inventory used as a unit of measure in this paper and for developing how it would be compared to another measure of intonation. Dr. Snow was included on this paper as second author because of his role in mentoring my dissertation research. I was responsible for the planning of this project, the data collection and analyses, and for writing the manuscript for submission.

Number of times cited: 1

*This paper resulted from an early project during my doctoral training and was the result of my own original work related to the development discourse in babies’ productions. Dr. Roberts was a member of my dissertation committee and served as a faculty mentor for this particular project. I was responsible for the planning of this project, the data collection and analyses, and for writing the manuscript for submission.*

Number of times cited: 1

Journal impact factor: 1.04


*This paper was a collaborative effort with my research mentor during graduate school. The original idea for a review paper on the acquisition of intonation in babies was mine; however, my mentor took the lead on writing the review and expanded the paper to include theoretical arguments. My efforts were primarily focused on organizing the papers related to child acquisition of prosody (see section 4.2, page 1046 and Table 1).*

Number of times cited: 11

Journal impact factor: 0.547 (Five year impact factor: 0.778)

2. Invited and/or Refereed Internationally or Nationally


*This presentation resulted from M.A. level research mentorship and will lead to a publication submission in Winter 2011.*

This presentation resulted from M.A. level research mentorship and will lead to a publication submission in Winter 2011.


This presentation resulted from an M.A. Essay for which I was a committee member.


This presentation resulted from a Ph.D. candidate’s small project for which I was the primary mentor (i.e., through the Children’s Bridge Program at the Merrill-Palmer-Skillman Institute). This research is currently being prepared for manuscript submission by the student under my mentorship.


This presentation resulted from an M.A. Essay for which I was the advisor.


This presentation resulted from an M.A. research project for which I was the advisor. This work served as pilot data and led directly to a grant submission (i.e., National Science Foundation: Linguistics PD98-1311: Enhancing Phonetic Transcription Accuracy).


This presentation resulted from a Ph.D. student’s small project for which I was the primary mentor.


This presentation resulted from an M.A. thesis for which I was the advisor. This research is currently being prepared for manuscript submission by the student under my mentorship.


3. Invited and/or Refereed Locally/Regionally


This presentation resulted from a Ph.D. candidate’s small project for which I was the primary mentor (i.e., through the Children’s Bridge Program at the Merrill-Palmer-Skillman Institute). This research is currently being prepared for manuscript submission by the student under my mentorship.


This presentation resulted from an M.A. research project for which I was the advisor.
Balog, H. L. (2006, September). Speech and Language Characteristics of Young African American Children. Poster session presented at the meeting of the Children’s Bridge Conference, Wayne State University, Detroit, MI.


M. Invited Seminars or Lectures Presented in Last Five Years

Balog, H. L., & O’Leary, K. S. (2011, February). The evolution of our Head Start screening program: What we have learned and where we are going. Department of Communication Sciences and Disorders, Wayne State University, Detroit, MI.

Andruski, J. E., & Balog, H. L. (2010, February). Acoustic measurement of speech and voice using PRAAT. Department of Communication Sciences and Disorders, Wayne State University, Detroit, MI.


Balog, H. L. (2006, January). Communication strategies for baby’s first years. Infant Mental Health/Early Childhood Programs, Merrill-Palmer Institute, Wayne State University, Detroit, MI.


V. SERVICE

A. Committee Assignments in Last Five Years

1. University Committee Membership:
- WSU Scholar’s Day Volunteer (2006, 2007)
- North Central Accreditation Committee Member (2005, 2006)

2. College/Department Committee Chaired:
   - CSD Ph.D. Coordinator (April 2011-Present)
   - CSD Medical Speech-Language Pathology Search Committee (2009-2010)
   - Academic Advisor for the 2011 MA SLP Class
   - CLAS Teaching Award Nomination Committee (2008-2009; 2009-2010)
   - CLAS Teaching Award Nominating Committee (2004-2005)

3. College/Department Committee Membership
   - CLAS Academic Misbehavior Committee Panel (2011-2012)
   - CLAS Academic Misbehavior Committee Panel (2010-2011)
   - Department Chair Search Committee (2008-2009)

B. Positions Held in Professional Associations in Last Five Years

C. Other Professionally Related Service:


   April 2009 – Manuscript reviewer for Journal of Speech, Language, Hearing Research (1 manuscript reviewed)
September 2009 – Manuscript reviewer for *Journal of Speech, Language, Hearing Research* (1 manuscript reviewed)

September 2009 – Manuscript reviewer for *Journal of Autism and Developmental Disorders* (1 manuscript reviewed)

June 2010 – Grant reviewer for *2010 Michigan Early On Grant*

July 2010 – Manuscript reviewer for *Speech Communication* (1 manuscript reviewed)
WAYNE STATE UNIVERSITY

Professional Record

Faculty

NAME: Tausha Beardsley

DATE PREPARED: March 28, 2012

DATE REVISED:

OFFICE ADDRESS: 208.2 Rackham

HOME ADDRESS: 38844 Steeple Chase

Apt. 27203, Farmington Hills, MI 48331

OFFICE PHONE: 313-577-0840

HOME PHONE: 734-674-6538

DEPARTMENT/COLLEGE: Communication Sciences and Disorders/College of Liberal Arts and Sciences

PRESENT RANK & DATE OF RANK: Clinical Instructor, August 2010

WSU APPOINTMENT HISTORY:

Year Appointed/Rank: 2008/ Lecturer; 2010/Instructor

Year Awarded Tenure: N/A

Year Promoted to Associate Professor: N/A
Year Promoted to Full Professor: N/A

CITIZEN OF: United States of America

EDUCATION:

Baccalaureate: B.A., Michigan State University, Lansing, MI 1993

Graduate: M.A., The University of Memphis, Memphis, TN 1995

Postgraduate (postdoctoral): n/a

Licensure: n/a


PROFESSIONAL SOCIETY MEMBERSHIP(S):

American Speech Language Hearing Association, 1995- present

Special Interest Division, Special Interest Group 2 – Neurophysiology and Neurogenic Speech and Language Disorders

Michigan Speech Language Hearing Association, 2009- present
VI. TEACHING

A. Years at Wayne State: 4

B. Courses Taught at Wayne State in Last Five Years

1. Undergraduate:
   (a) SLP 6480 - Introduction to Neurogenic Communication Disorders
   (b) SLP 5300 - Introduction to Speech-Language Pathology
   (c) SLP 5360 – Clinical Practice in Speech Pathology (Computer Proficiency)
   (d) SLP 3990 - Directed Study in Speech-Language Pathology

2. Graduate Professional School:
   (a) SLP 6360 – Advance Clinical Practice in Speech Pathology (Clinical Supervisor)

C. Essays/Theses/Dissertations Directed


D. Course of Curriculum Development

2009 Revised and updated curriculum for SLP 6480 (Introduction to Organic Communication Disorders)
2009 Revised curriculum for SLP 5300 (Introduction to Speech Language Pathology)

VII. PUBLICATION

A. Journal Articles Published
(1) Refereed Journals


B. Professional Presentations

(1) Contributed at Meetings:


VIII. SERVICE

A. Administrative Appointments at Wayne State in Last Five Years

(1) Undergraduate Officer for CSD

B. Committee Assignments in Last Five Years

1. University Committee Chaired – n/a

2. University Committee Membership – n/a

3. College/Department Committee Chaired

(2011-present) Minority Recruitment Committee

4. College/Department Committee Membership

(2009-present) CSD Graduation committee
(2008-present) CSD Scholarship committee

(2009-2011) CSD Clinical faculty search committee

(2009-present) CSD Graduate admissions committee

(2010-present) Speech Language Pathology Curriculum Committee

(2011-present) CSD Workload Committee

C. Other Professionally Related Service

(1) Represented CSD department at University Fall Preview Day as Undergraduate Officer (October 2009, October 2010, October 2011)

(2) Represented CSD department at University Scholars’ Day as Undergraduate Officer (February 2010, February 2011)

(3) Represented CSD department at University Undergraduate Open Houses as Undergraduate Officer (2009-present)

D. List of professional development (e.g., continuing education activities, attendance at professional meetings, completion of course work, inservices)

1. 2012: MSHA Conference: Kalamazoo, MI

2. 2011: Brown Bag Lecture Series held in the Department of Communication Sciences and Disorders (topics varied)

3. 9/2011: Wayne State University CSD Fall Lecture Series: Autism


5. 3/2011: Michigan Speech Language Hearing Association conference


7. 5/2009: Kopp Lectures, Wayne State University
CURRICULUM VITA

Anthony Thomas Cacace

WORK ADDRESS:

Department of Communication Sciences and Disorders
Wayne State University
207 Rackham Memorial Building
60 Farnsworth
Detroit, Michigan 48202
Work: (313) 577-6753
Email: cacacea@wayne.edu

HOME ADDRESS:

48322 Antique Rd.
Canton, MI 48187

DATE OF BIRTH:

March 23, 1952

MARRIED:

Lydia D. Cacace

CHILDREN:

Elizabeth Ann, August 2, 1982
Cassandra Lauren, November 3, 1985
Anthony Thomas, Jr., May 9, 1988
EDUCATION:

Ph.D. 1988 Syracuse University, Syracuse, New York.

Major: Communication Sciences and Disorders/Audiology.

Minor: Neuroscience

Dissertation: "Some Poststimulatory Effects in the Acoustic Stapedius Reflex: Monotic and Dichotic Stimulation".

Advisor: Professor Robert H. Margolis, Ph.D.

Committee: Distinguished Professor Jozef J. Zwislocki, Sc.D.
Professor Robert H. Margolis, Ph.D.
Professor Robert L. Smith, Ph.D.
Professor Christopher W. Turner, Ph.D.
Professor Edward G. Conture, Ph.D.
Professor Evan R. Relkin, Ph.D. (deceased)

Postdoctoral Fellowship Neurophysiology, The Wadsworth Center, NYS Health Department,

Sponsor: Jonathan R. Wolpaw, M.D.

M.S. 1975 Syracuse University, Syracuse, New York.

Major: Audiology.

B.S. 1974 State University of New York at New Paltz, New Paltz, New York

Major: Speech Pathology/Audiology.
PROFESSIONAL EXPERIENCE:

August 2007-present Full Professor with tenure, Department of Communication Sciences and Disorders, Wayne State University, Detroit, Michigan; Professor of Otolaryngology, Wayne State University School of Medicine.

July 2003-August 2007 The Neurosciences Institute and Advanced Imaging Research Center, Department of Neurology, Albany Medical College, Albany, New York, 12208

December 1985-2003 Director of Oto-neurological Research, Division of Otolaryngology, Albany Medical College, Albany, New York.

July 1993-June 2003 Associate Professor with Tenure, Department of Surgery, Division of Otolaryngology, Albany Medical College, Albany, New York, 12208.

June 1987-1994 Director Audiology, Albany Medical Center Hospital.

December 1985 Assistant Professor, Department of Surgery (Otolaryngology), Albany Medical College, Albany, New York

September 1982- Graduate Research Assistant, Hearing Science Laboratory

November 1985 and Clinical Supervisor (Audiology), Gebbie Speech and Hearing Clinic, Syracuse University, Syracuse, New York.

March 1978-June 1982 Lecturer in Education, College of St. Rose, Department of Communication Disorders, Albany, New York.
November 1977-  
Audiologist-Coordinator, Hearing Rehabilitation Center,

June 1982  
Albany Medical Center Hospital, Albany, New York.

September 1977-1982  

July 1976-August 1982  
Staff Audiologist, Albany Medical Center Hospital

Albany, New York.

September 1975-  
Fellowship (Audiology), Albany Medical Center Hospital,

August 1976  
Albany, New York.

**LICENSURE:**


**PROFESSIONAL ORGANIZATIONS:**

The Association for Research in Otolaryngology.

The American Speech, Language and Hearing Association.

The Acoustical Society of America.

American Academy of Audiology

The American Auditory Society.
GRANTS AND AWARDS:

Honors Colloquium, Research Apprenticeship Award, School of Education, Syracuse University 1983, "Mechanisms of Loudness Summation Assessed by Absolute Magnitude Estimation and Loudness Balancing Procedures".

Senate Research Committee Grant, Syracuse University, 1984, "Some Poststimulatory Effects on the Acoustic Stapedius Reflex: Monotic and Dichotic Stimulation", $1,000.00, (Supported by NIH Grant BSRG S07 RR077068-20).

National Institutes of Health Grant (NIH NS19891), "Electrophysiologic Evaluation of Human Auditory Cortex", with Jonathan Wolpaw, M.D., Principal Investigator, $187,000.

Senate Research Committee Grant, Syracuse University. "High-Risk and Hearing Impaired Infant Cry Vocalization Patterns", with John Saxman, Ph.D., Principal Investigator, and Michael P. Robb, Ph.D., $10,000.

National Institutes of Health. SBIR Grant, Phase I, "Compact Fiber Optic Holographic Probe for Otolaryngology", with James Castracane, Ph.D., Principal Investigator and Steven M. Parnes, M.D., Anthony T. Cacace, Ph.D., consultants, $50,000.00.


New York State Health Department, "A Regional Evaluation of Universal Hearing Screening" Joaquim Pinhero, M.D., Department of Pediatrics and Anthony T. Cacace, Ph.D., Co-principal investigators, (~$240,000, to begin September 1995, 3 year award).

Faculty Research Award, SUNY Albany, "Neurological Effects of PCBs in Elderly Workers" Richard F. Seegal, Principal investigator, New York State Health Department, 1997, Anthony T. Cacace, Ph.D., collaborator in human electrophysiology ($10,000.00).


Veteran's Administration, "Vestibular consequences of minimal traumatic brain injury." PI: Faith Aiken, Ph.D., $906,000.00.
Co-I: Anthony T. Cacace, Ph.D. and others

Department of Defense, "Parallel human and animal models of blast and concussion-induced tinnitus and related traumatic brain injury (TBI)." Co-PIs: Anthony T. Cacace, Ph.D., Jinsheng Zhang, Ph.D., $1,500,000.00, March 2011-February 2014.

**FELLOWSHIPS**


**COMMUNITY SERVICE:**

**Chairman**, Board of Directors, June 1988-1992;

Active board member, 1993-2007.

Secretary, Board of Directors, December 2002-2005.

Member, Board of Directors, Detroit Medical Center, Lion's Hearing Club.

September 2007-present.

**JOURNAL AND EXTRAMURAL GRANT REVIEWER:**

*Electroencephalography and Clinical Neurophysiology* (now *Clinical Neurophysiology*), 1988-present.


*Journal of Speech, Language and Hearing Research*, 1996-present

*American Journal of Audiology*, 1998-present

*Ear and Hearing*, 1998-present.

Journal of Neurophysiology, 1999-present.

Tinnitus Research Consortium, grant reviewer, 1999-present.


Audiology and Neuro-otology, 2000-present.

American Tinnitus Association, Ad hoc grant reviewer, September 2000-present.

Royal National Institute for Deaf People, United Kingdom, ad-hoc grant reviewer, 2001-present.


International Journal of Audiology, 2002-present.

Netherlands Organization for Health Research and Development (ZonMw), 2006.


Hong Kong Education Institute, 2010-present

Office of Naval Research, FY2012, Noise Induced Hearing Loss Peer Review.

COMMENTATOR:
Behavioral and Brain Sciences, 1998-present.

EDITORIAL POSITIONS:


Associate Editor, American Journal of Audiology, November 2002-December 2005.

Editor-In-Chief, American Journal of Audiology, January 2006-December 2008.

Associate Editor, American Academy of Audiology, January 2012-December 2013.

GRANT REVIEWS:


American Institute of Biology, review of Congressionally Direct Medical Research Program Department of Defense Grants, 2009-present.

American Institute of Biology, review of grants for Office of Naval Research, 2011.

STATE, NATIONAL, INTERNATIONAL MEETING CHAIRS POSITIONS


SUPERVISED RESEARCH FOR RESIDENTS IN OTOLARYNGOLOGY:


1990-1991  William A. McClelland, M.D. "The Relationship of Calcium and Cochlear Function in Patient's Undergoing Parathyroidectomy and Total Thyroidectomy".


1992-1993  Axay Kalathia, M.D. "Brainstem Evoked Audiology in Multiple Birth Neonates".


1995-1996  Lawrence Kaufman, M.D. "Theoretical Considerations for Hearing Augmentation in Infants".


1997-1998  Andrew Chuma, M.D. "Acoustic voice features following tonsillectomy and adenoidectomy". Second Place Award.

Recipient of Charles F. Ferguson Clinical Research Award, American Society for Pediatric Otolaryngology, 1998.


MEDICAL STUDENT INDEPENDENT STUDY IN OTOLARYNGOLOGY RESEARCH:

October 18-November 19, 1993, Jordan Seth Weiner, 4th year student. Diurnal suppression effects of distortion product otoacoustic emissions. Accepted for residency in otolaryngology, Mayo Clinic, Rochester Minnesota.

September 1997-January 1997, Rami Batniji, Spatial filtering enhances the T-complex over the lateral surface of the temporal lobe.

SUPERVISED RESEARCH PROJECTS FOR AuD STUDENTS AT WAYNE STATE UNIVERSITY

Michelle S. Carpenter. (2009). Reliability of broadband middle ear power reflects in young and older adults. (Joint project with M. Mahoney)


Krista Frick. (2009). Build-up of contralateral olivocochlear efferent suppression is asymmetric and uncorrelated with the Words-in-Noise Test.


Chantale W. Pirouet (2010). Bilingualism: Its effect on speech perception and speech recognition

Mahsa Mosstachimi-Tehran (2010). The effectiveness in audiologic reporting: A preliminary report of findings (in collaboration with Virginia Ramachandran and other staff at Henry Ford Hospital, Detroit, MI).


DISSERTATION COMMITTEES:

Dissertation Committee (July, 2002), re: Samuel Reyes, M.D./Ph.D., SUNY Buffalo, Multimodal Steady State Responses

Dissertation committee member, Ching I Lu, Wayne State University, (In progress).

ALBANY MEDICAL COLLEGE/HOSPITAL COMMITTEES:

Committee on Research, Department of Surgery 1991-2007.


NATIONAL COMMITTEES:
Program Advisory Committee, Association for Research in Otolaryngology, March 1993-1996.

Scientific Advisory Committee, American Tinnitus Association, March 2001-present.


Committee on Noise Induced Hearing Loss and Tinnitus in Veterans from WWII to Present, Medical Institute, National Academy of Sciences, May 2004-August 2005.


Annual Meeting of the American Academy of Audiology, 2008 Research Pods and Posters Committee, Charlotte, NC.


Committee on Auditory Processing Disorders and Aging (Neural Presbycusis), American Academy of Audiology, Larry Humes, Ph.D., Chair, 2009-2012.


PUBLICATIONS:


*Also published in: Home Study Course, American Academy of Otolaryngology and Head and Neck Surgery: Otology and Neurotology, Section 8, March/April, 1999.*


McFarland, D.J., Cacace, A.T. Factor analysis in central auditory processing disorder (CAPD) and the *unimodal* test battery: Do we have a model that will satisfy? *Amer. J. Audiol.* 11: 1-3 (2002).


Frick, K., Cacace, A.T. Build-up of contralateral olivocochlear efferent suppression is asymmetric and uncorrelated with the Words-in-Noise Test. (In preparation).

PUBLISHED CHAPTERS:


Cacace, A.T. Delineating tinnitus-related activity in the nervous system: Use of functional imaging at the fin de siècle. Proceeding of the Sixth International Tinnitus Seminar, J. Hazell (ed.), The


**BOOKS:**

PUBLISHED TECHNICAL PAPERS:


McFarland, D.J., and Cacace, A.T. Modality specificity of auditory and visual sensory memory: Implications for assessing central auditory processing disorders. Presented at the 19th annual mid-
winter meeting of the Association for Research in Otolaryngology, St. Petersburg Beach, Florida, February 1996.


Cacace, A.T., Parnes, S.M., Cousins, J., McFarland, D.J. Atypical subjective tinnitus following neurosurgery, presented at the annual meeting of the American Academy of Audiology, Salt Lake City Utah, April 20, 1996.


Presented at the *American Speech Language and Hearing Association*, Boston, November 21, 1997, paper.


Cacace, A.T., and McFarland, D.J. Event related potentials (ERPs) and EEG desynchronizations (ERDs) to short duration tone glides in an odd ball paradigm. Presented at the Annual meeting of the Association for Research in Otolaryngology, St. Petersburg Beach, Florida, February, 2001.


Cacace AT, Pinheiro JMB. Relationships between otoacoustic emissions and auditory brainstem responses in neonates and young children: A correlation and factor analytical study.

Cacace AT, McFarland DJ. Towards a more fundamental understanding of perceptual and cognitive processing by time and frequency analysis of event related brain potentials.


The Lake Ontario Hearing Meeting, June 23-24, 2003, Sponsored by: The Department of Otolaryngology, University of Rochester School of Medicine, Rochester, NY. Cacace AT, McFarland, DJ. Re-evaluating models of the auditory ERP: Implications for a paradigm shift.


McFarland, D. J., Cacace, A. T., Donahue, C. Iaconis, V., and DeBonis, D. A Multimodal Test Battery for Use in Auditory Processing Disorders. To be presented at the annual meeting of the American Speech Language and Hearing Association Meeting, November, 16th 2007, Boston Convention & Exhibition Center, Boston, Ma.


Cacace, A. T., Ramachandran, V., Burkard, R., and Tyler, R. S. Potential artifacts introduced in tinnitus studies using repetitive transcranial magnetic stimulation (rTMS), 3rd Tinnitus Research Initiative Meeting "From Clinical Practice to Basic Neuroscience and Back - An international conference on Tinnitus", June 24th, 2009, Stresa, Italy.


Cacace, A.T., Hu, J., Romero, S., Xuan, Y. Neurobiochemical and psychometric correlates of noise-induced tinnitus following low frequency rTMS over the left hemisphere of the human brain. The 5th International Tinnitus Research Initiative Tinnitus Conference: The Neuroscience of Tinnitus, August 19-21, 2011, Buffalo, N.Y.


MAGAZINE, NEWSPAPER ARTICLES:


INVITED PRESENTATIONS:

Basic Science Course, Presented to Residents in Otolaryngology, Albany Medical College, (1975), "Aspects of Temporal Integration As An Aid To Diagnosing Auditory Disorders".


Basic Science Course, Presented to Residents in Pediatrics, Albany Medical College, (1977), "Hearing Testing in Infants".

Quarterly Meeting of the Northeastern Otological Society, Boston, Mass., (1977), "One Year Experience With a Hearing Rehabilitation Center", with Jerome C. Goldstein, M.D.
Basic Science course, Presented to Residents in Otolaryngology, Albany Medical College, (1977), "Auditory Evoked Potentials".

Two-Way Radio Conference for Nurses, Sponsored by Department of Post Graduate Medicine, Albany Medical College, (1978), "Breaking the Silence Barrier: Interaction with the Hearing Impaired Patient", with Paul D. Gancher, M.S.


Basic Science Course, Presented to Residents in Otolaryngology, Albany Medical College, (1978), "Auditory Evoked Potentials".

Medical Grand Rounds, North Framingham Hospital, North Framingham, Mass. (1979), "Auditory Evoked Potentials as an Aid to Diagnosis", with Saty Satya-Murti, M.D.

Basic Science Course, Presented to Residents in Otolaryngology, Albany Medical College, (1979), "Auditory Evoked Potentials".

Annual Mini-Convention in Communication Disorders, College of St. Rose, Albany, New York, (1979), "Electrophysiological Assessment of the Auditory System".

Grand Rounds, Departments of Neurology and Neurosurgery, Albany Medical College, (1979), "Early Detection of Eighth Nerve Tumors with Acoustic Reflex Measurements and Brainstem Auditory Evoked Potentials".


Grand Rounds, Department of Pediatrics, Albany Medical College, (1980), "Update on Audiology".
Annual Convention of the New York State Medical Society, Otolaryngology and Neurosurgery Section, Rye, New York, (1980), "Audiological Evaluation of Acoustic Neuroma".


Basic Science Course, Presented to Residents in Neurology, Albany Medical College, (1980), "Assessment of Cochlear vs. Retrocochlear Lesions".

Grand Rounds, Division of Otolaryngology, Albany Medical College, (1981), "Pathophysiology of Auditory Dysfunction in Select Neurologic Disorders".


Teaching Day: Diagnosis and Therapy of the Hearing Impaired, Division of Continuing Medical Education, Albany Medical College, Presented by the Departments of Surgery and Pediatrics, (1981): 1) "Evoked Response Audiometry", 2) "Locus of Pathology Tests- Including Evoked Response", with Edward W. Iandoli, Ph.D., and 3) "Albany Medical Center Hospital Hearing Rehabilitation Center: A 5 Year Report", with Jerome C. Goldstein, M.D.

Colloquium in Communicative Disorders, Division of Special Education and Rehabilitation, Syracuse University, Syracuse, New York, (1983) "How Critical is the Critical Band"?

Honors Colloquium, School of Education, Syracuse University, Syracuse, New York, (1984), "The Measurement of Loudness Summation Assessed by Absolute Magnitude Estimation and Loudness Balancing".


Teaching Day for Public Health Nurses, Sponsored by Department of Pediatrics, Infant Health Assessment Program, The Childrens Hospital, Albany Medical Center Hospital, "New Developments in Evaluating Hearing in Infants and Young Children", Albany Medical College, April 1987.


Pediatric Grand Rounds, "One Year Experience with a Neonatal Intensive Care Unit Hearing Screening Program", with Peter Koltai, M.D. and Bette Civitello, M.S., June 1988.


Visiting Professor, Miniseminar, "Development and Maintainence of a Research-Based Neonatal Intensive Care Unit Hearing Screening Program". University of Hawaii, January 9, 1990.


Audiology Study Group of the Capital District, "Overview of MRI and its Application to Imaging Phantom Auditory Perceptions (tinnitus)." May 9, 1995.

Job Fair, Allied Health Professions and Job Opportunities, Green Island High School, December, 1996.

Visiting Professor, Hearing Research Laboratory, SUNY Buffalo, April 1998:
1) "Is central auditory processing disorder purely auditory?"
2) "Imaging tinnitus with functional MRI.


Visiting Professor, SUNY New Paltz, Department of Communication Disorders, "Basic Overview and Diagnostic Applications of Otoacoustic Emissions and Auditory Evoked Potentials," March 18, 1999.


Radio Interview, Don Weeks, WRGB, "Hearing Screening at the Children’s Hospital," Weekend of Champions, Children’s Hospital, Albany Medical Center, June 3, 1999.
Lake Ontario Hearing Science Meeting, Institute for Sensory Research, Syracuse University, Syracuse, NY June 14-16, 1999, “Applications of advanced technology in clinically oriented hearing research: Its not just for basic researchers any more”

Ad hoc reviewer, Integrative Functional and Cognitive Neuroscience Study Section, SBIR grant review, National Institutes of Health, Bethesda, MD, August 4-5, 1999.


9th Annual Appalachian Spring Audiology Conference, sponsored by the Department of Veteran Affairs, James H. Quillen VA Medical Center, Mountain Home Tennessee and East Tennessee State University, June 20-21, 2002, “The
Reliability and Validity of the CAPD Diagnosis, an intensive short course presented in collaboration with Dennis J. McFarland, Ph.D.


Stuart Rosen, Ph.D.: Auditory processing disorder: What is it? Why does it matter?
Larry Humes, Ph.D.: Factors underlying speech understanding difficulties in the elderly.
Dennis J. McFarland, Ph.D.: Role of modality specificity in diagnosing disorders of auditory perception.


Invited presentation, Tinnitus Related Deafferentation induced plasticity. Presented at the 2nd Tinnitus Research Initiative meeting, Principality of Monaco, July 17-21, 2007.

Invited lecture, "The Importance of Modality Specificity in Diagnosing Auditory Processing Disorders: Strength-of-Evidence; Panel Discussant on Central Auditory Processing Disorder with Nina Kraus, Ph.D., Terri Bellis, Ph.D., Benoit Jutras, Ph.D. and Judge, Student Research Competition, University of Montreal, International Conference on Pediatric Audiology, Montreal Canada, September 10-12, 2007.

Invited lecture, Research Seminar Series, Department of Otolaryngology, Wayne State University, "Constructive Collaborations: Bridging the Gap Between Basic Science, Clinical Research, and Translational Outcomes, October 17, 2007.


Department of Radiology, MR Research Institute, Wayne State University, MRI Retreat, Grosse Point War Memorial "Development of imaging modalities to study tinnitus in humans," June 13, 2008.

Invited lecture, Tinnitus support group, Oakwood Hospital, Dearborn Michigan, July 2008.

Invited lecture, 16th Annual Management of the Tinnitus Patient Conference, Department of Otolaryngology, University of Iowa, September 18-20. "Imaging the Brain for Tinnitus, and Use of Transcranial Magnetic Stimulation to Reduce Tinnitus,"

Invited discussion by international experts. International RoundTable on Traumatic Brain Injury, Washington DC, Sponsored by the Secretary of the Veteran's Administration, November 17-18, 2008.


P30 Tinnitus Meeting, University of Michigan, Ann Arbor, September 23, 2009. “Some Observations on the Use of Repetitive Transcranial Magnetic Stimulation (rTMS) on Tinnitus.”


Magestral Lesson: “Central auditory processing and neural mechanisms of tinnitus.” Course: Tinnitus Basic Concepts and Clinical Management, June 10th, 2010, Milan, Italy. CRS Centro Richerche e Studi Amplifon, Directors: Professor Giancarlo Cianfrone, Roma, Italy; Professor Domenico Cuda, Piacenza, Italy.


Guest of Honor, 19th Annual Conference on Management of the Tinnitus Patient, Sponsored by the Department of Otolaryngology - Head and Neck Surgery and Department of Communication Sciences and Disorders, University of Iowa, September 10, 2011. Lecture “Is the tinnitus brain difference?”

Invited speaker, Master Class on Central Auditory Processing, University College London, October, 2012.
NAME: Derek E. Daniels, Ph.D., CCC-SLP

DATE PREPARED: November 25, 2008

DATE REVISED: July 13, 2012

OFFICE ADDRESS: 202.2 Rackham Hall

60 Farnsworth

Detroit, MI 48202

OFFICE PHONE: 313-577-8676

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DEPARTMENT/COLLEGE: Communication Sciences and Disorders/Liberal Arts and Sciences

PRESENT RANK & DATE OF RANK: Assistant Professor as of August 17, 2007

WSU APPOINTMENT HISTORY:

Year Appointed/Rank: 2007/Assistant Professor

Year Awarded Tenure: N/A

Year Promoted to Associate Professor: N/A

Year Promoted to Full Professor: N/A

________________________________________

CITIZEN OF: United States
EDUCATION:

Baccalaureate: Grinnell College; Grinnell, IA; May 18, 1998

Graduate: University of Houston (M.A.); Houston, TX; May 10, 2002

Bowling Green State University (Ph.D.); Bowling Green, OH; August 4, 2007

Certification: Certificate of Clinical Competence (CCC), May 7, 2003

FACULTY APPOINTMENTS AT OTHER INSTITUTIONS (Years and Rank): N/A

PROFESSIONAL SOCIETY MEMBERSHIP(S):

American Speech, Language, and Hearing Association (ASHA)

ASHA Special Interest Group 4: Fluency and Fluency Disorders

ASHA Special Interest Group 10: Issues in Higher Education

International Society for Cultural and Activity Research

National Stuttering Association

Ohio Speech, Language, and Hearing Association

Michigan Speech, Language, and Hearing Association

HONORS/AWARDS:

Faculty of the Year Award presented by the Communication Sciences and Disorders Graduating Class of 2010
Nominated for the President’s Award for Excellence in Teaching, 2010

Graduate Student Scholarship ($4000) awarded by the American Speech-Language-Hearing (ASH) Foundation, November 17, 2006

Non-Service Dissertation Fellowship awarded by Bowling Green State University’s (BGSU) Department of Communication Disorders, 2006-2007

Outstanding Graduate Student Award awarded by BGSU Graduate Student Senate, April 29, 2005

IX. TEACHING

A. Years at Wayne State: 5

B. Courses Taught at Wayne State in Last Five Years

1. Undergraduate:

   SLP 5320/LIN 5360: Language Acquisition and Usage
   SLP 3990: Directed Study: Psychosocial Aspects of Communication Disorders
   SLP 4998: Honors Seminar

2. Graduate:

   SLP 7610: Stuttering
   SLP 7320: Professional Issues in Speech-Language Pathology
   SLP 7991: Directed Study: Qualitative Methods in Communication Sciences and Disorders
   SLP 7990: Directed Study: Language Differences in Culturally and Linguistically Diverse Children
   SLP 7990: Directed Study: Seminar in Stuttering and Language
C. Essays/Theses/Dissertations Directed


X. RESEARCH

A. Research in Progress, Not Funded

- Parents of children and teenagers who stutter
- Perceptions of pre-service teachers and school teachers toward students who stutter
- Treatment outcomes for school-age children who stutter
- Treatment outcomes for adults who stutter
- The relationship between stuttering and language complexity in Head Start children

B. Funded Research in Last Five Years: N/A

C. Fellowships/Grants/Special Awards in Last Five Years:

External Grants


Funding Source: National Institute of Health (R03)

Role: Sole Investigator (10% effort during the academic year, 3 summer months)

Submitted: February 24, 2012

Direct Costs Requested: $300,000
Indirect Costs Requested: $101,462
Status: Pending

This grant was designed to study treatment outcomes for adults who stutter with an emphasis on psychosocial aspects of the disorder.


Funding Source: United States Department of Education (CFDA#84.327U)
Role: Co-Investigator (.2 FTE)
Submitted: June 20, 2011
Direct Costs Requested: $7,020,805
Indirect Costs Requested: $2,294,352
Status: Not Funded

This grant was a collaborative effort with colleagues from Wayne State University’s College of Education. The purpose of this project was to determine the effectiveness of online learning for students with disabilities (e.g., learning disabilities, speech and language impairments). I was consulted for this project because of my expertise in treating children with speech and language impairments, and qualitative research. My role on this project was to serve as primary investigator for the speech-language pathology proposal (i.e., conducting the surveys and interviews, completing the data analysis, and submitting the results). I developed and wrote the speech-language pathology section of the proposal. In addition, I also made contributions to the Facilities and Resources, and Budget sections. This grant was not funded but received favorable scores by the review panel.

Internal Grants


Funding Source: Wayne State University Research Grant Program
Role: Sole Investigator
Funds Requested: $10,000
This grant was designed to develop and fund a clinical/research program for adults who stutter. During the summer of 2011, I successfully developed and directed a 3-week intensive clinic for adults who stutter. This program involved 4 four weeks of student training, 2 days of diagnostic evaluations for participants of the clinic, and 3 weeks of treatment. Participants of the clinic received a total of 36 hours of treatment services. Student clinicians received 6 hours of preparation for the clinic, and 36 hours of clinical practicum. During the summer of 2012, I successfully directed this same program. I also have an approved IRB to study treatment outcomes for the clinic.


Funding Source: Wayne State University Research Grant Program

Role: Sole Investigator

Funds requested: $10,000

Status: Not Funded

This grant was designed to study shimmer, jitter, and fundamental frequency characteristics of Head Start preschool children who stutter.


Funding Source: Wayne State University Research Grant Program

Role: Sole Investigator

Funds requested: $10,000

Status: Not Funded

This grant was designed to compare self-ratings of people who stutter to listener ratings during public speaking tasks.

Special Awards

Funding Source: Stuttering Foundation of America

Award: $5,000

I made significant contributions to the writing of a proposal to the Stuttering Foundation of America for funds to support a clinic that I direct for adults who stutter. The president of the foundation awarded the CSD department funds to support the clinic.

XI. PUBLICATIONS

A. Chapters Published: N/A
   1. Authored
   2. Co-Authored

B. Journal Articles
   1. Refereed Journals Submitted:
   2. Refereed Journals Published:


This paper represents original research. I participated in data coding, data analysis, and editing of the manuscript.

Number of times cited: 0
Impact factor: N/A
Five-year impact factor: N/A

This paper represents original research. I participated in data coding, data analysis, and editing of the manuscript.

Number of times cited: 0
Impact factor: 4.050
Five-year impact factor: 3.326


This paper represents original research collected as part of my dissertation. I conducted this study, performed all analyses, and wrote the manuscript. I was the corresponding author for this paper, responded to editorial reviews, and made all suggested changes.

Number of times cited: 0
Impact factor: 4.050
Five-year impact factor: 3.326


This paper represents original research. I conceptualized the project, collected and analyzed data, and wrote the manuscript. I also served as corresponding author. My co-investigators collected data, assisted with the qualitative portion of the data analysis, and provided editing suggestions to the manuscript.

Number of times cited: 0
Impact factor: 1.760
Five-year impact factor: 1.994


I contributed 33% effort to this review paper. I wrote one-third of the paper, made editing suggestions to the overall paper, and revised my portion of the paper per reviewer comments.

*I contributed 33% effort to this review paper. I wrote one-third of the paper, made editing suggestions to the overall paper, and revised my portion of the paper per reviewer comments.*


*I was the sole author for the paper.*


*For this paper, I assisted with data collection and data analysis. I also made editing suggestions to the overall paper.*

*For this paper, I assisted with editing suggestions to the overall paper.*

- Number of times cited: 4
- Impact factor: 1.433
- Five-year impact factor: 1.949


*For this paper, I assisted with data analysis. I also made editing suggestions to the overall paper.*

- Number of times cited: 17
- Impact factor: 2.229
- Five-year impact factor: 2.383


*This paper represents research collected during my graduate training. I collected and analyzed the data, wrote the manuscript, and served as corresponding author.*

- Number of times cited: 7
- Impact factor: 2.229
- Five-year impact factor: 2.383

This paper is based on research I conducted during my master’s thesis. I made editing suggestions to the overall manuscript.

Number of times cited: 5
Impact factor: Not available
Five-year impact factor: Not available


This paper is a review article and presents a case-study I conducted during my graduate training. I wrote the manuscript and served as corresponding author. My co-author provided editing suggestions.

Number of times cited: 20
Impact factor: 0.867
Five-year impact factor: Not available


This paper is based on research I participated in during my graduate training. I made editing suggestions to the overall manuscript.

Number of times cited: 5
Impact factor: Not available
Five-year impact factor: Not available

C. Papers Presented

1. Invited and/or Refereed Internationally or Nationally
Submitted Presentations to National Conferences


International Presentations Completed


National Presentations Completed


INVITED


2. Invited and/or Refereed Locally/Regionally


D. Invited Seminars or Lectures Presented in Last Five Years:


Daniels, D.E. (2010). *Young Children Who Stutter.* Lecture presented to the Speech-Language Pathology Staff at William Beaumont Hospital, Royal Oak, MI.


E. Other Scholarly Work: N/A

XII. SERVICE

A. Committee Assignments in Last Five Years:

1. University Committee Membership
   - University Research Grant Selection Committee (Biological Sciences) (2009-2010)
   - Student Academic Misconduct Committee (2009-2010)

2. College/Department Committee Chaired
   - Department Scholarship Committee Chair (2009 – Present)

3. College/Department Committee Membership
   - CLAS Educational Adjustment Committee (2011-Present)
   - CSD Minority Recruitment Committee Member (2010-Present)
   - CSD Graduation Committee (2011-Present)
   - Clinical Faculty Search Committee Member (2009-2010)
   - Department Chair Search Committee Member (2008-2009)
   - Graduate Student Assistant Selection Committee Member (2008-2009)

B. Positions Held in Professional Associations in Last Five Years:


   - Committee Member: Michigan Speech, Language, and Hearing Association Student Affairs Committee (2009-2011)

C. Journal/Editorial Activity

Editorial Board Memberships
- Reviewer (2007, 2009-Present), *Perspectives on Fluency and Fluency Disorders*
- Invited Reviewer (2009), *Journal of the Acoustical Society of America*

D. Other Professionally Related Service

1. **PhD Dissertation Committees:**

   - Cobb, T. (degree in progress; part-time student). Planned area of dissertation research: Stuttering and pragmatic language.
     Role: Primary advisor (2008-Present)
     Dr. Alex Johnson served as primary advisor during 2007-2008.
     Completed portions of program: Coursework, Plan of Work, Qualifying exams.
     Current status: Teaching requirements, Prospectus meeting

   - Raj, E. (degree in progress; full-time student). Planned area of dissertation research: Psychosocial aspects of stuttering
     Role: Primary advisor (2011-Present)
     Current status: Completing coursework and small research project

     Role: Committee member

2. **Thesis/Essay Committees**

   - Thesis Committee Member/Essay Reader:
     - Monica Puente – 2008
     - Kristen Alverson – 2008
     - Hope David – 2009

3. **Director, Stuttering Center for Adolescents and Adults, Wayne State University.**
4. **Ph.D. Coordinator, Department of Communication Sciences and Disorders (May 2012-Present)**

5. **Invited Speaker/Participant**: Fluency Friday Plus Workshop for Children and Teens Who Stutter (2004-Present)

6. **Invited Speaker/Participant**: Michigan Family Day for Children and Teens Who Stutter sponsored by the National Stuttering Association and Beaumont Hospital in Royal Oak, MI, April 14, 2012.


8. **CSD Department Admissions Committee (2007-Present)**

9. Participant in Wayne State University's Scholar's Day (February 2010)

10. **Faculty Advisor**

    - Communication Sciences and Disorders Graduating Class of 2009 and 2012

    - Wayne State University's Student Speech, Language, and Hearing Association (WSSLHA), 2007-Present

    - Advisor to student research projects (2012):

        Christine Birch and Phill Erkkila: *Parents of children who stutter*

        Kate Stanley and Sarah Block: *Stuttering and language complexity*

        Hope Parker and Ashley Walker: *Stuttering and language complexity*

        Jonathan Ritchie and Ryanne Giordano: *Stuttering and language complexity*

    - Advisor to student research projects (2011):

        Ashley and Courtney Gutowski: *College instructor beliefs about stuttering*

        Alex Barnett and Amy Ciaramitaro: *College instructor beliefs about stuttering*

        Dawn Hunt and Joshua Beausoleil: *Treatment outcomes for people who stutter.*

        Jenna Sgalia and Katie Kneepkens: *Parents of children who stutter.*

        Caroline Haas and Rachel Harrison: *Stuttering and language complexity.*
Advisor to student research projects (2010):

Sarah Pray: *Shortages of PhD students in Communication Disorders*

Audra Lachman: *African American English and the Preschool Language Scale*

Fahmida Pardhan: *Parents of Children who Stutter: The Effect of Socioeconomic Status and Education on Beliefs about Stuttering*

Ellen Klemmer: *Bilingualism and Stuttering in Adults who Stutter*
NAME: Margaret Greenwald, Ph.D.  DATE PREPARED: 3/23/12

OFFICE ADDRESS: 202.33 Rackham  HOME ADDRESS: 6593 Carlton Rd.
Canton, MI 48187

OFFICE PHONE: 577-0608 or 577-3339  HOME PHONE: (734) 459-0569

DEPARTMENT/COLLEGE: Communication Sciences & Disorders/ Liberal Arts & Sciences

PRESENT RANK & DATE OF RANK: Associate Professor/ August, 2006

WSU APPOINTMENT HISTORY:

Year Appointed/Rank: 1996/ Research Assistant Professor; Dept. of Psychiatry & Behavioral Neurosciences (non-tenure track); 1999/Assistant Professor; Dept. of Communication Sciences & Disorders (tenure track)

Year Awarded Tenure: 2006

Year Promoted to Associate Professor: 2006

Year Promoted to Full Professor: N/A
CITIZEN OF: United States of America

EDUCATION:

Baccalaureate: The College of St. Catherine, St. Paul, MN, 12/80, English
Postgraduate (postdoctoral): Postdoctoral Fellow/Research Specialist: The University of Maryland School of Medicine, Dept. of Neurology, 3/94-1/96, Cognitive Neuropsychology
Certification: Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP), American Speech-Language-Hearing Association (ASHA), 1987 to present

PROFESSIONAL SOCIETY MEMBERSHIP(S):

International Neuropsychological Society
American Speech-Language-Hearing Association (ASHA)
ASHA Special Interest Group 2 [Neurophysiology and Neurogenic Speech and Language Disorders]
The Academy of Aphasia, elected as member in 1998
HONORS/AWARDS:

Predoctoral Fellowship Award (National), U.S. Department of Veterans Affairs, 1991
Rennick Award (Best student paper: Raymer, Greenwald, Richardson, Rothi & Heilman),
International Neuropsychological Society, Durham, England, 1992
Superior Performance Award, Veterans Affairs Medical Center, Baltimore, 1993
Target of Opportunity Grant, Principal Investigator, Wayne State University, 2000-2001
NIH R03 Grant (National Institute on Deafness and Other Communication Disorders), Principal
Investigator, 1999-2003
College Teaching Award, WSU College of Liberal Arts & Sciences, September, 2005
Outstanding Professor of the Year, WSU Dept. of Communication Sciences & Disorders, 2007
Outstanding Professor of the Year, WSU Dept of Communication Sciences & Disorders, 2009

XIII. TEACHING

A. Years at Wayne State: 13 years

B. Years at Other Colleges/Universities (please list)

[Clinical teaching of graduate students in speech-language pathology) --

The University of Florida Speech and Hearing Clinic: one year (1987-1988)
Veterans Affairs Medical Center, Gainesville, FL: one year (1991-1992)
Veterans Affairs Medical Center, Baltimore: one semester (Fall, 1993)

C. Courses Taught at Wayne State in Last Five Years

1. Undergraduate: None

2. Graduate:

SLP 7680, Adult Cognitive-Linguistic Disorders, 4 cr., Winter, 2007
SLP 7000, Research Methods, 2 cr., Winter, 2007
SLP 7700, Advanced Research Methods, 1 cr., Winter, 2007
SLP 7660, Neuromuscular Speech Disorders & AAC, 3 cr., Fall, 2007
SLP 7680, Adult Cognitive-Linguistic Disorders, 4 cr., Winter, 2008
SLP 7000, Research Methods, 2 cr., Winter, 2008
SLP 7700, Advanced Research Methods, 1 cr., Winter, 2008
SLP 7660, Neuromuscular Speech Disorders & AAC, 3 cr., Fall, 2008
SLP 7000, Research Methods, 1 cr., Fall, 2008
SLP 7680, Adult Cognitive-Linguistic Disorders, 4 cr., Winter, 2009
SLP 7100, Research Methods: Evidence-Based Practice, 1 cr., Winter, 2009
SLP 7700, Advanced Research Methods, 1 cr., Winter, 2009
SLP 7660, Neuromuscular Speech Disorders & AAC, 3 cr., Fall, 2009
SLP 7000, Research Methods, 1 cr. Fall, 2009
SLP 7680, Adult Cognitive-Linguistic Disorders, 4 cr., Winter, 2010
SLP 7100, Research Methods: Evidence-Based Practice, 1 cr., Winter, 2010
SLP 7700, Advanced Research Methods, 1 cr., Winter, 2010
SLP 7660, Neuromuscular Speech Disorders & AAC, 3 cr., Fall, 2010
SLP 7000, Research Methods, 1 cr., Fall, 2010
SLP 6360, Clinical Practice in Speech Pathology, Supervisor for a Weekly Stroke Survivor Aphasia Therapy Group, Fall, 2010 ï Winter, 2011
SLP 7680, Adult Cognitive-Linguistic Disorders, 4 cr., Winter, 2011
SLP 7100, Research Methods: Evidence-Based Practice, 1 cr., Winter, 2011
SLP 7700, Advanced Research Methods, 1 cr., Winter, 2011
SLP 7660, Neuromuscular Speech Disorders & AAC, 3 cr., Fall, 2011
SLP 7000, Research Methods, 1 cr., Fall, 2011
SLP 8390, Doctoral Seminar: Teaching Methods in Higher Education, 3 cr., Fall,
2011

SLP 6360, Clinical Practice in Speech Pathology, Supervisor for a Weekly Stroke Survivor Aphasia Therapy Group, Fall, 2011 ï Winter, 2012

SLP 7680, Adult Cognitive-Linguistic Disorders, 4 cr., Winter, 2012

SLP 7100, Research Methods: Evidence-Based Practice, 1 cr., Winter, 2012

SLP 7700, Advanced Research Methods, 1 cr., Winter, 2012

SLP 7999 and SLP 8999 Directed Study (not including essay/thesis)

Fall, 2002 (2 students; 6 credits total)
Fall, 2003 (1 student; 2 credits)
Winter, 2004 (3 students; 5 credits)
Spring/Summer, 2004 (1 student; 1 credit)
Fall, 2004 (1 student, 2 credits)
Winter, 2005 (1 student, 2 credits)
Winter, 2006 (1 student, 3 credits)
Fall, 2007 (1 student, 1 credit)
Winter, 2008 (1 student, 3 credits)
Fall, 2008 (2 students, 2 credits)
Fall, 2009 (2 students, 3 credits)
Winter, 2012 (1 student, 2 credits; AUD 7990)

D. Essays/Theses/Dissertations Directed (and Required Doctoral Projects):

1. Students by Name, Level, Title of Project, Year:

Master of Science Essay, Sylvia Schenkin, "Contrasting approaches to treatment of naming deficits in aphasia,ð2000

Master of Science Essay, Kimberly Humeniuk, Assessment of number processing in
a patient with transcortical motor aphasia, 2001

Master of Science Essay, Laura Williams, Agraphia in conduction aphasia, 2003

Master of Science Essay, Chris Starll, Use of a visual referent in agraphia treatment, 2003

Required Doctoral Project, Judy Mikola, Lexical and sublexical phonological influences in jargon aphasia, 2004


Master of Science Thesis, Tanya Buzzanga, Positional factors in French versus Arabic visual word recognition, 2006


Master of Science Thesis, Kristen Alverson, Student perceptions of evidence-based practice, 2009

Master of Science Essay, Monica Puente, Social skills in autistic children, 2009

Required Doctoral Project, Artie Knack, Contrasting measures of auditory comprehension in evolution of acute aphasia, 2009

Required Doctoral Project, Jeff Howell, Magnetoencephalography (MEG) analyses of lexical-semantic effects on speech production, 2010

Required Doctoral Project, Ching-I Lu, Neuroanatomical and cognitive correlates of music processing, 2010

Master of Science Essay, Nicole Borsenik, The benefits of poetry in treatment of non-fluent aphasia, 2010


Master of Science Essay, Maija Poyhonen, Stimulus factors affecting auditory comprehension in aphasia, 2011
Master of Science Essay, Jennifer Poor, "Cross-modality assessment of anomia using environmental sounds," 2011

Doctoral Dissertation, Jeff Howell, "Analysis of voice treatment effects," ongoing


Master of Science Essay, Noel McAuliffe, "Patient perceptions of speech-language pathology intervention following laryngectomy," ongoing

I also served on the doctoral dissertation committees of Sheryl Rosin (Dept. of CSD PhD graduate) and Kristen Loeher (Dept. of Psychology PhD graduate). I was the doctoral advisor for graduate Judy Mikola. I am the doctoral advisor for Jeff Howell and Ching-I Lu, and I served this year on the doctoral committees of Wanda Kent, Paula Castonguay, Arthur Knack, Kelly Maatz and Emmylou Garza-Prisby.

E. Course or Curriculum Development

Member, Departmental Curriculum Committee (1999-2012)

Member, Departmental Doctoral Studies Committee (1999-2012)


Chair, Doctoral Studies Committee (2001-2003)

F. Course Materials (Unpublished)

Blackboard website for each course, with online practice quizzes & materials
XIV. RESEARCH

A. Research in Progress, Not Funded


NIH R01, National Institute of Deafness and Other Communication Disorders, “Cognitive and MEG Analyses of Acquired Dyslexia,” Award requested (direct costs): $1,250,000., 4/1/06-3/31/11. PI: Margaret Greenwald, Ph.D.

NIH R21, National Institutes of Health, “Complex MEG imaging techniques validated by intracranial recordings,” Award requested: $362,500., 12/1/07-11/30/09. PI: Susan Bowyer, Ph.D., Consultant: Margaret Greenwald, Ph.D.

B. Funded Research in Last Five Years

NIH R01, National Institute of Neurological Disorders and Stroke, “Development of Hardware and Software for Clinical MEG,” Award requested: $1,357,915, 4/1/06-3/31/09,

PI: Norman Tepley, Ph.D., Consultant: Margaret Greenwald, Ph.D., funded

C. Fellowships/Grants/Special Awards in Last Five Years

Grants awarded are listed above.

CLAS IT Mini-Grant application (funded under WSU Omnibus funds, 2011). Meeting the Critical Need for Academic and Clinical Education in Augmentative and Alternative
Communication (AAC), Award obtained: $5,000., 6/1/11-6/1/12, Project Leader: Margaret Greenwald, Ph.D.

XV. PUBLICATION

A. Chapters Published

1. Authored:


2. Co-Authored


B. Journal Articles Published

1. Refereed Journals


2. Review articles (invited tutorials):


C. Abstracts Published in Academic Journals


D. Instructional Materials Formally Published

Other Published Materials (consumer education):


E. Papers and Posters Presented

Invited and/or Refereed Internationally or Nationally


Greenwald, M.L., Raymer, A.M. Richardson, M.E. & Rothi, L.J.G. Contrasting treatments for severe impairments of picture naming. Paper presented to the annual meeting of the Academy of Aphasia,
Toronto, October, 1992.


Greenwald, M.L. Contributions of impaired semantic memory to abnormal discourse in schizophrenia. The International Neuropsychological Society, Boston, February, 1999.


Greenwald, M.L., Smith, B.J. & Bowyer, S.M. Pure alexia following stroke: MEG analyses using MR-FOCUSS. Presented to the biannual International Meeting on Biomagnetism, Boston, August,


Borsenik, N. & Greenwald, M.L. Discussion of poetry facilitates expressive language in non-fluent...


1. Invited and/or Refereed Locally/Regionally


F. Invited Seminars or Lectures Presented in Last Five Years


G. Other Scholarly Work (Cognitive Neuropsychological Test Development):


XVI. SERVICE

A. Administrative Appointments at Wayne State in Last Five Years

Adjunct Assistant Professor, Dept. of Neurology, Wayne State University, 2000-2012

Training Faculty member, Institute of Gerontology, Wayne State University, 2004-2010

B. Committee Assignments in Last Five Years

1. Department Committee Chaired

   Chair, Graduate Admissions Committee, 2001-2003 & 2006-2009

   Chair, Doctoral Studies Committee, 2001-2003

2. College/Department Committee Membership
College:

Graduate Officer, 2001-2003 and 2006-2012
Graduate Professional Scholarship Review Committee, 2010
Merit/Salary Evaluation Committee (Elected), 2011-2012

Department:

Coordinator of Speech-Language Pathology, 2004-2008
Member, Doctoral Studies Committee, 1999-2012
Member, Curriculum Committee, 1999-2012
Member, Graduate Admissions Committee, 2000-2012
Member, Faculty Search Committees, 2003-2004; 2007
Member, Merit & Salary Committee, 2009-2012
Member, Department Tenure Committee, 2007-2012
Member, Workload Committee, 2010-2011
Member, Minority Recruitment Committee, 2011
Member, Undergraduate Assessment Committee, 2011-2012
Member, Dept. Review of Undergraduate & PhD Programs, 2011-2012
Member, Budget Advisory Committee, 2012

C. Positions Held in Professional Associations in Last Five Years

Chair, Research Committee, American Speech-Language-Hearing Association,
Special Interest Division 2, 2008-2011

Research Committee Member, American Speech-Language-Hearing Association,
Special Interest Division 2, 2004-2008

Program Committee Member (two committees) for the Annual Meeting of the

Program Committee Member (Language Disorders in Adults) for the Annual Meeting of the American Speech-Language-Hearing Association, 2012

Chair, Continuing Education Committee, American Speech-Language-Hearing Association, Special Interest Group 2, 2011-2012

D. Membership/Offices Held in Public or Private Agencies Related to Discipline in Last Five Years

National Committee Membership:

Member, R36 Special Emphasis Panel/Scientific Review Group (NIDCD), National Institutes of Health (NIH), May 3, 2010

Member, R52 Special Emphasis Panel/Scientific Review Group, National Institutes of Health (NIH), June 10-11, 2010

Member, Special Emphasis Panel ZDC1 SRB R-31: Review of “VSL Small Grant Applications” (NIDCD), National Institutes of Health (NIH), March 2, 2011

Member, Special Emphasis Panel ZRG1 HDM-Q (54) Special Emphasis Panel, PAR08-212, PAR08-213, PAR08-214: National Institutes of Health (NIH), May 16, 2011

Member, Stage I SBIR review panel, ZRG1 HDM R11, National Institutes of Health (NIH), January 17, 2012

E. Professional Consultation

1. Consulting to Public Agencies, Foundations, Professional Associations
Research Consultant, Dept. of Neurology, The University of Maryland School of Medicine, Baltimore, 1997-1999

Clinical and Research Consultant, Dept. of Speech Pathology, Veterans Affairs Medical Center, Ann Arbor, 1996-2002

Aphasia Research Consultant, Dept of Psychology (Dr. Thomas Carr), Michigan State University, East Lansing, 1998

Clinical and Research Consultant, Dept. of Audiology & Speech Pathology, John D. Dingell Veterans Affairs Medical Center, Detroit, 2000-2003

F. Journal/Editorial Activity

1. Editorships

Issue Editor, ASHA Division 2, *Neurophysiology and Neurogenic Speech and Language Disorders*, April, 2002.

2. Ad Hoc Reviewer:

   ASHA Division 2, *Neurophysiology and Neurogenic Speech and Language Disorders*, 2001

   *Aphasiology*, 2002
   *Journal of the Neurological Sciences*, 2002-2003, 2010
   *Cognitive Neuropsychology*, 2003
   *Brain and Language*, 2003, 2009
   *Journal of the International Neuropsychological Society*, 2004
   *Neuropsychological Rehabilitation*, 2012

G. Other Professionally Related Service

1. Activities Related to ASHA Division 2 Research Committee


   Reviewer, Division 2 ASHA Tuition Waivers (June, 2005)


Committee Service at ASHA Central Office: ASHA Division 2 Leadership Meeting, June, 2010

Reviewer, ASHA Curriculum Resources Content: Adult Neurogenics, July, 2010

2. Patient Care and Clinical Research

Clinical Trainee, Dept. of Speech Pathology, Veterans Affairs Medical Center, Gainesville, FL, 1986, 1988

Clinical Fellow, The Center for Speech and Language, Orlando, FL, 1986-1987

Graduate Clinical Supervisor, Speech and Hearing Clinic, The University of Florida, Gainesville, FL, 1987-1988

Research Assistant, Dept. of Neurology, The University of Florida College of Medicine, 1988-1991

Predoctoral Research and Clinical Fellow, Dept. of Audiology and Speech Pathology, Veterans Affairs Medical Center, Gainesville, FL, 1991-1992

Speech-Language Pathologist, Santa Fe Health Care, Gainesville, FL, 1991

Staff Speech-Language Pathologist, Veterans Affairs Medical Center, Baltimore, 1992-1994

Clinical Supervisor, Aphasia group weekly meetings, Wayne State University Speech and Language Center, 2010-2012
NAME: Aaron Hardy-Smith  DATE PREPARED: 3/27/2012

DATE REVISED:

OFFICE ADDRESS: 203.5 Rackham  HOME ADDRESS: 16811 Rosemont

Detroit, MI 48219

OFFICE PHONE: 313 577 2437  HOME PHONE: 313 592 9144

DEPARTMENT/COLLEGE: Communication Sciences and Disorders/CLAS

PRESENT RANK & DATE OF RANK: Lecturer-May 5th, 2010

WSU APPOINTMENT HISTORY:

Year Appointed/Rank: 2010
Year Awarded Tenure: n/a
Year Promoted to Associate Professor: n/a
Year Promoted to Full Professor: n/a
CITIZEN OF:

United States of America

EDUCATION:

Baccalaureate: B.S., Western Michigan University- Kalamazoo, Mi.- 2002
Graduate: M.A., Western Michigan University-Kalamazoo, Mi.-2004
Postgraduate (postdoctoral): n/a
Licensure: n/a
Certification: Certificate of Clinical Competence granted in June 2005

PROFESSIONAL SOCIETY MEMBERSHIP(S):

American Speech Language and Hearing Association (ASHA) 2005-present
Special Interest Division Special Interest Group 14-Communication Disorders in Culturally and Linguistically Diverse Populations.
Michigan Speech Language and Hearing Association (MSHA).

TEACHING

H. Years at Wayne State

(1) 1 year, 8 months

I. Courses Taught at Wayne Sate in Last Three Years

1. Undergraduate

   (a) SLP 5360-Clinical Practice in Speech Pathology
   (b) SLP 6460-Language and Phonological Disorders
   (c) SLP 3990-Directed Study in Speech-Language Pathology

2. Graduate
(a) SLP 6360-Advanced Clinical Practice in Speech Pathology (Clinical Supervisor)

J. Essays/Theses/Dissertations Directed

Member of thesis committee for Kristina Injic, graduate student. Graduated in April 2012 with M.A. in SLP.

K. Course of Curriculum Development

SLP 6360- Worked with Clinical Director to formulate a Social Skills Group clinical experience for children with Autism Spectrum Disorders. Practicum began in Spring 2012 semester.

L. Course Materials (Unpublished) – N/A

XVII. RESEARCH – N/A

A. Research in Progress, Not Funded

B. Funded Research in Last Five Years

C. Fellowships/Grants/Special Awards in Last Five Years

XVIII. PUBLICATION

A. Scholarly Books Published – N/A

1. Authored

2. Co-Authored

B. Chapters Published – N/A

1. Authored

2. Co-Authored

C. Editorships of Books/Proceedings – N/A

D. Journal Articles Published – N/A

1. Refereed Journals

2. Invited Review Articles
3. Nonrefereed Journals

E. Papers Published in Conference Proceedings – N/A
1. Refereed Papers
2. Nonrefereed Papers

F. Translations of Other Authors Published – N/A
1. Books
2. Articles or Creative Works

G. Abstracts Published in Academic Journals – N/A

H. Book Reviews Published – N/A
1. Academic Journals
2. Magazines/Newspapers

I. Creative Shows/Exhibits – N/A
1. Refereed or Judged: National Competition
2. Refereed or Judged: Local/Regional Competition
3. Not Refereed

J. Creative Performances – N/A
1. Outside Metropolitan Area
2. Metropolitan Area
3. Campus

K. Instructional Materials Formally Published – N/A
1. Textbooks
2. Study Guides/Laboratory Workbooks
3. Other Published Materials

L. Papers Presented – N/A
1. Invited and/or Refereed Internationally or Nationally
2. Invited and/or Refereed Locally/Regionally

M. Invited Seminars or Lectures Presented in Last Five Years N/A
XIX. SERVICE

A. Administrative Appointments at Wayne State in Last Three Years

(1) Undergraduate Advisor for the Department of Communication Sciences and Disorders (2010-present)

B. Committee Assignments in Last Three Years

2. University Committee Chaired- n/a

3. University Committee Membership- Undergraduate Assessment Committee

4. College/Department Committee Chaired- n/a

5. College/Department Committee Membership-

   (a.) Undergraduate Assessment Committee (2011-present)

   (b.) Minority Student Recruitment and Retention Committee (2010-present)

   (c.) Graduate Admissions Committee (2010-present)

   (d.) Speech Language Pathology Curriculum Committee (2010-present)

a. Other Professionally Related Service

   (1.) Department representative for WSU’s Scholar’s Day for high school students (February 2011)

   (2.) Department representative for Macomb Community College’s University Open House

      (October 2011)

   (3.) Department representative for WSU’s Fall undergraduate student recruitment fair (October 2010)

   (4.) Department representative for the University of Michigan’s undergraduate student career fair (October 2010)

C. List of List professional development (e.g., continuing education activities, attendance at professional meetings, completion of course work, in-services).
- 2011: Brown Bag Lecture Series held in the Department of Communication Sciences and Disorders (topics varied).
- 10/2011: Western Michigan University’s Van Riper Lectures: Stuttering in children
- 9/2011: Wayne State University CSD Fall Lecture Series: Autism
WAYNE STATE UNIVERSITY

Professional Record

Faculty

NAME: Li Hsieh
DATE PREPARED: March 29, 2012

DATE REVISED:

OFFICE ADDRESS: 207 Rackham Hall
60 Farnsworth St.
Detroit, MI 48202

HOME ADDRESS: 266 Sandalwood Dr.
Rochester Hills, MI 48307

OFFICE PHONE: (313) 577-5792
HOME PHONE: (248) 252-5052

DEPARTMENT/COLLEGE: Department of Communication Sciences and Disorders / College of Liberal Arts and Sciences

PRESENT RANK & DATE OF RANK: Associate Professor, 2008

WSU APPOINTMENT HISTORY:

Year Appointed/Rank: 2001, Assistant Professor
Year Awarded Tenure: 2008, Tenure
Year Promoted to Associate Professor: 2008, Associate Professor
CITIZEN OF: U.S. Citizen

EDUCATION: [Give name of institution, place, and date of degree.]

<table>
<thead>
<tr>
<th>Degree</th>
<th>Institution</th>
<th>Date</th>
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<tbody>
<tr>
<td>Baccalaureate</td>
<td>Soochow University, Taipei, Taiwan. July 1989.</td>
<td></td>
</tr>
</tbody>
</table>
| Graduate        | • Master's degree in Linguistics: Department of Linguistics, Fu Jen Catholic University, Taipei, Taiwan. July 1993.  
|                 | • Master's degree in Speech Pathology: Department of Speech and Language Pathology, Northwestern University, Evanston, Chicago, USA. July 1995.  
|                 | • Doctoral degree in Speech Pathology: Department of Audiology and Speech Sciences, Purdue University, West Lafayette, Indiana, USA. August 2000.  |
| Licensure       |                                                                              |              |
| Certification   |                                                                              |              |

FACULTY APPOINTMENTS AT OTHER INSTITUTIONS (Years and Rank):

[Not administrative appointments; see below.]

PROFESSIONAL SOCIETY MEMBERSHIP(S):

Academy of Aphasia, USA.
Acoustical Society of America, U.S.A.
American Speech & Hearing Association (ASHA), U.S.A.
Cognitive Neuroscience Society, USA.
International Organization of Human Brain Mapping.

HONORS/AWARDS:

January 2006
Peer-reviewed as one of Best Papers, selected for publication by Society of Automotive Engineers

November 2005
College of Liberal Arts and Sciences 2005 Excellence in Teaching Award at Wayne State University

March 2005
Faculty Competition for Graduate Research Award at Wayne State University

Feb. 2004
Awarded as a Selected Participant in the Grant Writing Workshop sponsored by the Office of the Vice President for Research at Wayne State University

Purdue Research Foundation Scholarship, Research Grant

Purdue Research Foundation Scholarship, Summer Research Grant

Purdue Teaching Assistantship, Department of Audiology and Speech Sciences at Purdue Uni. Course title: Introduction to Linguistics

BIOGRAPHICAL CITATIONS (National/Regional or Professional Directories):

XX. TEACHING

A. Years at Wayne State: 10 years, 6 months

B. Years at Other Colleges/Universities (please list):

   January 2001 – June 2001 Teaching Assistant to a seminar course with the title of fMRI seminar
   Department of Psychology at Johns Hopkins University
August 1995 – June 1998     Teaching Assistant to the course of *Introduction to Linguistics*

Department of Audiology and Speech Sciences at Purdue University

C. Courses Taught at Wayne State:

1. Undergraduate:

   SLP5120 *Speech Science* (3)
   
   Guest Lecturer in SLP5360 *Computer Proficiency II* (2)
   
   Guest Lecturer in ECE6100/BME6500/OT6620 *Enabling Technology* (4)

2. Graduate:

   SLP7630 *Neuroscience of Communication Disorders* (3)
   
   AUD8350 *Audiology Research Seminar* (3)
   
   SLP8390 PhD seminar: *Functional Neuroimaging of Speech and Language* (3)
   
   SLP8390 PhD seminar: *Functional Neuroimaging of Speech, Language & Cognitive Process* (3)
   
   SLP8390 PhD seminar: *Neuroscience of Speech and Cognition* (3)

3. Graduate Professional School:

D. Essays/Theses/Dissertations Directed

1. Students by Name, Level, Title of Project, Year

   **Scientific Mentor for Ph.D. students:**

   1) Sheryl Rosin, Ph.D. Graduate, 2001-2006
      
      Dissertation Title: *An Assessment of Temporal Processing Ability in Children with Autism, Specific Language Impairment, and Typical Development*

   2) Yow-Ren Chiang, Doctoral student, 2004-2005

   3) Ya-Ju (Vickie) Yu, Ph.D. Doctoral student, 2004-2007
      
      Topic: *Cortical Representation of Lexical Prosody in Chinese-English Bilinguals*

   4) Tamara Baubie, Doctoral student, 2006-2008
      
      Topic: *Prosody and Music Treatment for Aphasics and Right Hemisphere Damage*
5) Virgina Ramachandran. Doctoral student, 2006-2008

Topic: *Evaluation of Electrical Stimulation for the Treatment of Tinnitus and Development of an Effective Treatment Method*


Topic: *Neuroimaging Investigation of the Effect of Melodic Training on Speech Learning and Rehabilitation*

7) Arthur Knack. Doctoral student, 2011-present

Topic: *Evaluating the Relationship between Diadochokinesis and Forced Vital Capacity as it Relates to Dysphagia Severity in Individual's with Amyotrophic Lateral Sclerosis*

8) Barbara Presley. Doctoral student, 2012-present

Topic: *Cross-modality information processing*

Committee member for Ph.D. students:


2) Sheryl Rosin, Ph.D. 2002-2004 (Ph.D. Degree completed): Plan of Study; Comprehensive examination committee, Prospectus committee in Speech-Language Pathology, Wayne State University

3) Judy Mikola, Ph.D. 2000-2010 (Ph.D. Degree completed): Comprehensive examination committee, Prospectus and Doctoral Thesis committee in Speech-Language Pathology, Wayne State University


5) Sean Seaman, Ph.D. 2006-2009 (Ph.D. Degree completed): Prospectus and Dissertation committee, Department of Psychology.


7) Jeffrey Howell, Ph.D. student 2006-Present: Plan of Study, Comprehensive examination committee, Doctoral Thesis committee in Speech-Language Pathology, Wayne State University


10) Kelly Maatz, doctoral student 2010-Present: Comprehensive examination committee in Speech-Language Pathology, Wayne State University

*Scientific Mentor for master students:*

1) Marizel Llagas-Porcalla, 2002-2004 (MA degree completed)

   Thesis Title: *Prosody Perception between the Left- and Right-Hemisphere Damaged Stroke Patients.*

2) Mandy Avram, 2003-2005  (MA degree completed)

   Thesis Title: *Music Genre Identification and Emotional Correlates in Stroke Patients*

3) Tamara Baubie, 2004-2006  (MA degree completed)

   Thesis Title: *Study of Auditory Temporal Processing in Language and Music for Stroke Patients*

4) Yolanda Yuen, 2006-2008  (MA degree completed)

   Project Title: *Do Chinese ESL rely more on lexical route in reading English word than English monolinguals?*

5) Ereeny Hanna, 2006-2008  (MA degree completed)

   Project Title: *Do ESL readers whose L1 is Arabic rely more on a phonological route in reading English than English monolinguals?*

6) Emily Tulikangas, 2009-2012

   Essay Title: *Prosody of Multitasking Speakers: A Comparative Analysis of Perceptual, Acoustic, and Behavioral Measures.*

7) Samatha Crow, 2011-present (MA thesis)

   Thesis Topic: *Attention and Cognition in Speech-Language Processing*

9) Student Research Projects, 2010-2011:
   a. Serve as a research advisor to 5 SLP masters students for their research projects (Greta Shires, Margaret Biggerstaff, Danielle Popielarz, Margaret Lentine, and Claire Parenteau).
   b. Serve as a research advisor to 1 undergraduate honor student (Rachel Holmes).

10) Student Research Projects, 2011-2012:
    a. Serve as a research advisor to 8 SLP masters students for their research projects. One of them (Samatha Crow) will do a masters thesis.
Committee member for master students:

1) Jim Costello, MA, April 2003: Master Thesis in Linguistics, Wayne State University
2) Melissa Erickson, MA, April 2004: Master Thesis in Speech Pathology, Wayne State University

E. Course of Curriculum Development:

Â SLP8390 Functional Neuroimaging of Speech and Language
Â SLP8390 Functional Neuroimaging of Speech, Language, and Cognitive Processes
Â SLP8390 Neuroscience of Speech and Cognition
Â SLP7630 Neuroscience of Communication Disorders (3 credits)
Â SLP5120 Speech Science (3 credits)
Â AUD8350 Audiology Research Methods (co-teach with Dr. Tom Simpson in 2004-2006)
Â Guest lecturer for SLP5360 Computer Proficiency II (2)
Â Guest lecturer for ECE6100/BME6500/OT6620 Enabling Technology (4).

F. Course Materials (Unpublished):

Â SLP8390 Functional Neuroimaging of Speech and Language
Â SLP8390 Functional Neuroimaging of Speech, Language, and Cognitive Processes
Â SLP8390 Neuroscience of Speech and Cognition
Â SLP7630 Neuroscience of Communication Disorders (3 credits)
Â SLP5120 Speech Science (3 credits)
Â AUD8350 Audiology Research Methods (co-teach with Dr. Tom Simpson in 2004-2006)
Â Guest lecturer for SLP5360 Computer Proficiency II (2)
Â Guest lecturer for ECE6100/BME6500/OT6620 Enabling Technology (4).

XXI. RESEARCH
A. Funded Research: A total of 13 funded projects with total funding of $2,961,130.00 with direct funding of $2,022,194.00 awarded to Li.

Funded Projects:

**State of Michigan**

1. Project Director and Principal Investigator 9/1/2005-8/31/2009 42% effort

*Funding Agent*: Michigan Technology Tri-county Corridor (MTTC) Initiative Project

*Title*: Investigation of Neural Mechanisms of Driving Safety & Speech Distraction Using fMRI & MEG Imaging

*Summary*: The goal of this research is to determine the neural correlates of driving performance which are altered by speech distraction that may possibly interfere with driving safety. As the project director, I initiated this project proposal, formulated research questions, specific aims and experimental designs, set the budgets and milestones for all the collaborative units, trained research assistants, communicated with collaborators, carried out the experimental tasks as I proposed in the grant, coordinated meetings, prepared semi-annual and annual progress reports, submitted manuscripts for publication, and prepared future grant proposals for follow-up studies.

Total award: $1,428,000

**National Institutes of Health (N.I.H.)**


PI: Rapp, Brenda (Department of Cognitive Science at Johns Hopkins University)

*Funding Agent*: NIH R01 (RFA): RO1 DC006740

*Title*: Neuroimaging the Treatment and Recovery of Written Language

*Summary*: This study investigated the neural mechanisms for spelling processes. I actively involved in formulating the research questions, finalized the research design for fMRI experiments, created subject screening test battery, created experimental stimuli and presentation, carried out the first stage of fMRI study, developed data analysis protocols, and was involved in data interpretation. I also provided training to graduate assistants working on the project. Total award to Li: $131,144

**Wayne State University**


*Funding Agent*: Wayne State University, Graduate School: 2005-2006, Faculty Competition for Graduate Research Award

*Title*: Crosslinguistic fMRI Imaging of Prosody & Music Perception
Summary: This study investigated the neural mechanisms for prosody and music perception. I was selected among competitive faculty to receive an award to sponsor a graduate research assistant to assist my brain imaging research on prosody and music perception. I formulated the research questions and experimental designs, and provided training to my doctoral student to assist in collecting preliminary data.
Total award: ~$35,000

Industry

4. Co-PI: Li Hsieh; PI: Richard Young

Toyota Motor Engineering & Manufacturing North America, Inc. Direct fund to Li $102,000.00
Driver Cognitive Distraction: Model, Validation, and Guidelines Total fund $773,936.00

5. Principal Investigator

Funding Agent: Nissan North America Technical Total amount: $49,000
Title: Approaching Vehicle Sound for Pedestrian (VSP): Asymmetric Performance Study

6. Principal Investigator: Hsieh (PI)

Toyota Motor Engineering & Manufacturing North America, Inc. $19,000.00
Development of the Detection Response Task for ISO standards

7. Principal Investigator: Hsieh (PI)

General Motors R&D $10,000.00
Feasibility Study – Facial Emotion Data Analysis

8. Principal Investigator

Funding Agent: GM R&D Division
Title: Investigation of the Conversation Effect on Driving Performance: Conversation Length and Speech Content Total award: $15,050

*Funding Agent:* Crash Avoidance Metrics Partnership (GM, Ford, Nissan)

*Title:* Brain Imaging and Driving Performance  Total award: $100,000


*Funding Agent:* Extension grant from Crash Avoidance Metrics Partnership

*Title:* Brain Imaging and Driving Performance  Total award: $50,000

**Foundation Gifts**

11. Co-PI 01/01/2011

PI: Richard Young, Wayne State University

*Funding agent:* GM R&D

*Title:* Minimal Universal Interface Development for normal and pathological populations  
Total award: $250,000; Award to Li: $25,000


PI: Renee Coleman, Wayne State University

*Funding agent:* Del Harder Rehabilitation Fund sponsored by United Way of Michigan and the Del Harder Rehabilitation Fund

*Title:* Neural Correlates of Driving in a Sample of TBI Survivors Using Real-Time fMRI

*Summary:* This study investigated the neural mechanism and brain plasticity for patients with Traumatic Brain Injuries. I designed the fMRI driving experiments, prepared the subject screening battery, trained research assistants, accomplished data collection and data analysis, finalized results and data interpretation, prepared fMRI results for the final report, and delivered an oral presentation at the Dept. of Psychiatry and Behavioral Neurosciences, WSU School of Medicine.

Total award: $50,000; Award to Li: $8,000

13. Principal Investigator 1/1/2002-12/31/2004 10% effort

*Funding agent:* GM Foundation Gift
Title: Neuroimaging study of driving performance and related cognitive components under multi-tasking situation for patients with TBI and the normal controls

Summary: This grant supports the accomplishment of the above TBI project. This grant provided funding for Li’s summary salary in 2003, a full-time research assistant in 2003-2004, experimental equipment, X-ray screening expanses, and fMRI scanning expanses, and subject payment.

Total award: ~$50,000

B. Research in Progress, Not Funded:

Pending Projects:

1. Principal Investigator

Funding Agent: Research Proposal 1 (industrial contract) - confidential

Not Funded:

1. Principal Investigator: Li Hsieh 06/01/2010-5/31/2013

Funding agent: OVPR at WSU (Submitted on 11/23/2009)

President’s Research Enhancement Program in Urban and Public Health

Title: Real-world Implications of Attention, Multitasking and Neuroplasticity for TBI

Proposed total award: $79,379.00

2. Principal Investigator: Li Hsieh 06/01/2010-5/31/2013

Funding agent: OVPR at WSU (Submitted on 11/23/2009)

Multidisciplinary Research Group Incubator Program

Title: Institute of Cognitive and Applied Neuroscience (ICAN)

Proposed total award: $900,000.00

3. Principal Investigator: Li Hsieh 04/01/2010-3/31/2012

Funding agent: OVPR at WSU (Submitted on 11/09/2009)

Faculty Competition for Post-Doctoral Fellows

Title: Neural Mechanisms of Performance Enhancement and Distraction During Multitasking
4. Principal Investigator: Li Hsieh  
   12/01/2008-11/30/2014 40% effort  
   
   Funding agent: National Institutes of Health (NIH)  
   (Submitted on 02/05/2009)  
   (PA-07-070) RO1 to the National Institute of Neurological Disorders and Stroke (NINDS)  
   
   Title: Real-world implications for Attention, Multitasking and Neuroplasticity of TBI  
   
   Proposed total award: $1,900,000.00  

5. Collaborator: Li Hsieh  
   PI: Richard Young  
   12/01/2008-11/30/2014 100% (summer months)  
   
   Funding agent: National Institutes of Health (NIH)  
   (Submitted on 02/05/2009)  
   (PA-07-070) RO1 grant proposal to National Institute on Aging (NIA)  
   
   Title: Effects of Aging on Selective Attention and Inhibition during Driving  
   
   Proposed total award: $1,900,000.00  

6. Collaborator: Li Hsieh  
   PI: Mark Haacke  
   10/01/2008-9/30/2014 15% effort  
   
   Funding agent: Department of Defense  
   (Submitted on 10/15/2008)  
   Advanced Technology/Therapeutic Development Award  
   
   Title: Diagnosis and Treatment of BLAST-Induced Mild Traumatic Brain Injury  
   
   Proposed total award: $14,131,071.00  

7. Principal Investigator  
   11/01/2008-2/28/2010 15% effort  
   
   Funding agent: Department of Defense  
   (Submitted on 09/28/2008)  
   W81XWH-08-DRMRP-HAD, Small Grant  
   
   Title: A TBI Toolbox for Brain-Injured Soldiers: Neuroimaging of Cognitive Functions and Situation Awareness in a Driver Performance Event Detection Paradigm  
   
   Proposed total award: $227,933.00  

8. Co-Principal Investigator  
   PI: Richard Young  
   9/15/2008-9/14/2010 35% effort
**Funding agent:** Department of Transportation

FHWA BAA No. DTFH61-08-R-00034  (Submitted on 06/26/08)

**Title:** Methods to Evaluate the Nighttime Safety Implications of the Roadway Visual Scene under Varying Cognitive Task Loads

Proposed total award: $699,995.00

9. **Principal Investigator**

9/1/2008-8/31/2012  72% effort

**Funding agent:** Department of Defense  (Submitted on 10/11/2007)

**Title:** A TBI Toolbox for Brain-Injured Soldiers: Neuroimaging in a Driver Event Detection Paradigm

Proposed total award: $2,129,511

10. **Co-investigator**

9/1/2008-8/31/2013  15% effort

**Funding agent:** Department of Defense  (Submitted on 11/13/2007)

**Title:** Prevention, Diagnosis, and Treatment of Blast Induced Mild Traumatic Brain Injury

Proposed total award: $25,000,000

Proposed award to Li: $302,486

11. **Principal Investigator**

9/1/2008-12/31/2009  25% effort

**Funding agent:** VP for Research - Research Enhancement Program (REP) - Clinical and Translational Science Award (CTSA)

**Title:** A Neuroimaging Study of the Alcohol Effect on Driving Performance

Proposed total award: $350,000


Consultant: Hsieh, Li

NIH fund, the Mentored Scientist Development Award

**Title:** Language, Brain Maturation and Risk of Schizophrenia

Direct cost: $826,145

Total cost: $862,237
13. PI: Bowyer, Susan  
1/1/2006-12/31/2008  
Consultant: Hsieh, Li  
NIH fund  
Clinical Language Mapping with MEG and fMRI  
This grant supports the development of reading performance evaluation with MEG investigation on cognitive processing of reading for normal and disordered population.

14. PI: Hsieh, Li  
1/1/2006-12/31/2008  
10% effort  
GM Foundation Funding  
Neuroimaging study on neural systems of driving safety and emotional distraction  
Total budget: $600,000

15. Co-investigator: Hsieh, Li  
PI: Dr. John M. Henderson (Program Director) at Michigan State University  
Co-PIs: Dr. Mark Haacke (Co-PI) in the Department of Radiology & Dr. Naftali Raz (Co-PI) in the Department of Gerontology and Psychology  
Funding Agent: MEDC/Life Sciences Tri-county Corridor Initiative Project  
Title: Michigan Consortium for Functional Brain Imaging  
Submitted in March 2004  
Total budget $3.8M for 3 years period

16. Co-investigator: Hsieh, Li  
5/1/2004-4/31/2005  
PI: Dr. Richard Young (PI) in the Department of Psychiatry and Behavioral Neuroscience  
Funding Agent: Alliance of Automotive Manufacturers (AAM) Driver Focus-Telematics Working Group  
Title: Cognitive Brain Mechanisms of Driver Distraction  
Submitted in Jan. 2004  
Total budget $100,000 for 1 year period

17. Co-investigator: Hsieh, Li  
5/1/2004-4/31/2005  
PI: Dr. Richard Young (PI) in the Department of Psychiatry and Behavioral Neuroscience
Funding Agent: GM foundation--Wayne State/Henry Ford GATS Project
Title: Real-time Functional Neuroimaging of Driver Performance
Submitted in Oct. 2003 Total budget $100,000 for 1 year period

PI: DeRuiter, Mark
Funding Agent: American Speech-Language Hearing Association (ASHA)
Title: Doctoral Training Grant Proposal.
Total budget $50,000

PI: Rapp, Brenda
Funding Agent: NSF
Title: An Investigation of Neural Modifiability: Written Language Substrates, Loss and Recovery
Total direct costs $85,847

PI: Rapp, Brenda
Funding Agent: NIH R01
Title: Written Language: Neural Substrates and their Plasticity
Annual Direct Costs $68,615
Total direct costs $333,494

21. Co-investigator: Hsieh, Li 06/01/03-0601/06 40%
PI: Posse, Stefan
Funding Agent: MEDC/Life Sciences Corridor Initiative
Title: Real-time Functional Neuroimaging of Driver Performance
Total budget $4,230,000
C. Fellowships/Grants/Special Awards

January 2006  Peer-reviewed as one of Best Papers, selected for publication by Society of Automotive Engineers

November 2005  College of Liberal Arts and Sciences 2005 Excellence in Teaching Award at Wayne State University

March 2005  Faculty Competition for Graduate Research Award at Wayne State University

Feb. 2004  Awarded as a Selected Participant in the Grant Writing Workshop sponsored by the Office of the Vice President for Research at Wayne State University

XXII. PUBLICATION

A. Scholarly Books Published
   1. Authored
   2. Co-Authored

B. Chapters Published
   1. Authored
   2. Co-Authored


C. Editorships of Books/Proceedings

D. Journal Articles Published
1. Refereed Journals

Peer-Reviewed Journal Articles


2. Invited Review Articles

3. Non-referred Journals

E. Papers Published in Conference Proceedings

1. Refereed Proceeding Papers


2. Non-referred Papers

F. Translations of Other Authors Published

1. Books

2. Articles or Creative Works

G. Abstracts Published in Academic Journals


H. Book Reviews Published
   1. Academic Journals
   2. Magazines/Newspapers

I. Creative Shows/Exhibits
   1. Refereed or Judged: National Competition
   2. Refereed or Judged: Local/Regional Competition
   3. Not Refereed

J. Creative Performances
   1. Outside Metropolitan Area
   2. Metropolitan Area
   3. Campus

K. Instructional Materials Formally Published
   1. Textbooks
   2. Study Guides/Laboratory Workbooks

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3. Other Published Materials

L. Papers Presented

1. Invited and/or Refereed Internationally or Nationally

1) Dr. Hsieh’s research results were reported and cited in the Status Report on Activities in Japan regarding the Guideline on Measures against Quietness Issues of Hybrid Vehicle. Presented at the Quiet Road Transport Vehicle (QRTV) meeting of the United Nations in Baltimore on October 18-20, 2011.


2. Invited and/or Refereed Locally/Regionally

M. Invited Seminars or Lectures Presented


9. Hsieh, L. (2003, May). Using Functional Magnetic Resonance Imaging (fMRI) to Study the Neural Correlates of Driving Performance Tasks for Patients with Traumatic Brain Injuries. Oral Presentation in a special meeting with Dr. Robert C. Lange (Executive Director of Safety Engineering & Policy at General Motors Corporation), Department of Psychiatry and Behavioral Neurosciences, Wayne State University, Detroit, USA.


12. Hsieh, L. (2004, Jan.). Using Functional Magnetic Resonance Imaging (fMRI) to Study the Neural Correlates of Driving Performance Tasks for Patients with Traumatic Brain Injuries. Oral Presentation in a special meeting with Dr. Robert Armstrong (National Defense University), Department of Psychiatry and Behavioral Neurosciences, Wayne State University, Detroit, USA.


14. Hsieh, L. (2005, Aug.). Neuroimaging study of Speech & Language Disorders and its Clinical Application. Oral presentation, Research Seminar in Psychiatry Department, School of Medicine, National Taiwan University, Taipei, Taiwan.


N. Other Scholarly Work

Invited Associate Editor

Â 2007: American Journal of Audiology

Invited Journal Review

Â 2004: Journal of Aphasiology; Journal of Human Brain Mapping

Â 2005 & 2006: Journal of Human Brain Mapping

Â 2010: Quarterly Journal of Experimental Psychology

Â 2011: International Journal of General Medicine

Invited Grant Proposal Review

Â 2012: American Speech-Language-Hearing Association Multiculture Grant Proposal Review

Conference Presentations


XXIII. SERVICE:

A. Administrative Appointments at Wayne State in Last Five Years

B. Administrative Appointments at Other College/University in Last Five Years

C. Committee Assignments in Last Five Years

1. University Committee Chaired

2. University Committee Membership

- Review committee for the Graduate Professional Scholarship, 2003 and 2004
- Nominated in the review committee for the University Research Grants, 2004-2005
- Advisory Board Member in Mission Possible: Graduation/University Bound, 2010
- Committee Member of the General Education Oversight Committee, 2011-present
- Committee Member in the Assessment Subcommittee of the General Education Oversight Committee, 2011-present

3. College/Department Committee Chaired

- Chair, Doctoral Committee, CSD 2004-2005
- Chair, Graduate Research Committee, CSD 2005-2006
- Chair, Brown Bag Research Seminar, CSD 2004-2005
- Chair, Graduate Admission Committee for SLP master’s and AUD programs, 2009-Present

4. College/Department Committee Membership

- CLAS Election committee, 2005
- CLAS nomination committee, 2005
- CLAS department head review committee for Dr. Alex Johnson (Dept. Head), 2004
- Committee Member of the Budget Advisory Committee in CLAS, 2012-present
- CSD Departmental Retreat, 2004
Radiology Department MRI committee, 2004
Graduate Advisor for SLP MA students, 2006-2009
Officer in charge of KASA forms for SLP MA students throughout their graduate studies, 2008-Present
Chair, Graduate Admission Committee for SLP master’s and AUD programs, 2009-Present
Coordinator and developer of the new online graduate admission for SLP and AUD with CSDCAS and WSU graduate school online admission, 2009-present
Preparation for ASHA accreditation document, 2008-2009
Design and development of Alumni Surveys for SLP and AUD alumni, 2008-2011
CSD Faculty Search committee for a child language tenure-track position, 2003-2004
CSD Faculty Search committee member for an Audiology tenure-track position, 2009
CSD Faculty Search committee member for a Medical SLP tenure-track position, 2010
CSD Promotion and Tenure Review Committee member, 2009
CSD Faculty Committee member, 2001-Present
CSD Graduate Committee member, 2001-Present
CSD Doctoral Committee member, 2001-Present
CSD AUD Research Committee member, 2005-2009
CSD Undergraduate and Graduate Curriculum Committee member, 2001-Present
CSD Graduate Information Committee for the graduate student recruitment, 2003-Present
CSD Orientation committee member for the master’s program, 2001-Present
CSD Admission committee member for the master’s program, 2001-Present
CSD Admission committee member for the doctoral program, 2001-Present
CSD Graduation committee member for the master’s program, 2002-Present
CSD: Mentoring 7 Ph.D. students as their advisor, 2001-Present
CSD: Mentoring 6 Master’s students for their theses/essays, 2001-Present
CSD: Serving as a committee member in 10 doctoral students’ committees for their plan of work, comprehensive examination and/or dissertation committee, 2001-Present
CSD: Serving as a committee member in 4 master’s students’ thesis/essay committees, 2001-Present
D. Positions Held in Professional Associations in Last Five Years

(I) INVITED ASSOCIATE EDITOR

Â 2007: American Journal of Audiology
Invited Journal Reviewer
Â 2004: Journal of Aphasiology; Journal of Human Brain Mapping
Â 2005 & 2006: Journal of Human Brain Mapping
Â 2010: Quarterly Journal of Experimental Psychology
Â 2011: International Journal of General Medicine
Invited Grant Proposal Review
Â 2012: American Speech-Language-Hearing Association Multi-culture Grant Proposal Review
Research Program Committee member in the American Speech Hearing Association (ASHA)
Â 2009: Language science subcommittee for the AHSA convention in 2009
Â 2011-2012: Chair of the Asian Pacific Islander (API) Caucus in the American Speech-Language-Hearing Association (ASHA)
Â 2011-2012: Serve as a board member on the Multi-culture Issues Board (MIB) in the American Speech-Language-Hearing Association (ASHA)

E. Membership/Offices Held in Public or Private Agencies Related to Discipline in Last Five Years

F. Professional Consultation

1. Public Presentations as an Expert in Discipline
2. Testimony before Public Bodies
3. Consulting to Public Agencies, Foundations, Professional Associations
4. Consulting to Private Enterprises

G. Journal/Editorial Activity
1. Editorships

**Invited Associate Editor**

2007: American Journal of Audiology

2. Editorial Board Memberships

H. Other Professionally Related Service

- Hosted a booth for the department in the Detroit Art Festival in 2002 to promote the publicity and services of our department.

- Provided a presentation to major local funding VIPs about research projects in our department, including my own research, 2002

**Hsieh, L.** (2003, Oct.). Seminar on Neuroimaging Investigation of Speech and Language Disorders. Keynote speaker in an invited Forum for the continuous education unit (CEU) to the speech-language pathologists as part of American Speech-Language-Hearing Association (ASHA) certification, Michigan, USA.


- Hosted a booth for the department in the WSU Open House on October 16, 2010 to recruit new students and promote the publicity and services of our department.

- Hosted a booth for the department in the Scholars Day on February 13, 2011 to recruit new students and promote the publicity and services of our department.
NAME: Shelly Jo Kraft

DATE PREPARED: March 5, 2012
DATE REVISED: April 10, 2012

OFFICE ADDRESS: 203.4 Rackham
60 Farnsworth Street
Detroit, MI 48202

HOME ADDRESS: 6741 Country Club Lane
West Bloomfield, MI 48322

OFFICE PHONE: 313.577.7587
HOME PHONE: 248.884.3936

DEPARTMENT/COLLEGE: Communication Sciences and Disorders,
College of Liberal Arts and Sciences

PRESENT RANK & DATE OF RANK: Assistant Professor, 2011

WSU APPOINTMENT HISTORY:

Year Appointed/Rank: 2011/Assistant Professor
Year Awarded Tenure:
Year Promoted to Associate Professor:
Year Promoted to Full Professor:

___________________________________________________________________

CITIZEN OF: United States of America

___________________________________________________________________

EDUCATION: [Give name of institution, place, and date of degree.]

Baccalaureate: 2003, Michigan State University, East Lansing, MI
   B.A. Audiology and Speech Science

   Program: Communication Disorders in London
   MSU Extension
   2005, Michigan State University, East Lansing, MI
   M.A. Audiology and Speech Science

Graduate PhD: 2010, University of Illinois, Urbana-Champaign, IL
   Ph.D., Speech-Language Pathology
   (Advisor: Nicoline G. Ambrose, PhD)

Postgraduate (postdoctoral):
   2010, University of Chicago, Chicago, IL
   Post Doctoral Scholar, Department of Medicine, Human Genetics
   (Advisor: Nancy J. Cox, PhD)


FACULTY APPOINTMENTS AT OTHER INSTITUTIONS (Years and Rank):

[Not administrative appointments; see below.]

PROFESSIONAL SOCIETY MEMBERSHIP(S):

2003- current Member, American Speech-Language & Hearing Association
2003- current Member, International Stuttering Association
2004- current Member, International Fluency Association
2004-2005 Member, British Stammering Association
2005- current Member, ASHA Special Interest Division 4 - Fluency
2010- current Member, Michigan Speech-Language & Hearing Association
2010- current Research Board, Academic Center for Excellence in Autism, University of Chicago
2012- current Member, Autism Society

HONORS/AWARDS:

2009 Outstanding Teaching Award, List of Teachers Ranked As Excellent By Their Students, University of Illinois at Urbana-Champaign (Fall 2009, SHS 410)
http://cte.illinois.edu/teacheval/ices/exc_teach.html

2009
Outstanding Teaching Award, List of Teachers Ranked As Excellent By Their Students, University of Illinois at Urbana-Champaign (Fall 2009, SHS 577)
http://cte.illinois.edu/teacheval/ices/exc_teach.html

2010
Excellent Teaching Award, List of Teachers Ranked As Excellent By Their Students, University of Illinois at Urbana Champaign (Spring 2010, SHS 593)
http://cte.illinois.edu/teacheval/ices/exc_teach.html

_____________________________________________________________________________

BIOGRAPHICAL CITATIONS (National/Regional or Professional Directories):
_____________________________________________________________________________

I. TEACHING

A. Years at Wayne State
1 (2011-present)

B. Years at Other Colleges/Universities (please list)
4 (2006-2010)

Graduate Teaching Assistant – University of Illinois

C. Courses Taught at Wayne State in Last Five Years

1. Undergraduate

2. Graduate

SLP 7640 - Language Disorder: School Age (F11)
SLP 7620 - Voice Disorders (F11)
AUD 7540 - Auditory Genetics (W12)
SLP 7991 - Directed Study (W12)

3. Graduate Professional School

D. Essays/Theses/Dissertations Directed

1. Students by Name, Level, Title of Project, Year

M.A. Research Projects

Directed M.A. research projects for:

Mary Campbell, M.A., Effects of DAF on Verbal Language, 2011-2013

Elizabeth Edison, M.A., Stuttering-like Disfluencies in Normally Fluent Adults Under DAF (2011-2013)

Illiana Falkkenstern, M.A., Effects of DAF on Verbal Language, 2011-2013

Nicole Maceroni, M.A., Delayed Auditory Feedback and Other Disfluencies in Speech, 2011-2013

Lynn Susong, M.A., Stuttering-like Disfluencies in Normally Fluent Adults Under DAF (2011-2013)

Megan Tuquero, M.A., Delayed Auditory Feedback and Other Disfluencies in Speech, 2011-2013

E. Course of Curriculum Development

Development of New Course: AUD 7540 Auditory Genetics

Proposal for New Course Accepted by WSU Catalogs and Course Records: November 9, 2011

This course introduces medical genetics and its applications to hearing loss and craniofacial disorders. Emphasis is placed on genetic etiology, clinical diagnosis and therapeutic implications of each disorder.
The course highlights behavioral genetics along with environmental contributions to gene function. The students discuss ethical, legal, and social issues including cloning, gene therapy, and prevention.

F. Course Materials (Unpublished)

II. RESEARCH

A. Research in Progress, Not Funded

1. Effortful control assessment in adult stuttering severity.

   Principal Investigator: Shelly Jo Kraft, PhD

   Effortful Control, measured by the Children’s Behavior Questionnaire (CBQ), has recently been found to significantly correlate with stuttering severity in children. The Multidimensional Personality Questionnaire (MPQ) is the adult version of the same assessment, and will investigate the potential correlation in the stuttering severity of adults.

2. iPad intervention for Autism Spectrum Disorders

   Principal Investigators: Shelly Jo Kraft, PhD, Preethy Samuel, PhD

   iPads are being clinically tested for effectiveness in developing and improving social communication skills in verbal and non-verbal children with ASD.


   Principal Investigator: Shelly Jo Kraft, PhD

   Samples are currently being collected from Ireland and the USA. Invited visits for sample collection being scheduled for India, Iceland, and Australia.


   Principal Investigators: Nancy Cox, Ph.D., Shelly Jo Kraft, PhD
This study is investigating genes that play overarching integral roles in speech and language production.

B. Funded Research in Last Five Years

C. Pending Funded Research

1. Agency: Autism Speaks  
   PI: Shelly Jo Kraft  
   Title: The Efficacy of iPads: Pilot Study of Social Communication Intervention for Non-Verbal ASD Children  
   Grant Submitted: Feb. 16, 2012  
   Proposed Dates: August 2012-2014  
   Requested Funding (Total Costs): $120,000

2. Agency: Organization for Autism Research  
   PI: Shelly Jo Kraft  
   Title: Evaluating the Clinical Efficacy of iPads in Improving the Social Communication of Non-Verbal Children with Autism Spectrum Disorders  
   Grant Submitted: April 6, 2012  
   Proposed Dates: November 2012-2013  
   Requested Funding (Total Costs): $30,000

D. Fellowships/Grants/Special Awards in Last Five Years

2011 Moglia Family Foundation, $5000 award for development of WSU Stuttering Clinic (Awarded to Kraft, Daniels, Andruski)
III. PUBLICATION

A. Scholarly Books Published

1. Authored

2. Co-Authored

B. Chapters Published

1. Authored

2. Co-Authored

C. Editorships of Books/Proceedings

D. Journal Articles Published

1. Refereed Journals


2. Invited Review Articles


3. Nonrefereed Journals

4. Submitted Articles


5. Manuscripts in Progress


E. Papers Published in Conference Proceedings

1. Refereed Papers

2. Nonrefereed Papers

G. Abstracts Published in Academic Journals

H. Abstracted Presentations


I. Book Reviews Published
1. Academic Journals

2. Magazines/Newspapers

J. Instructional Materials Formally Published

1. Textbooks

2. Study Guides/Laboratory Workbooks

3. Other Published Materials

K. Papers Presented

1. Invited and/or Refereed Internationally or Nationally

Invited


L. Invited Seminars or Lectures Presented in Last Five Years


M. Other Scholarly Work
I. SERVICE

A. Administrative Appointments at Wayne State in Last Five Years

B. Administrative Appointments at Other College/University in Last Five Years

C. Committee Assignments in Last Five Years

   1. University Committee Chaired

   2. University Committee Membership

   3. College/Department Committee Chaired

   4. College/Department Committee Membership

      Graduation Event Planning Committee (2011, 2012)
      Graduate Admissions Committee (2011, 2012)
      SLP Curriculum Committee (2011, 2012)
      PhD Curriculum Committee (2011, 2012)

   5. Other Service

      Graduate Student Advisor for the graduating class of 2013 (2011-2013)

      Management of Department Webpage (2011, 2012)

D. Positions Held in Professional Associations in Last Five Years

E. Membership/Offices Held in Public or Private Agencies Related to Discipline in Last Five Years
F. Professional Consultation

1. Public Presentations as an Expert in Discipline


2. Testimony before Public Bodies

3. Consulting to Public Agencies, Foundations, Professional Associations

2012 Invited expert for parent and client consultation, National Stuttering Association, Beaumont Hospital, Royal Oak, MI

4/14/2012

4. Consulting to Private Enterprises

G. Journal/Editorial Activity

1. Editorships

2012- current Associate Editor, Perspectives of Fluency and Fluency Disorders

2. Editorial Board Memberships

H. Other Professionally Related Service
Wayne State University

Professional Record

Faculty

NAME: Maryellen Liening

DATE PREPARED: February 2009

DATE REVISED: March 2012

Office Address: 208 Rackham

Home Address:

15725 Windmill Pointe

Grosse Pointe Park, MI 48230

Office Phone: 577-5319

Home Phone: (313) 822-1519

Department/College: Communication Sciences and Disorders

College of Liberal Arts and Sciences

Present Rank & Date of Rank: Clinical Instructor; August 2008

WSU Appointment History:

Year Appointed/Rank: 2008

Year Awarded Tenure: N/A

Year Promoted to Associate Professor: N/A

Year Promoted to Full Professor: N/A
CITIZEN OF: United States

EDUCATION:

Baccalaureate: Michigan State University; Lansing, MI 1983
Graduate: Wayne State University; Detroit, MI 1985
Postgraduate (postdoctoral): N/A
Licensure: N/A
Certification: Certificate of Clinical Competence ASHA

PROFESSIONAL SOCIETY MEMBERSHIP(S):

American Speech and Hearing Association member since December 1986.

Special Interest Groups 3,11&5: Speech Science and Oral Facial Disorders; Voice and Voice Disorders; Administration and supervision

Michigan Cleft Palate Association member since January 1990

Michigan Speech and Hearing Association member since January 1987

American Cleft Palate Association member since 2004
HONORS/AWARDS:

Award for Continuing Education 2011
Award for Continuing Education 2010
Award for Continuing Education 2009
Award for Continuing Education 2008

XXIV. TEACHING

A. Years at Wayne State: Third Year

B. Years at Other Colleges/Universities (please list)

C. Courses Taught at Wayne State in Last Five Years

1. Undergraduate:

   Anatomy and Physiology of the Speech Mechanism SLP 5090
   Clinical Practicum SLP 5360
   Language and Phonological Disorders SLP 6460

2. Graduate:

   Voice Disorders (Including Cleft Palate)
   Craniofacial Anomalies SLP 7621

3. Graduate Professional School

D. Essays/Theses/Dissertations Directed


Directed Study with Dr. Andruski for Kimberly Tappen (undergraduate) on Acoustic Measurements of Resonance.

Assisting Dr. Andruski in directing Joyce Bride’s research project on Cleft Palate.

XXV. RESEARCH

A. Fellowships/Grants/Special Awards in Last Five Years

CLAS IT Mini Grant 2010

CLAS IT Mini Grant 2011

XXVI. PUBLICATION

A. Invited Seminars or Lectures Presented in Last Five Years

Teleconference at Children’s Hospital of Michigan: Cleft Palate February 2012

Presentation to Dental Department Children’s Hospital of Michigan Fall 2011

Michigan Cleft Palate Association May 2009

Dearborn Speech and Sensory Center Fall Conference 2007
Michigan Cleft Palate Association 2007

About Face Conference at Children’s Hospital of Michigan 2006

Various In-service Presentations to Plastic Surgery residents, Ears Nose and throat residents and nursing students at CHM.

Guest Lectures in Intro to Communications Disorders; Neurologic Disorders; Phonetics; Computer Proficiency WSU

B. Other Scholarly Work: N/A

XXVII. SERVICE

A. Administrative Appointments at Wayne State in Last Five Years

CEED administrator for The Department of Communication Sciences and Disorders

Department Liaison to Student Disability Services

Coordinator of Annual Kopp Lecture and Luncheon

Unicef Captain

B. Committee Assignments in Last Five Years

1. University Committee Chaired

2. University Committee Membership

3. College/Department Committee Chaired

Graduation Committee 2010-2012

Brown bag Committee 2011-2012
4. College/Department Committee Membership

Admissions Review Committee 2010-2012

Assessment Committee 2012

Search Medical SLP 2010

Search Supervisor 2009

Search Chair 2009

C. Positions Held in Professional Associations in Last Five Years

D. Membership/Offices Held in Public or Private Agencies Related to Discipline in Last Five Years

E. Professional Consultation
F. Other Professionally Related Service:

- MSHA Conference 2012
- OTL Courses 2012
- Brown Bag Series 2012 WSU
- Brown Bag Series WSU 2011
- Autism Seminar WSU 2011
- OTL courses 2011
- Speech Pathology.com on line CEU courses 2011
- American Cleft Palate Conference Puerto Rico 2011
- ACPA Conference 2010
- MSHA Conference 2010
- Acoustic Measurement of Speech 2010
- LAMP AAC Training 2010
- Teaching Larger Classes OTL/WSU 2010
- Speech Pathology.com on line CEU courses 2010
- Speech Pathology.com on line CEU courses 2009
- OTL courses 2009
- American Cleft Palate Association 2009
- Kopp lecture 2009
- Michigan Cleft Palate Association Conference 2009
- MSHA Conference 2009
- ASHA Convention 2008
- MSHA Convention 2008
- Whole Brain Approach Conference 2007
- Michigan Cleft Palate Conference 2007
- Dearborn Sensory and Speech Conference Fall 2007
- International Conference for Cleft Lip and Palate 2006
NAME: Karen Schultz O'Leary

DATE PREPARED: March 1995

DATE REVISED: March 27, 2012

OFFICE ADDRESS: 102.33 Rackham Memorial Education Building

HOME ADDRESS: 1136 Maryland Blvd. Birmingham, MI. 48009-1926

OFFICE PHONE: 313.577.6292

HOME PHONE: 248.540.6484

DEPARTMENT/COLLEGE: Communication Sciences and Disorders, CLAS


WSU APPOINTMENT HISTORY:

Year Appointed/Rank: 1994

Year Awarded Tenure: n.a

Year Promoted to Associate Professor: n.a

Year Promoted to Full Professor: n.a
CITIZEN OF: United States of America

EDUCATION:

Baccalaureate: A.B., University of Michigan, Ann Arbor, MI. 1978
Graduate: M.A., Wayne State University, Detroit, MI. 1980
Postgraduate (postdoctoral): n.a
Licensure: n.a

FACULTY APPOINTMENTS AT OTHER INSTITUTIONS: n.a

PROFESSIONAL SOCIETY MEMBERSHIP(S):

Karen S. O’Leary, March 27, 2012

American Speech-Language Hearing Association
Michigan Speech-Language Hearing Association

HONORS/AWARDS:

Award for Continuing Education (ACE), American Speech-Language Hearing Association, January 2012
Professor of the Year Award, Department of Communication Sciences and Disorders, WSU, April 2011


College of Science Teaching Award, Fall 2002

Honorary Membership in the Wayne State University Student Speech-Language-Hearing Association, April 1996

______________________________________________________________________________

BIOGRAPHICAL CITATIONS: n.a

XXVIII. TEACHING

A. Years at Wayne State: 22 (part time 1990-1994) (full time 1994-present)

B. Years at Other Colleges/Universities n.a

C. Courses Taught at Wayne State in Last Five Years

1. Undergraduate
   (1) SLP 5360-Clinical Practice in Speech-Language Pathology
   (2) SLP 5300-Introduction to Speech-Language Pathology
   (3) SLP 6460-Language and Phonological Disorders
   (4) SLP 3990-Directed Study in Speech-Language Pathology
   (5) SLP 5310-Clinical Methods in Speech-Language Pathology
   (6) UGE 100-The University and it’s Libraries

2. Graduate
   (1) SLP 6360-Advanced Clinical Practice in Speech-Language Pathology
   (2) SLP 7380-The Clinical Process in Speech-Language Pathology
(3) SLP 7360-Internship in Speech-Language Pathology

3. Graduate Professional School-n.a

D. Essays/Theses/Dissertations Directed

1. David, Hope, A Comparison of Vocabulary and Narration in Preschool Children, M.A., 2010


6. Foster, Carmella M., for the M.A. degree, Phonological Awareness and Reading in School Age Children with Communication Disorders, May 1998

E. Course of Curriculum Development: n.a

F. Course Materials (Unpublished)

1. Clinical Practicum Manual-SLP 5360 and SLP 6360

XXIX. RESEARCH

XXX. Research in Progress, Not Funded

XXXI. Speech-Language-Emergent Literacy Development in Urban African American Preschool Children

Funded Research in Last Five Years: n.a

A. Fellowships/Grants/Special Awards in Last Five Years: n.a Karen S. O’Leary 3.27.12
XXXII.  PUBLICATION

A.  Scholarly Books Published: n.a
    1.  Authored
    2.  Co-Authored

B.  Chapters Published: n.a
    1.  Authored
    2.  Co-Authored

C.  Editorships of Books/Proceedings: n.a

D.  Journal Articles Published:
    1.  Refereed Journals

        Manuscripts Submitted for Publication: n.a.

        Manuscripts in Preparation:

            1.  Refereed Journals
            2.  Invited Review Articles
            3.  Nonrefereed Journals

E.  Papers Published in Conference Proceedings: n.a
    1.  Refereed Papers
    2.  Nonrefereed Papers

F.  Translations of Other Authors Published: n.a
    1.  Books
    2.  Articles or Creative Works

G.  Abstracts Published in Academic Journals: n.a

H.  Book Reviews Published: n.a
    1.  Academic Journals
2. Magazines/Newspapers

I. Creative Shows/Exhibits: n.a

Karen S. O’Leary, 3.27.12

1. Refereed or Judged: National Competition
2. Refereed or Judged: Local/Regional Competition
3. Not Refereed

J. Creative Performances: n.a

1. Outside Metropolitan Area
2. Metropolitan Area
3. Campus

K. Instructional Materials Formally Published: n.a

1. Textbooks
2. Study Guides/Laboratory Workbooks
3. Other Published Materials

L. Papers Presented

1. Invited and/or Refereed Internationally or Nationally


Karen S. O'Leary 3.27.12


2. Invited and/or Refereed Locally/Regionally


3. Invited Seminars or Lectures Presented in Last Five Years: n.a

4. Other Scholarly Work: M.A. Research Projects mentored w/ H. Balog, Ph.D. and Kimberly Stewart, M.A.

Karen S. O’Leary, 3.27.12


Mitter, K., & Kamm, K. (2010, September). *Preschool Center Variation on a Measure of Narrative Assessment*. Poster session presented at the annual WSU CSD Poster Day, Wayne State University, Detroit, MI.


XXXIII. SERVICE

A. Administrative Appointments at Wayne State in Last Three Years

Program Director for Speech-Language Pathology for the Department of Communication Sciences and Disorders, August 2009-present

Director of the Wayne State University Speech-Language Center, August 2009-present

Clinical Coordinator for Speech-Language Pathology, Department of Communication Sciences and Disorders, August 2009-present  Karen S. O’Leary 3.27.12

Undergraduate Officer for the Department of Communication Sciences and Disorders, 1995- August 2009

Undergraduate Advisor for the Department of Communication Sciences and Disorders, 1995- August 2009
Post Degree Advisor for the Audiology and Speech-Language Pathology Department 1997 to 2003, January 2009-October 2009

Advisor to the Wayne State Student Speech Language Hearing Association
1995-96

B. Administrative Appointments at Other College/University in Last Five Years: n.a

C. Committee Assignments in Last Five Years

1. University Committee Chaired

2. University Committee Membership

(2) President’s Committee on Undergraduate Retention, 2007-2008

(3) UGE 1000 Advisory Committee, 1998-2005

3. College/Department Committee Chaired
(1) CSD Merit and Salary Committee, Chair in 2009 and 2010

(2) CSD Workload Committee, Chair 2010-11

(3) CSD Curriculum Committee, Chair 2010-11

(4) CSD Search Committee, Chair in 2009-2010 (2 clinical positions)

(5) CSD Undergraduate Curriculum Committee, Chair in 1998-99, 2006-07

4. College/Department Committee Membership
(1) CSD Salary and Merit Committee, 2008, 2011, and 2012

(2) Participant in the “Writing Intensive Learning Outcomes Focus Group” Sponsored by the Department of English, Spring Summer term 2011.

(3) CSD Search Committee, 2008, 2003

(4) CSD Graduate Admission’s Committee, 1994-2009
(5) CSD Search Committee, 2009-10 (Assistant Professor)
(6) College of Science Outreach Committee, 2000-01
(7) College of Science Scholarship Committee, 2000-01
(8) College of Science Undergraduate Committee, 2000-05
(9) CSD Workload Committee, 2003-04
(10) CSD Steering Committee, 2003-05
(11) College of Liberal Arts and Sciences, SPEAK Committee, 1996-97

D. Positions Held in Professional Associations in Last Five Years: n.a

E. Membership/Offices Held in Public or Private Agencies Related to Discipline in Last Five Years: n.a

F. Professional Consultation: n.a

1. Public Presentations as an Expert in Discipline
2. Testimony before Public Bodies
3. Consulting to Public Agencies, Foundations, Professional Associations
4. Consulting to Private Enterprises

G. Journal/Editorial Activity: n.a

1. Editorships
2. Editorial Board Memberships

H. Other Professionally Related Service

1. Committee/Reader for 2 M.A. Essays completed in May 2010, and 11 students between 1995-2005

2. Committee/Reader for 2 M.A. Theses completed in May 2008 and 2009

3. Coordinated the establishment of the B.A.-Honor’s Degree Program with the WSU Honor’s College, April 2008

_Karen S. O’Leary 3.27.12_
4. Coordinated activities for “Career Awareness” Month sponsored by the American Speech-Language Hearing Association-Fall 2005

5. Department representative for WSU undergraduate student recruitment fairs, 2002-2009

6. Department representative for the WSU Annual Charitable Campaign, October 2000

7. Represented Department at Recruitment Fairs for Canadian Students (May 2000 and Fall 2005), Undergraduate Students

8. Participated in College of Science Booth at the MTSA Conference, March 2001


10. Completed General Education proposal for the CSD Department Computer Proficiency-II.


12. Provided advising support for Project "PUMP" 1995 to conclusion of program


Karen S. O'Leary, 3.27.12
NAME: Thomas H. Simpson

DATE PREPARED: March, 1990

DATE REVISED: March, 2010

OFFICE ADDRESS:

204.1 Rackham Hall

HOME ADDRESS:

4442 Grindley Park

Dearborn Heights, MI  48125

OFFICE PHONE: 313.577.6754

HOME PHONE: 313.516.7786

DEPARTMENT/COLLEGE: CSD/CLAS

PRESENT RANK & DATE OF RANK: Associate Professor, May, 1998

WSU APPOINTMENT HISTORY:

Year Appointed/Rank: 1990/Assistant Professor

Year Awarded Tenure: 1998

Year Promoted to Associate Professor: 1998

Year Promoted to Full Professor:
CITIZEN OF: USA

EDUCATION: [Give name of institution, place, and date of degree.]

Baccalaureate: Butler University, Indianapolis Indiana, 1969

Graduate: Michigan State University, East Lansing, Michigan (MA, 1972)

Michigan State University, East Lansing, Michigan (Ph.D., 1984)

Postgraduate (postdoctoral):

Licensure: Michigan License in Audiology, 2007 to present

Certification: Certificate of Clinical Competence in Audiology

American Speech-Language Hearing Association, 1985 to present

Course Director, Council for Accreditation of Occupational Hearing Conservation, 1990 to present

Profession Supervisor for Hearing Conservation Program

Council for Accreditation of Occupational Hearing Conservation,

2006 to present
FACULTY APPOINTMENTS AT OTHER INSTITUTIONS (Years and Rank):

[Not administrative appointments; see below.]

1983-84 Temporary Instructor, Michigan State University
   Department of Audiology and Speech Sciences
   East Lansing, MI

1984-85 Assistant Professor, Michigan State University
   Department of Audiology and Speech Sciences
   East Lansing, MI

1986-89 Adjunct Assistant Professor, Michigan State University
   Department of Audiology and Speech Sciences
   East Lansing, MI

PROFESSIONAL SOCIETY MEMBERSHIP(S):

American Speech-Language-Hearing Association
Council for Accreditation in Occupational Hearing Conservation
National Hearing Conservation Association
HONORS/AWARDS:

Dean’s List, Butler University, 1965-1969

BIOGRAPHICAL CITATIONS (National/Regional or Professional Directories):

XXXIV. TEACHING

A. Years at Wayne State 1990 - present

B. Years at Other Colleges/Universities (please list)

1983-1985, Michigan State University

C. Courses Taught at Wayne State in Last Five Years

1. Undergraduate

   AUD 5400 Introduction to Audiology (8 offerings)

2. Graduate

   AUD 6410 Basic Audiologic Evaluation (10 offerings)

   AUD 6411 Clinical Laboratory in Audiology I (10 offerings)

   AUD 6020 Scientific and Clinical Measures in Audiology (10 offerings)

   AUD 6030 Instrumentation (10 offerings)

   AUD 8350 Research Seminar (12 offerings)

   AUD 7420 Hearing Loss Prevention Programs (5 offerings)
AUD 7490 Educational Audiology (1 offering)

3. Graduate Professional School

D. Essays/Theses/Dissertations Directed

1. Students by Name, Level, Title of Project, Year


Brooke Comartin (Essay Completed Feb-06) Systemic Lupus Erythematosus and Hearing Loss

Eve Leonin (Essay Completed Mar-06) Perceived Communication Abilities Associated with the Use of Hearing Protection

Brian Kibby (Essay Completed Apr-06) SAC Outcomes in Sudden-Onset Mild Conductive Hearing Loss

Bernice McKenzie (Essay Completed Apr-06) Effects of Age-Correction in the Calculation of STS in Industrial Populations

Kathryn Prevost (Essay Completed Apr-06) Effects of Traditional vs Two-Ear Baseline Audiograms on the Calculation of STS Rates

Michelle Guhy (Essay Completed May-06) Training Effects on the NRR of Over-the-Counter Versus Custom Fit Earplugs

Sharon Reynolds (Essay Completed Dec-06) Subjective and Objective Methods of Measuring Hearing Protector Attenuation

Elina Bagdasaryan (Essay Completed Apr-07) Effects of Recreational Shooting on Occupationally Noise-Exposed Males
Gauri Sood (Essay Completed Dec-07) Gender Differences on Standard Threshold Shift With and Without Age Correction

Crystal Venderheyden (Essay Completed Dec-07) Status of Newborn hearing Screening Programs: Metropolitan Detroit

Nicole Mayer (Essay Completed Mar-08) An Overview of Otoprotectant Drugs Against Hearing Loss in Cancer Patients

Mori Plackman (Essay Completed Mar-08) Auditory Neuropathy: Past, Present, and Future

E. Course or Curriculum Development

Aud Professional Doctorate Curriculum

AUD 6410 Basic Audiologic Evaluation

AUD 6411 Clinical Laboratory in Audiology I

AUD 6020 Scientific and Clinical Measures in Audiology

AUD 6030 Instrumentation

AUD 8350 Research Seminar

AUD 7420 Hearing Loss Prevention Programs

AUD 7490 Educational Audiology

F. Course Materials (Unpublished)
AUD 6411 Clinical Laboratory in Audiology I

AUD 6020 Scientific and Clinical Measures in Audiology

AUD 6030 Instrumentation

AUD 8350 Research Seminar

AUD 7420 Hearing Loss Prevention Programs

AUD 7490 Educational Audiology

XXXV. RESEARCH

A. Research in Progress, Not Funded

B. Funded Research in Last Five Years

C. Fellowships/Grants/Special Awards in Last Five Years

XXXVI. PUBLICATION

A. Scholarly Books Published
   1. Authored
   2. Co-Authored

B. Chapters Published
   1. Authored
   2. Co-Authored

C. Editorships of Books/Proceedings

D. Journal Articles Published
   1. Refereed Journals


Simpson TH, Amos N, Rintelmann WF. Effects of pre-existing hearing loss on proposed ANSI S12.13 outcomes for characterizing hearing conservation program effectiveness: follow-up investigation.

Amos NE, Simpson TH. Effects of pre-existing hearing loss and gender on proposed ANSI S12.13 outcomes for characterizing hearing conservation program effectiveness: preliminary investigation.


Simpson TH, Stewart M, Kaltenbach JA. Early indicators of hearing conservation program performance.


Kaltenbach JA, Meleca RJ, Falzarano PR, Myers SF, Simpson TH. Forward masking properties of neurons in the dorsal cochlear nucleus: possible role in the process of echo suppression. Hear Res. 1993 May;67(1-2):35-44.

Simpson TH, Schwan SA, Rintelmann WF. Audiometric test criteria in the detection of cisplatin ototoxicity.


2. Invited Review Articles
3. Nonrefereed Journals

E. Papers Published in Conference Proceedings
   1. Refereed Papers
   2. Nonrefereed Papers

F. Translations of Other Authors Published
   1. Books
   2. Articles or Creative Works

G. Abstracts Published in Academic Journals

H. Book Reviews Published
   1. Academic Journals
   2. Magazines/Newspapers

I. Creative Shows/Exhibits
   1. Refereed or Judged: National Competition
   2. Refereed or Judged: Local/Regional Competition
   3. Not Refereed

J. Creative Performances
   1. Outside Metropolitan Area
   2. Metropolitan Area
   3. Campus
K. Instructional Materials Formally Published
   1. Textbooks
   2. Study Guides/Laboratory Workbooks
   3. Other Published Materials

L. Papers Presented
   1. Invited and/or Refereed Internationally or Nationally
   2. Invited and/or Refereed Locally/Regionally

M. Invited Seminars or Lectures Presented in Last Five Years

N. Other Scholarly Work

XXXVII. SERVICE

A. Administrative Appointments at Wayne State in Last Five Years

B. Administrative Appointments at Other College/University in Last Five Years

C. Committee Assignments in Last Five Years
   1. University Committee Chaired
   2. University Committee Membership
   3. College/Department Committee Chaired

   Faculty Representative, CSD Promotion and Tenure Committee

   4. College/Department Committee Membership

   Member, Salary Committee, CSD

   Audiology Curriculum Committee

   AuD Comprehensive Exam Committee, Chair

   Search Committee – Medical SLP
D. Positions Held in Professional Associations in Last Five Years

E. Membership/Offices Held in Public or Private Agencies Related to Discipline in Last Five Years

F. Professional Consultation
   1. Public Presentations as an Expert in Discipline
   2. Testimony before Public Bodies
   3. Consulting to Public Agencies, Foundations, Professional Associations
   4. Consulting to Private Enterprises

G. Journal/Editorial Activity
   1. Editorships
   2. Editorial Board Memberships

H. Other Professionally Related Service


NAME: Kimberly L. Stewart
DATE PREPARED: March 14, 2011
DATE REVISED: March 14, 2011

OFFICE ADDRESS: 203.3 Rackham Bldg., 60 Farnsworth
HOME ADDRESS: 30204 Madison Ave. Warren, MI 48093

OFFICE PHONE: 313-577-3339
313-577-6293 (direct line)
HOME PHONE: 586-574-0683

DEPARTMENT/COLLEGE: Communication Sciences and Disorders/
College of Liberal Arts and Science

PRESENT RANK & DATE OF RANK: Instructor/Clinical Supervisor September 2009

WSU APPOINTMENT HISTORY:

Year Appointed/Rank: Instructor/Clinical Supervisor September 2009
Year Awarded Tenure:
Year Promoted to Associate Professor:
Year Promoted to Full Professor:

CITIZEN OF: United States of America
EDUCATION: [Give name of institution, place, and date of degree.]

Baccalaureate: B.A., Interpersonal Communication and Spanish, 2001
Western Michigan University, Kalamazoo, MI

Graduate: M.A., Speech-Language Pathology, 2007
Wayne State University, Detroit, MI

Postgraduate (postdoctoral): N/A

Licensure: N/A

Certification: Certificate of Clinical Competence in Speech-Language Pathology
(CCC-SLP #12121598), American Speech-Language-Hearing Association 2008-
present

FACULTY APPOINTMENTS AT OTHER INSTITUTIONS (Years and Rank): N/A

[Not administrative appointments; see below.]

PROFESSIONAL SOCIETY MEMBERSHIP(S):

American Speech-Language-Hearing Association (ASHA) – 2008-present
   Special Interest Division 11: Administration and Supervision - 2011
Michigan Speech-Language-Hearing Association (MSHA) – 2005-present

HONORS/AWARDS:

Wayne State University Graduate Professional Scholarship 2006-2007
Wayne State University Graduate Assistant 2005-2006

BIOGRAPHICAL CITATIONS (National/Regional or Professional Directories): N/A
XXXVIII. TEACHING

A. Years at Wayne State – 2 years and 6 months (September 2009 to present)

B. Years at Other Colleges/Universities (please list) – N/A

C. Courses Taught at Wayne State in Last Five Years

1. Undergraduate
   SLP 5310: Clinical Methods in Speech-Language Pathology (taught fall, winter and spring/summer semesters)

2. Graduate
   SLP 6360: Advanced Clinical Practice in Speech-Language Pathology (Supervisor – fall, winter and spring/summer semesters)

3. Graduate Professional School

D. Essays/Theses/Dissertations Directed – N/A

1. Students by Name, Level, Title of Project, Year

E. Course of Curriculum Development

   SLP 5310: Clinical Methods in Speech-Language Pathology (undergraduate)
   Curriculum Development for clinic including groups (preschool language and school age speech) and undergraduate practicum course – 2011
   Curriculum Development for departmental courses offered at Macomb Education Center Satellite on the campus of Macomb Community College – 2009-2010

F. Course Materials (Unpublished) – N/A

XXXIX. RESEARCH – N/A

A. Research in Progress, Not Funded

B. Funded Research in Last Five Years

C. Fellowships/Grants/Special Awards in Last Five Years

XL. PUBLICATION
<table>
<thead>
<tr>
<th>Category</th>
<th>N/A</th>
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<tbody>
<tr>
<td>A. Scholarly Books Published</td>
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<tr>
<td>1. Authored</td>
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<td>2. Co-Authored</td>
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<td>B. Chapters Published</td>
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<tr>
<td>E. Papers Published in Conference Proceedings</td>
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<td>I. Creative Shows/Exhibits</td>
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<tr>
<td>1. Refereed or Judged: National Competition</td>
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<td>2. Refereed or Judged: Local/Regional Competition</td>
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<td>3. Not Refereed</td>
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<td>J. Creative Performances</td>
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<tr>
<td>1. Outside Metropolitan Area</td>
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</table>
2. Metropolitan Area

3. Campus

K. Instructional Materials Formally Published – N/A
   1. Textbooks
   2. Study Guides/Laboratory Workbooks
   3. Other Published Materials

L. Papers Presented – N/A
   1. Invited and/or Refereed Internationally or Nationally
   2. Invited and/or Refereed Locally/Regionally

M. Invited Seminars or Lectures Presented in Last Five Years

   Peer Instructed Course, Normal Development Birth to Age 6, Presenter for Speech Development Age 4-6, Children’s Hospital of Michigan, Detroit, MI, April-June 2009

N. Other Scholarly Work – N/A

XLI. SERVICE

A. Administrative Appointments at Wayne State in Last Five Years

   Post-Bachelor Advisor for Communication Sciences and Disorders – 2009 to present

B. Administrative Appointments at Other College/University in Last Five Years – N/A

C. Committee Assignments in Last Five Years
   1. University Committee Chaired – N/A
   2. University Committee Membership – N/A
Scholarships and Fellowships Review Panel – 2010


3. College/Department Committee Chaired – N/A

4. College/Department Committee Membership

   CLAS Judicial Hearing Committee Panel – 2011 to 2012
   Merit and Salary Committee – 2011
   Graduation Committee – 2011
   Graduate Admissions Committee – 2010 to present
   Scholarship Committee – 2010 to present
   Curriculum Committee – 2010 to present
   Search Committee for Clinical Supervisor/Instructor – 2010

D. Positions Held in Professional Associations in Last Five Years – N/A

E. Membership/Offices Held in Public or Private Agencies Related to Discipline in Last Five Years – N/A

F. Professional Consultation – N/A

   1. Public Presentations as an Expert in Discipline

   2. Testimony before Public Bodies

   3. Consulting to Public Agencies, Foundations, Professional Associations

   4. Consulting to Private Enterprises

G. Journal/Editorial Activity – N/A

   1. Editorships

   2. Editorial Board Memberships

H. Other Professionally Related Service

   Co-directed M.A. Research Projects with Heather Balog and Karen O’Leary:
   2011-2012 – 2 students
   Co-directed M.A. Research Projects with Heather Balog and Karen O’Leary:
   2010-2011 Projects – 5 students
JINSHENG ZHANG, PH.D.

WORK ADDRESS:

Department of Otolaryngology-Head and Neck Surgery
Wayne State University School of Medicine
Room # 268, Lande Medical Building
550 East Canfield
Detroit, Michigan 48201
Phone: (313) 577-0066 (Office)
Phone: (313) 577-0190 (Lab)
Fax: (313) 577-6318
E-mail: Jinzhang@med.wayne.edu
Web: www.med.wayne.edu/otohns/

DEPARTMENT OF COMMUNICATION SCIENCES & DISORDERS
COLLEGE OF LIBERAL ARTS & SCIENCES
WAYNE STATE UNIVERSITY
CITIZENSHIP: US citizen

EDUCATION:

POSTDOCTORAL TRAINING:

1997 – 2000 Department of Otolaryngology-HNS, Wayne State University School of Medicine.

FACULTY APPOINTMENTS:

1990 – 1993 Lecturer, Department of Biology, Hebei Normal University, Shijiazhuang, China.
2000 – 2005 Assistant Professor, Department of Otolaryngology- Head and Neck Surgery, Wayne State University School of Medicine.

2005 – Present Associate Professor (Tenured), Department of Otolaryngology- Head and Neck Surgery, Wayne State University School of Medicine.

2006 – Present Associate Professor (Tenured), Jointly appointed with Department of Communication Sciences and Disorders, College of Liberal Arts & Sciences, Wayne State University.

2012 – Present Professor (Tenured), Jointly appointed with Department of Communication Sciences and Disorders, College of Liberal Arts & Sciences, Wayne State University.

OTHER PROFESSIONAL APPOINTMENTS:

1988 – 1990: Teaching Assistant, Biology Department, Hebei Normal University, China.

1994 – 1997: Research Assistant, Institute of Physiology, University of Fribourg, Switzerland.

1997 – 2000: Research Associate, Department of Otolaryngology-Head and Neck Surgery, Wayne State University School of Medicine.

2007 – Present Associate Faculty, Department of Physiology, Wayne State University School of Medicine.

2009 – Present Participating Faculty, Translational Neuroscience Program (TNP), Dept. of Psychiatry and Behavioral Neurosciences, Wayne State University School of Medicine.

MAJOR PROFESSIONAL SOCIETIES:

1995 – 1999 Member, European Neuroscience Association (ENA).

1996 – 2004 Member, Swiss Physiology Society.

1996 – 2005 Member, Swiss Experimental Biology Society.
1997 – present  **Member**, Association for Research in Otolaryngology (ARO).

2000 – present  **Member**, American Tinnitus Association (ATA).

2002 – present  **Member**, Society for Neuroscience (SFN).

**HONORS/AWARDS:**

1994  Award of Excellence in Scientific Research and Teaching, Hebei Normal University.


1997  Award of Excellent Scholar: Education Section of the Embassy of P.R. China in Switzerland.

2001 – present  Lifetime Honorary Professor, School of Life Sciences, Hebei Normal University.

2008  Recipient of President’s Translational Research Enhancement Award (WSU). This award carries research funds of $292,000 for a study “Translate Advanced Neural Implants to Hearing Recovery”.

2010  Nominee of 2011 President’s Award for Excellence in Teaching, WSU.

2011  Co-recipient (with Prof. Sean Wu) of President’s Research Enhancement Program in Physical Sciences (WSU). This award carries research funds of $100,000 for a study “Tinnitus Diagnosis and Treatment via Innovative Acoustic/Neural Stimulus and Imaging Technologies”.

**SERVICES:**

1. **Editorial Board:**
   A. Guest Associate Editor, *Journal of American Audiology*. 2008

2. **Journal Reviewer:**
   D.  *Journal of Neuroscience (Society for Neuroscience)*. January, 2006
   E.  *Hearing Research*. June, 2006; August 2011
   I.  *Journal of Controlled Release*. May, 2009
   J.  *Growth Hormones & IGF Research*. December, 2009
   K.  *Ear and Hearing*. March, 2010
   L.  *Neuroscience*. September, 2010
   M.  *Physiology & Behavior*. November, 2010
3. Committees:

A. National and International:


3. **Co-chair**, Podium session, Association for Research in Otolaryngology MidWinter Meeting, Maryland, February, 2006.


5. **Grant Review Panelist**, Department of Defense - Congressionally Directed Medical Research Program grant review panel, October, 2008.

6. **Grant Reviewer**, The Royal National Institute for Deaf People (RNID), U.K. May 2006; May 2008; May 2009; April 2010, May 2011. (Note: RNID is a prestigious international organization based in UK. World-wide competition is held each year and about 5 grants are awarded each year).


11. **Grant reviewer**. Neurosciences and Mental Health section, Medical Research Council (MRC), United Kingdom. August, 2011.

12. **Scientific Advisor**, The American Tinnitus Association (ATA) Scientific Advisory Board, U.S.; A four-year term, tenure starts from July 1st, 2010. (Note: ATA is a prestigious international organization based in the US. It is dedicated to curing tinnitus through improving the resources, information and assistance available to sufferers of tinnitus, and advancing scientific research and technology development).
B. University, Academic:

1. **Associate Research Director**, Department of Otolaryngology-Head and Neck Surgery, Wayne State University School of Medicine, 2007 – present.


3. **Board member**, Neuroscience Advisory Board, Wayne State University School of Medicine, 2001-2004.

4. **Graduate Professional Scholarship Reviewer**, Wayne State University, Graduate School, 4017 Faculty Administration Buildings, 2007.

5. **Director**, Basic Science Course, Department of Otolaryngology-Head and Neck Surgery, Wayne State University School of Medicine, 2006 – 2007.


9. **Ph.D. Committee member**, Department of Communication Sciences and Disorders, College of Liberal Arts & Sciences, Wayne State University, 2006 – present.


11. **Ph.D. Dissertation Committee member**: Saida Parveen Khan (Advisor: Pam Vandvord). Department of Biomedical Engineering, 2008- present.


13. **Irvin D. Reid Honors College**: Served as an interviewer for the Scholars Day on Feb 5th, 2011.


15. **Ph.D. Dissertation Committee member**: Jill Jamison (Advisor: Don DeGracia). Department of Physiology, 2011.

C. University, Nonacademic:

1. **Member**, Voluntary Faculty Evaluation Committee, Department of Otolaryngology-Head and Neck Surgery, Wayne State University School of Medicine, 2005.

2. **Member**, Faculty Search Committee, Department of Communication Sciences and Disorders, College of Liberal Arts & Sciences, Wayne State University, 2006 – 2007.


4. **Faculty Search Committee**, Department of Otolaryngology-Head and Neck Surgery, Wayne State University School of Medicine, 2008.

5. **Salary Committee**, Department of Otolaryngology-Head and Neck Surgery, Wayne State University School of Medicine, 2009 – present.
6. **Resident Interview Committee**, Department of Otolaryngology-Head and Neck Surgery, Wayne State University School of Medicine, 2008 – present.

7. **Research Seminars Planning Committee**, Department of Otolaryngology-Head and Neck Surgery, Wayne State University School of Medicine, 2009 – present.

D. Local Committees, Academic:


E. Nonacademic:

1. **Ex-Officio**, Board of the Lions Hearing Center of Michigan, 2006 – present.

TEACHING:

**I. Courses Taught at Wayne State University, Detroit, MI, 2001 – present**

A. **Basic science courses offered to residents/fellows/medical students in School of Medicine:**

1. Central auditory system (1 hr), 09/2001.
2. Auditory: signal and transduction (1 hr), 05/2002.
3. Central mechanisms of tinnitus (1 hr), 04/2002.
4. Electrical suppression of tinnitus activity (1 hr), 07/2003.
5. Auditory: signal and transduction (1 hr), 09/2003.
6. Cochlear implant and auditory brainstem implant (1 hr), 03/2004.
7. Auditory brainstem implants (1 hr), 06/2004.
8. Auditory brainstem implants (1 hr), 02/2005.
10. Study auditory brainstem implants using fMRI (1 hr), 11/2005.
11. Vestibular function and vestibular implants (1 hr), 04/2006.
12. Central auditory prosthesis (1 hr), 06/2006.
13. Electrical suppression of tinnitus (1 hr), 07/2006.
14. Electrical suppression of tinnitus & auditory brainstem implants (1 hr), 07/2006.
15. Electrical suppression of tinnitus & central auditory prosthesis (1 hr), 10/2006.
16. Electrical suppression of tinnitus (1 hr), 01/2007.
17. Auditory prosthesis (1 hr), 03/2007.
18. Auditory brainstem implants & Electrical suppression of tinnitus (1 hr), 07/2007.
19. Electrical stimulation to suppress tinnitus and recover hearing (1 hr), 07/2008.

B. Full courses for graduate students in College of Liberal Arts & Sciences (AUD., Doctor of Audiology):

2. AUD 6400 – Anatomy and Physiology of the Auditory System (45 hrs), Fall, 2005.
4. AUD 6400 – Anatomy and Physiology of the Auditory System (45 hrs), Fall, 2006.
8. AUD 6400 – Anatomy and Physiology of the Auditory System (45 hrs), Fall, 2008.
10. AUD 6400 – Anatomy and Physiology of the Auditory System (45 hrs), Fall, 2009.
12. AUD 6400 – Anatomy and Physiology of the Auditory System (45 hrs), Fall, 2010.

C. Graduate course offered to Ph.D. students in School of Medicine:

1. PSL 7660 – Neurophysiology of the Auditory System (3 hrs), 10-12-2008.
2. PSL 7660 – Neurophysiology of the Auditory System (3 hrs), 10-13-2010.

II. Student and Postdoctoral Supervision

A. Residents mentored: 2005-

1. Michael Carron, M.D., “Noise-induced hyperactivity in the dorsal cochlear nucleus and its relation to outer hair cell loss: relevance to tinnitus”. Completed 2005. He is an Assistant Professor, Department of Otolaryngology, WSU.
2. Michael Hoa, M.D., “Tonotopic properties in the inferior colliculus following multichannel electrical stimulation of the dorsal cochlear nucleus”. Completed 2006. He successfully matched the competitive and prestigious Otology/Neuro-otology Fellowship program at House Ear Institute, Los Angeles, CA. The whole department of Otolaryngology is very proud of this achievement. This successful case sets a role model among many other residents.


**B. Participated in mentoring residents: 1999-**


3. Alex Kim, M.D., “Fos-like immunoreactivity (FLI) in auditory and non-auditory brain structures of hamsters previously exposed to intense sound exposure”. Completed 2000. He is practicing in Chicago area.


**C. Medical students mentored: 2004-**


8. Gulrez Tahir Mahmood, “Mechanisms underlying noise-induced tinnitus”. Initiated September, 2011. Gulrez, a 2nd year student, is committed to take one year off to conduct research in my lab.


D. Audiology graduate (Au.D.) students mentored: 2004-


**E. Ph.D. students mentored: 2006-**


5. Jill Jamison “Mechanisms of Persistent Translation Arrest Following Global Brain Ischemia and Reperfusion” (Advisor, Dr. Don DeGracia), (Ph.D. Committee member) Departments of Physiology. Successfully defended on Dec 21st, 2011.

**F. Postdoc scientists mentored: 2005-**

1. Jing Ning, Ph.D., “Develop fiber optic brain interface”, 2008-2009. He is now a Research Assistant Professor at the Polytechnic Institute of New York University.

2. Zhenlong Guan, Ph.D., “Electrical suppression of tinnitus related activity”, 2005-2007. He is a full professor and has moved back to China and further conducted his research in the field of tinnitus.


6. Zhigang Mei, Ph.D., “Electroacupuncture to treat tinnitus”, 2012-present
G. Senior research scientist mentored: 2007-


H. Research assistants mentored: 2005-2008

1. Jonathan Dunford, B.S. “Auditory brainstem implants”, 2006-2008. He was accepted to the competitive Health Care Management MBA program at University of Michigan in 2008. During working in my lab, he has received interview invitations from other prestigious institutions such as Northwest University, University Virginia, Duke University.


I. Undergraduate Students mentored: 2005-

1. Advisor for Edward Pace from Initiatives for Maximizing Student Diversity (IMSD) program, starting Winter 2005.
   
   Project titles:   
   
   
   
   iv) “Blast-induced auditory and non-auditory neurological disorders – behavioral and MRI imaging assays” (Honor research project), Completed 2009.

3. Hamza Malek, “Auditory brainstem implants – behavioral assay”. 2009. He has been accepted to Wayne State University School of Medicine in 2009.

4. Christie Cheng, “Behavioral testing of tinnitus in rats”. 2010 Summer. She is from the University of Michigan, will pursue medicine.

5. Laura Lepczyk, “Behavioral testing of tinnitus in rats”. 2010 - present. She graduated from Northwestern University Pre-Med program and will pursue medicine.

5. Dylan Oreilly, “Behavioral testing of tinnitus in rats”. 2011 - present. He is a undergraduate student from Boston University Pre-Med program and will pursue medicine.

**III. Curriculum Development:**

1. Developed lecture on Central Auditory System for Otolaryngology residents, Fall, 2001.

2. Developed lecture on Auditory: Signal and Transduction for Otolaryngology residents , Summer, 2002.

3. Developed lecture on Central Mechanisms of Tinnitus for Otolaryngology residents , Summer, 2002.


**Course Materials (unpublished):**

1. AUD 7410 –Psychoacoustics class notes.

2. AUD 6400 – Anatomy and Physiology of the Auditory System class notes.

3. Otolaryngology Basic Science Course: Central Auditory System
4. Otolaryngology Basic Science Course: Auditory: Signal and Transduction
5. Otolaryngology Basic Science Course: Vestibular Function and Vestibular Implants
6. PSL 7660 –Neurophysiology of the Auditory System
7. Otolaryngology Conference series: Central Mechanisms of Tinnitus
8. Otolaryngology Conference series: Cochlear Implant and Auditory Brainstem Implants
9. Otolaryngology Seminar series: Electrical Suppression of Tinnitus Activity

Faculty Sponsored Events

1. 2006 ARO Midwinter Meeting. Relation between hyperactivity in the hamster dorsal cochlear nucleus and outer hair cell loss induced by intense sound exposure. Resident: Michael Carron.
10. 2010 ARO Midwinter Meeting. Acoustic Masking of Noised-Induced Tinnitus in Rats. Resident: Kelvin Kwong.

IV. Teaching activity at Hebei Normal University, China

i) Full courses offered to undergraduates

1988-1990 Human histology and anatomy
1990-1993 Human and animal physiology

**ii) B.S. essays directed (1991-1993)**

Effects of anesthetics on learning and memory in mice.

Music and diseases: precaution and cure.

Current advances in emotion research.

Psychophysiological mechanism of music appreciation.

**V. Teaching activity at University of Fribour, Switzerland**

*Coaching new lab personnel for animal surgery and histology.*

**VI. STUDENT AWARDS/HONORS:**

Gregory Kruper, Physician Resident, received a $2,000 award from the Lions Hearing Center of Michigan in 2012. The project was titled “Therapeutic effects of enhanced acoustic environment on noise-induced tinnitus and its neural correlates in auditory and limbic structures”.

Jessica Ouyang (my Ph.D. Student) received a fellowship award from American Association of Nurse Anesthetists Foundation (a **national level award**) in 2011. It carries $10,000 to cover her tuition to pursue her Ph.D. degree.

Na Zhu—**Student Grant Award** (American Tinnitus Association). Na Zhu, a Ph.D. student, received a $10,000 research grant award from the American Tinnitus Association (ATA) in 2011 (a **national level award**). The research proposal, entitled "Development of an Innovative, 3D Computer Aided Diagnostic System for Tinnitus", will take a novel computational approach to extract tinnitus-related neural signals from complex background activity and to develop diagnostic tool for tinnitus. This project will be under the supervision of Drs. Wu and Zhang in both College of Engineering and School of Medicine at Wayne State University.

Michael Hoa, a former physician resident in the Department of Otolaryngology Wayne State University, successfully matched the very competitive Otology/Neuro-otology fellowship program at
House Ear Institute (CA), one of the top institutions in the country/world in 2009. Dr. Hoa worked with me on a research project concerning auditory brainstem implants.

Jessica Ouyang (my Ph.D. Student) received a student grant award from American Association of Nurse Anesthetists Foundation (a national level award) in 2009. It carries $10,000. The grant is on "Impact of isoflurane and sevoflurane on cortical activity: in vivo multi-channel electrophysiology studies and implications in monitoring consciousness". The project is sponsored by my lab.

Virginia Ramachandran/Kelvin Kwong – Student Grant Award (American Tinnitus Association).

Virginia Ramachandran, a Ph.D. student, received a $10,000 research grant award from the American Tinnitus Association (ATA) in 2008 (a national level award). The research proposal, entitled "Mechanisms Underlying Acoustic Masking of Tinnitus", will examine responses of neural correlates of tinnitus to acoustic stimulation in an animal model of tinnitus. Due to personal reason, this award has been transferred to Kelvin Kwong, a M.D. resident, who implements the research project under the supervision of Dr. Zhang.

Michael Hoa, Physician Resident, received a $500 travel award from the Association for Research in Otolaryngology in 2007. This award was made due to his presentation on “Tonotopic properties in the inferior colliculus following multichannel electrical stimulation of the dorsal cochlear nucleus”.

Jonathan Dunford – Best Student/Novice Poster Award (Del Hard Foundation).

Jonathan Dunford, a Research Assistant, received a Best Student/Novice Poster award at the 2008 annual research day sponsored by the Del Harder Foundation. This award came with a $250 check. His poster was entitled "Tonotopic properties in the inferior colliculus following multichannel electrical stimulation of the dorsal cochlear nucleus of rats”.

Ross Mayerhoff, Physician Resident, received a $2,000 award from the Lions Hearing Center of Michigan in 2011. The project was titled “The effects of enhanced acoustic environment on noise-induced tinnitus in rats: an electrophysiologic measure”.

Javan Nation, Physician Resident, received a $2,000 award from the Lions Hearing Center of Michigan in 2010. The project was titled “Auditory Brainstem Implants in Deafened Rats”.

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Kelvin Kwong, Physician Resident, received a $2,000 award from the Lions Hearing Center of Michigan in 2009. The project was titled “Mechanisms underlying Acoustic Masking of Tinnitus”.

Johnny Mao, Physician Resident, received a $2,000 award from the Lions Hearing Center of Michigan in 2007. The project was titled “Blast-induced tinnitus and hearing loss”.

Michael Hoa, Physician Resident, received a $1,500 award from the Lions Hearing Center of Michigan in 2006. The research project was titled “Tonotopic properties in the inferior colliculus following multichannel electrical stimulation of the dorsal cochlear nucleus”.

Michael Carron, Physician Resident, received a $1,500 award from the Lions Hearing Center of Michigan in 2004. The research project was titled “Noise-induced hyperactivity in the dorsal cochlear nucleus and its relation to outer hair cell loss: relevance to tinnitus”.

GRANTS:

A. ACTIVE

1. Title: Parallel human and animal models of blast- and concussion-induced tinnitus and related traumatic brain injury (TBI)
   Grant ID: W81XWH-11-2-0031
   Role: Principal Investigator; Anthony Cacace (Co-PI)
   Agency: Department of Defense
   Amount: $1,520,000
   Duration: 01/01/2011-01/31/2014

2. Title: Role of the amygdala and its interactions with auditory structures in tinnitus
   Role: Principal Investigator
   Agency: Tinnitus Research Consortium
3. Title: A novel 3-dimensional neural probe technology combining electrical and chemical interfaces
Grant ID: ECCS-1028564
Role: Co-Principal Investigator (Co-PI); Dr. Yong Xu (PI)
Agency: National Science Foundation
Amount: $330,000
Duration: 10/01/2010-09/30/2013

4. Title: Center for Traumatic Brain Injury Research (CTBIR)
Role: Co-Investigator (Project Leader); Dr. Mark Haacke (PI)
Agency: WSU Award
Amount: $900,000
Duration: 09/01/2010-08/31/2013

5. Title: Cortical electrical suppression of noise-induced tinnitus
Grant ID: 1R21 DC010059-01
Role: Principal Investigator
Agency: National Institute of Health (NIH)/National Institute on Deafness and Other Communication Disorders (NIDCD)
Amount: $418,000
Duration: 02/15/2009-01/31/2012

6. Title: Tinnitus Diagnosis and Treatment via Innovative Acoustic/Neural Stimulus and Imaging Technologies
Role: Co-PI (Sean Wu, P.I.)
Agency: President’s Research Enhancement Program in Physical Sciences (WSU)
Amount: $100,000
Duration: 06/15/2011-12/15/2012
Notation: Competition was based on external review process.

7. Title: Treating Tinnitus with Electro-Acupuncture (clinical trial)
Role: Principal Investigator
Agency: TRI (Tinnitus Research Initiative)
Amount: $31,414
Duration: 07/01/2010-06/30/2013
Notation: TRI is an international organization based in Germany.
(www.tinnitusresearch.org).

8. Title: Impact of isoflurane and sevoflurane on cortical activity: in vivo multi-channel electrophysiology studies and implications in monitoring consciousness
Role: Mentor/Sponsor (Jessica Ouyang, Ph.D. student, P.I.)
Agency: American Association of Nurse Anesthetists Foundation (AANA)
Amount: $10,000
Duration: 01/01/2010-12/31/2012
Notation: American Association of Nurse Anesthetists Foundation is a prestigious national organization based in the US. Competition is held each year and about 2 student grants are awarded each year (www.aana.com).

9. Title: Development of an innovative, 3D computer aided diagnosis system for tinnitus
Role: Co-Mentor/Sponsor (Na Zhu, PhD. candidate, P.I.)
Agency: American Tinnitus Association (ATA)
Amount: $10,000
Duration: 01/01/2011-12/31/2011
Notation: ATA is a prestigious international organization based in the US. World-wide competition is held each year (www.ata.org).

B. PENDING:

10. Title: Noise-Induced Tinnitus and Its Neuromodulation
    Role: Principal Investigator
    Agency: National Institute of Health (NIH)/National Institute on Deafness and Other Communication Disorders (NIDCD)
    Amount: $1,579,851
    Duration: 07/01/2012-06/30/2017

11. Title: Transforming tinnitus diagnosis/treatment via 3D acoustic/neural stimulus and imaging technologies
    Role: Co-Principal Investigator (Dr. Sean Wu, PI)
    Agency: Department of Defense
    Amount: $125,000
    Duration: 09/30/2011-03/31/2014

12. Title: A multimodal imaging system with decision-support for tinnitus assessment
    Role: Principal Investigator (Academic Collaborator) with Utopian Compression (Industry partner)
    Agency: Department of Defense
    Amount: $150,000
    Duration: 10/01/2011-04/30/2012

C. IN PREPARATION:
13. Title: Epigenetic and Fetal Programming Effects of Prenatal Glucocorticoid
   Role: Co-Investigator (Dr. Michael Church, PI)
   Agency: National Institute of Health (NIH)/ National Institute of Mental Health (NIMH)

D. COMPLETED:

14. Title: Cortical Electrical Suppression of Noise-Induced Tinnitus (Supplements for purchasing Equipment)
   Grant ID: 3R21 DC010059-01S1
   Role: Principal Investigator
   Agency: National Institute of Health (NIH)/ National Institute on Deafness and Other Communication Disorders (NIDCD)
   Amount: $83,245
   Duration: 06/01/2009-01/31/2012

15. Title: New Central Auditory Prosthesis
   Grant ID: G38Zhang
   Role: Principal Investigator
   Agency: RNID (Royal National Institute of Deaf People)
   Amount: $255,000
   Duration: 10/01/2007-09/30/2010
   Notation: RNID is a prestigious international organization based in the UK. World-wide competition is held each year and about 5 grants are awarded each year (www.rnid.org.uk).

16. Title: Translate Advanced Neural Implants to Hearing Recovery
   Role: Principal Investigator
17. Title: Electrical suppression of tinnitus related neural activity  
Role: Principal Investigator  
Agency: The American Tinnitus Association  
Amount: $162,000  
Duration: 01/01/2005-12/31/2007  
Notation: ATA is a prestigious international organization based in the US (www.ata.org).

18. Title: Neural correlates of sound-induced tinnitus  
Role: Principal Investigator  
Agency: Tinnitus Research Consortium (TRC)  
Amount: $300,000  
Duration: 07/01/2000-06/30/2003  
Notation: TRC is a prestigious national organization based in the US. Nation-wide competition is held annually and 3 awards/year. Dr. James Snow, former NIH/NIDCD director, chairs the organization.

19. Title: Auditory prosthesis through multichannel electrical stimulation of the dorsal cochlear nucleus  
Role: Principal Investigator  
Agency: Del Harder Research Foundation  
Amount: $20,000  
Duration: 01/01/2005-12/31/2008
Nota

Del Harder Research Foundation is a local organization based in Michigan. Regional competition is held each year and 1 grant application is awarded each year.

20. Title: Mechanisms Underlying Acoustic Masking of Tinnitus
   Role: Mentor/Sponsor (K. Kwong/V. Ramachandran, MD Resident/AuD student, P.I.)
   Agency: American Tinnitus Association (ATA)
   Amount: $10,000
   Duration: 01/01/2009-12/31/2009
   Notation: ATA is a prestigious international organization based in the US. World-wide competition is held each year and about 2 student grants are awarded each year (www.ata.org).

21. Title: Central mechanisms related to tinnitus
   Grant ID: R01 DC003258-08A1
   Role: Co-Investigator (J. Kaltenbach, P.I.)
   Agency: National Institute of Health (NIH)/National Institute on Deafness and Other Communication Disorders (NIDCD)
   Amount: $1,881,890
   Duration: 04/01/2005-02/28/2008

22. Title: Optical imaging of neural activity in auditory system
   Grant ID: R21 DC006041-02
   Role: Co-Investigator (J. Kaltenbach, P.I.)
   Agency: National Institute of Health (NIH)/National Institute on Deafness and Other Communication Disorders (NIDCD)
   Amount: $250,000
   Duration: 04/01/2005-03/31/2007
23. **Title:** Blast-induced tinnitus and hearing loss  
   **Role:** Mentor/Sponsor (Johnny Mao, MD Physician Resident, P.I.)  
   **Agency:** Lions Hearing Center of Michigan  
   **Amount:** $2,000  
   **Duration:** 07/01/2007-09/30/2007

24. **Title:** Tonotopic properties in the inferior colliculus following multichannel electrical stimulation of the dorsal cochlear nucleus  
   **Role:** Mentor/Sponsor (Michael Hoa, MD Physician Resident, P.I.)  
   **Agency:** Lions Hearing Center of Michigan  
   **Amount:** $1,500  
   **Duration:** 07/01/2006-09/30/2006

25. **Title:** Tonotopic properties in the inferior colliculus following multichannel electrical stimulation of the dorsal cochlear nucleus  
   **Role:** Mentor/Sponsor (Michael Hoa, MD Physician Resident, P.I.)  
   **Agency:** Lions Hearing Center of Michigan  
   **Amount:** $1,500  
   **Duration:** 07/01/2006-09/30/2006

26. **Title:** Noise-induced hyperactivity in the dorsal cochlear nucleus and its relation to outer hair cell loss: relevance to tinnitus  
   **Role:** Mentor/Sponsor (Michael Carron, MD Physician Resident, P.I.)  
   **Agency:** Lions Hearing Center of Michigan  
   **Amount:** $1,500  
   **Duration:** 10/01/2004-12/31/2004

27. **Title:** Neural Mechanisms of Tinnitus
<table>
<thead>
<tr>
<th>Role:</th>
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<tr>
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<td>Amount:</td>
<td>$7,000</td>
</tr>
<tr>
<td>Duration:</td>
<td>01/01/2002-12/31/2002</td>
</tr>
</tbody>
</table>

28. **Title:** Central mechanisms of noise-induced tinnitus: evaluation of receptor function and expression in the dorsal cochlear nucleus.

**Grant ID:** CR/D0136/VK/AM

**Role:** Co-Investigator (J. Kaltenbach, P.I.)

**Agency:** Pfizer Ltd.

**Amount:** $314,000

**Duration:** 04/16/1997—03/31/2000

29. **Title:** Neural activity in the vestibular system elicited by electric stimulation of vestibular sense organs and vestibular nerve.

**Role:** Preceptor

**Agency:** University of Bern, Inselspital, Switzerland

**Amount:** CHF 30,000 (Swiss Francs)

**Duration:** 01/01/1996—04/28/1997

**CLINICAL TRIAL ACTIVITIES:**

1. Zhang JS (PI), “Treating Tinnitus with Electro-Acupuncture”. This project is ongoing and involves scientists and clinicians (otologist, audiologists, acupuncturist) from Wayne State University and Henry Ford Hospital. 07/01/2010-06/30/2013.

2. Zhang JS (PI), “Testing Device and Method for Electrical Hearing”. Provisional patent (US 61/344,873). This project is in preparation and will involve scientists and clinicians (otologist,
audiologists) from Wayne State University and Michigan Children Hospital. 07/01/2009-
06/30/2010.

PATENTS or INVENTION DISCLOSURES:


Note: To-be-submitted inventions are completely written.

PUBLICATIONS:

ORIGINAL ARTICLES:

   Role: Conducted all experiments, analyzed data, wrote manuscript draft.
   Correspondence: Tian, G.

   Role: Conducted all experiments, analyzed data, wrote manuscript draft.
   Correspondence: Tian, G.

   Role: Contributed to partial (<50%) experiments and data analysis.
   Correspondence: Vischer, M.W.

*Role*: Conducted all experiments, analyzed data, wrote manuscript draft.

*Correspondence*: Rouiller, E.M.


*Role*: Participated in partial (<50%) experiments and data analysis.

*Correspondence*: Rouiller, E.M.


*Role*: Performed partial (<50%) experiments and data analysis.

*Correspondence*: Rouiller, E.M.


*Role*: Participated in partial (<50%) experiments and data analysis.

*Correspondence*: Vischer, M.W.


*Role*: Conducted all experiments, analyzed data, wrote manuscript draft.

*Correspondence*: Rouiller, E.M.


*Role*: Contributed about 50% efforts in experiments and analyzed data, and participated in manuscript writing.

*Correspondence*: Rouiller, E.M.


*Role*: Participated in partial (<50%) experiments and data analysis.

*Correspondence*: Kaltenbach, J.A.
   Role: Conducted all the experiments, analyzed data and wrote manuscript draft.
   Correspondence: Kaltenbach, J.A.

   Role: Conducted >50% experiments and analyzed data.
   Correspondence: Kaltenbach, J.A.

   Role: Designed and conducted all experiments, performed data analysis, and wrote manuscript.
   Correspondence: Zhang, J.S.

   Role: Contributed to experimental design, protocol modification and manuscript writing.
   Correspondence: Kaltenbach, J.A.

   Role: Participated in partial (<50%) experiments.
   Correspondence: Godfrey, D.A.

   Role: Participated in partial (<50%) experiments and data analysis.
   Correspondence: Kaltenbach, J.A.

   Role: Contributed about 50% efforts in experiments and analyzed data.
   Correspondence: Kaltenbach, J.A.
   Role: Contributed to discussions and manuscript writing.
   Correspondence: Duan, X.L.

   Role: Designed, supervised and conducted experiments, performed data analysis, and wrote manuscript.
   Correspondence: Zhang, J.S.

   Role: Designed, supervised and conducted experiments, performed data analysis, and wrote manuscript.
   Correspondence: Zhang, J.S.

   Role: Conducted >50% experiments and analyzed data.
   Correspondence: Kaltenbach, J.A.

   Role: Conducted all experiments and analyzed data.
   Correspondence: Kaltenbach, J.A.

   Role: Designed, supervised and conducted experiments, performed data analysis, and wrote manuscript.
   Correspondence: J.S. Zhang

   Role: Conducted all experiments and analyzed data.
   Correspondence: Kaltenbach, J.A.
   Role: Designed and supervised experiments, performed data analysis, and wrote manuscript.
   Correspondence: J.S. Zhang

   Role: Contributed to project discussion and manuscript writing.
   Correspondence: Seidman, M.D.

   Role: Designed and supervised experiments, performed data analysis, and wrote manuscript.
   Correspondence: Zhang, J.S.
   **Notation:** Hoa, M. was a resident and did the work under my supervision.

   Role: Designed and supervised experiments, performed data analysis, and wrote manuscript.
   Correspondence: Zhang, J.S.

   Role: Designed, supervised and conducted experiments, performed data analysis, and wrote manuscript.
   Correspondence: Zhang, J.S.

   Role: Participated in experimental design and discussions in electrical stimulation of brain tissue and current spread, performed testing of electrical stimulation in my lab.
   Correspondence: Talukder, M.I.

   Role: Designed and supervised experiments, performed data analysis and wrote manuscript.
   Correspondence: Zhang, J.S.

Role: Designed and supervised experiments, performed data analysis and wrote manuscript.

Correspondence: Zhang, J.S.


Role: Served as the PI of the research project and provided funding of the research. Offered input on experimental design, experiment, data collection, data analysis and manuscript preparation.

Correspondence: VandeVord, P.


Role: Functionality testing.

Correspondence: Xu, Y.


Role: Designed the experiment and wrote the manuscript.

Correspondence: Zhang, J.S.

Notation: Mao, J. was a resident and did the work under my supervision.


Role: Designed the experiments; wrote the manuscript.

Correspondence: Zhang, J.S.

REVIEW ARTICLES:


Role: Conducted about 50% experiments, analyzed data.

Correspondence: Kaltenbach, J.A.


Role: Designed, supervised and conducted experiments, performed data analysis and wrote manuscript.

Correspondence: Zhang, J.S.
   **Role:** Conducted <50% experiments.
   **Correspondence:** Godfrey, D.A.

   **Role:** Wrote the manuscript.
   **Correspondence:** Zhang, J.S.

**BOOK CHAPTERS:**

   **Role:** Performed literature reviews, created questions and wrote the manuscript.
   **Correspondence:** Zhang, J.S.

   **Role:** Performed literature reviews and wrote the manuscript.
   **Correspondence:** Zhang, J.S.

   **Role:** Conducted all the experiments, analyzed data and wrote manuscript draft.
   **Correspondence:** Rouiller, E.M.

   **Role:** Conducted about 50% experiments, analyzed data, contributed to manuscript writing.
   **Correspondence:** Kaltenbach, J.A.

   **Role:** Conducted about 50% experiments, analyzed data, contributed to manuscript writing.
   **Correspondence:** Kaltenbach, J.A.
PROCEEDING ARTICLES:

   Role: Conducted <50% experiments.
   Correspondence: Godfrey, D.A.

   Role: Conducted <50% experiments.
   Correspondence: Chen, K.

   Role: Participated in discussions and manuscript writing.
   Correspondence: Bowyer, S.M.

PERIODICAL ARTICLES:

    Role: Designed and conducted the experiments; wrote the manuscript.
    Correspondence: Zhang, J.S.

    Role: Designed and conducted the experiments; wrote the manuscript.
    Correspondence: Zhang, J.S.
   Role: Designed and conducted the experiments; wrote the manuscript.
   Correspondence: Zhang, J.S.

   Role: Designed the experiments; wrote the manuscript.
   Correspondence: Zhang, J.S.

MANUSCRIPTS (UNDER REVIEW):

   Role: Contributed to data collection and manuscript writing.
   Correspondence: Church, M.W.

MANUSCRIPTS (TO BE SUBMITTED):

   Role: Contributed to collection of neural activity data, participated in writing manuscript.
   Correspondence: Wang, L.Y.

   Role: Contributed in scientific design, noise exposure and cochlear histology, and manuscript writing.
   Correspondence: Church, M.W.

   Role: Designed the experiments; wrote the manuscript.
   Correspondence: Zhang, J.S.

MANUSCRIPTS (IN PREPARATION):

   Role: Designed the experiments; writing the manuscript.
   Correspondence: Zhang, J.S.

60. Guan, Z.L., Pace, E. and Zhang, J.S. Auditory brainstem responses to multichannel electrical stimulation of the dorsal cochlear nucleus of rats.
   Role: Designed the experiments; writing the manuscript.
   Correspondence: Zhang, J.S.

Role: Designed the experiments; writing the manuscript.
Correspondence: Zhang, J.S.

PUBLISHED ABSTRACTS:


**INVITED LECTURES/PRESENTATIONS:**

**Invited speakers at international/national conferences**


**Invited guest speakers by international universities or institutes**


**Invited/refereed presentation at local/regional conferences**


**Invited Seminars and Grand Rounds**


43. Zhang, J.S. (2008), Lecture speaker on “Auditory brainstem implants and electrical stimulation to suppress tinnitus”, Chinese Faculty Association, Wayne State University School of Medicine, March 28, 2008.

44. Zhang, J.S. (2008), Lecture speaker on “Electrical stimulation to suppress tinnitus and recover hearing”, Department of Otolaryngology, Wayne State University School of Medicine, July 16, 2008.

45. Zhang, J.S. (2009), Lecture speaker on “Neuromodulation to suppress tinnitus”, Department of Otolaryngology, Wayne State University School of Medicine, December 9, 2009.


Department of Communication Sciences and Disorders

Mentoring Policy for New Tenure Track Faculty

Mentoring, as outlined in this policy, is intended to provide individualized support and guidance for new Assistant Professors in their efforts to become productive researchers, effective teachers and good citizens of the department, college and university.

Overview

During their first 1 to 3 months in the department, the chair will take primary responsibility for mentoring new tenure-track faculty. Over this time period, tenure-track faculty are expected to find and engage 2 personal mentors, with the help of the CSD Promotion and Tenure Committee and the chair.

After the first semester on campus, the junior faculty member’s two personal mentors will take responsibility for mentoring him or her.

One mentor must be a member of the department. This mentor will guide the junior faculty member toward becoming an effective teacher and well-informed, fully engaged member of the department and university. The second mentor may be any faculty member whose experience and/or area of research will allow him or her to guide the junior faculty member to successfully apply for external research funding.

Chair’s Role

The chair’s role is to ensure that junior faculty members have information regarding department and university structures, policies and procedures, expectations and support facilities. The chair will also assist the junior faculty member in finding potential mentors and meet with junior faculty both informally and as part of the annual review process to assist them in reviewing the progress and setting priorities.

Promotion and Tenure Committee’s Role

The Promotion and Tenure Committee’s role is to assist the junior faculty member in finding research mentors and to conduct formal reviews of the junior faculty member’s progress.

Departmental Mentor’s Role

The Departmental Mentor’s role is to help the junior faculty to understand how the department and the university function, to become an effective teacher and faculty member, and to undertake service duties that are appropriate for the faculty member’s pre-tenure status.

Research Mentor’s Role

The Research Mentor’s Role is to guide the junior faculty member to write and submit an application for external research funding by his or her second year on campus.
1. Chair’s Mentoring Responsibilities

Within the junior faculty member’s first full week on campus:

- Have Main Office staff check that junior faculty member:
  - has office phone / email access / mailbox / main office and other keys
  - has parking
  - has CSD office and home contact information
  - has CSD emergency numbers
  - knows how to apply for after hours building access
  - has his or her OneCard coded for library and stairwell access

- Ensure that the junior faculty member:
  - registers for university New Faculty Orientation
  - has access to the CSD Google Calendar
  - knows how to apply for Graduate Faculty Status

- Review contract-related items including:
  - Summer salary / requirements
  - Start-up funds
  - Research lab space
  - Teaching assignments

Within the junior faculty member’s first month on campus:

- Review department expectations for:
  - Research
  - Teaching
  - Service

- Review department mentoring policy including:
  - Choosing a research mentor
  - Choosing a departmental mentor
    - If junior faculty member has no initial preference, chair acts as departmental mentor for 1st semester
  - Annual review of mentoring relationships
    - Can be continued if productive
    - Either junior faculty member or mentor can request change

By the end of the junior faculty member’s first semester:

- Ensure that the faculty member becomes a Linguistics Program member, if appropriate
- Discuss departmental committees / membership / regularly scheduled meetings / expectations for participation
- Make an initial service assignment
Discuss service expectations and how they will develop during the years leading up to tenure
2. Promotion and Tenure Committee’s Mentoring Responsibilities

Within the junior faculty member’s first month on campus:

- Meet with the junior faculty member to discuss possible research mentors
- Provide up-to-date information on WSU’s Research Mentor’s Program for New Faculty

Within the junior faculty member’s first semester at WSU:

- Ensure that the junior faculty member has found a research mentor

Prior to the junior faculty member’s annual review:

- Request input from the junior faculty member and his or her departmental and research mentors regarding the results of the mentoring relationship and their decision on whether or not to continue the relationship

As necessary:

- Assist the junior faculty member in finding a new research or departmental mentor.
3. Departmental Mentor’s Responsibilities

The departmental mentor must be a member of the CSD faculty. The departmental mentor will meet with the junior faculty member at least once each semester and will provide the junior faculty member with a checklist of topics to be discussed / activities engaged in during the first year.

During the junior faculty member’s first month on campus:

- Outline departmental structure, procedures and resources including:
  - Staff and their duties
  - Student organizations
  - Travel
  - GAs
  - Hiring student assistants
  - Supervising MA student research projects
  - Booking and using the TRC / conference room / library rooms
  - Photocopying / Sending materials to FedEx-Kinko’s
  - Speech and Language Center space / video recording for research / etc.
  - Audiology Clinic space / hours / access for research / etc.
  - Kitchen area

- Review the calendar of regular events including:
  - Fall graduate student orientation
  - Grad student poster session
  - Grad student bootcamp
  - Student Evaluations of Teaching
  - Faculty Assemblies
  - Graduate admission applicant review sessions
  - AuD applicant interview day
  - Graduate information / open house sessions
  - Departmental and university graduation events
  - Student banquet
  - Kopp Lecture and lunch
  - Merit and salary evals
  - Annual contract faculty evals
  - PhD student annual evals
  - CEUs sessions
  - MSHA /MAC, other local conferences
  - Alumni picnic

- Review department policies, provide handbooks, etc. including:
  - Bylaws
  - Factors for Tenure and Promotion
  - Student handbooks
  - Syllabus template
  - Workload policy
  - Grad student remediation policy
  - English evaluation policy
  - Curriculum lists for SLP and AuD programs
Class coverage during attendance at conferences, etc.

- Review and provide urls for:
  - Department website
  - Office of Teaching and Learning
    - Blackboard training / Workshops calendar
  - Wayne State Policies and Procedures
    - Instructional Process: Obligations of Students and Faculty
    - Academic Integrity / Student Code of Conduct / Appeals Process
  - Division of Research:
    - Research Orientation for New Faculty
    - PAD seminars
    - Grant writing seminars
    - Internal / external pre-submission grant review program
    - Research Funding Opportunities
    - Research Compliance / IRB Mandatory Training
    - SPA
  - Provost Office website
  - Software Clearinghouse

On an ongoing basis:

- Provide guidance on time management and task prioritization
- Provide guidance on teaching and course preparation including:
  - Using Blackboard for teaching support
  - Using the library a/v facilities (laptop a/v connections, speakers, Elmo)
  - Streamlining lectures and assignments
- Discuss SET results including student comments
  - Brainstorm ways to improve courses / teaching
- Encourage participation in professional development workshops
- Assist the junior faculty member in becoming independent in their service assignments
- Advise the junior faculty member re: professional association service
- Advise the junior faculty member re: college and university level service
- Provide regular feedback and encouragement
4. Research Mentor’s Responsibilities

The research mentor is expected to meet with the junior faculty at least once per semester and provide monthly feedback to the junior faculty member on his or her progress.

Goals for each semester of the mentoring year should be set during the first meeting for that year.

The following goals are highly recommended for years 1-2, with timelines adjusted as appropriate:

Semester 1:
- choose an external funding agency / grant program / funding opportunity
- write a draft of the specific aims
  - submit to mentor; mentor to provide feedback
- contact funding agency to discuss planned application with Program Officer
- apply to participate in the OVPR’s Research Mentors Program for New Faculty
  - Fall deadline mid-October
  - Winter deadline mid-February
- submit monthly progress reports to mentor

Semester 2:
- write draft of the ‘science’ part of the grant
  - submit to mentor; mentor to provide feedback
- participate in the OVPR’s Pre-Submission Review program (no fixed deadlines)
  - choose internal and external reviewers
  - submit grant to pre-submission reviewers
- draft necessary IRB paperwork
- submit monthly progress reports to mentor

Semester 3:
- draft budget
  - submit to mentor; mentor to provide feedback
  - submit to Andrea
- incorporate comments from pre-submission reviewers into grant application
- learn the SPA process
- complete internal grant paperwork and procedures
- submit grant
- submit monthly progress reports to mentor

Semester 4 and beyond:
- follow up on first grant application outcome
  - revise and re-submit
  - re-direct to new topic / program / agency
  - establish mechanisms for grant implementation / management / reporting
- establish plans for further funding applications
On an ongoing basis, the research mentor should provide guidance in the following areas:

- establishing research independence
- establishing cross-disciplinary collaborations
- internal opportunities for research funding
- setting priorities for research and publication
- research, grants, papers that will have greatest impact
- responding to reviewer comments and criticisms
  - knowing when to fold your cards
- research resources available at WSU
- time management
- lab management
- mentoring PhD students in research
- the promotion and tenure process
Audiology and Speech-Language Pathology

Enhancement Plan

Introduction and Executive Summary.

This document summarizes a plan for enhancing the Ph.D. program in the Department of Audiology and Speech-Language Pathology at Wayne State University. If implemented we believe we can increase our national visibility and rankings, increase financial support for the program and for the university, and continue to provide a unique and vital role to the community.

We propose an enhancement in the departmental budget of $250,000. These funds will be used to initiate and support several activities related to the Ph.D. program. If accomplished, we are confident that we can achieve the strategic goals established by the Department faculty in a recently completed planning process. These specific objectives include:

1. Developing new academic-clinical-research partnerships with several institutions and nationally recognized audiology leaders as a major step toward reinvigorating our graduate programs in audiology;
2. Appointing a new faculty member and establishing a research program in a subspecialty area of medical speech-language pathology in 2006;
3. Enhancing financial support for graduate students in the Ph.D. programs with full time and part time fellowships and tuition stipends;

These goals to enhance our graduate program, particularly the PhD, have been developed as the result of recent strategic planning activities of the department. While the planning activity that occurred focused on all areas of the department, a major focus and theme of the strategic development was the Ph.D. The end result of the planning process has been the development of a strategic vision, or preferred future for ASLP at Wayne State. Articulated in more detail in the proposal, major features of this preferred future include a successful and enthusiastic commitment to our urban mission, successful doctoral recruitment and education in an environment that is well supported through external financial mechanisms; state of the art and evidence based clinical education; and innovative and strong partnerships with key institutions in the community.

We believe that if the objectives listed above are accomplished many aspects of this vision will be realized. Strategic enhancement dollars invested in the ASLP program will allow us to meet the above objectives directed toward doctoral education and improvement. Thus, other resources can be directed at attaining goals related to undergraduate education, the WSU clinical programs, and outreach.
The proposal that follows presents our “vision” for the future, outlines the current strategic position of the department, and summarizes the four major objectives and how they will be accomplished (with expected outcomes). A proposed budget for the first five years of program enhancement is included.
Proposal Outline:

Preferred Future: A Vision of the Department of ASLP

Strategic Issues and Directions

Four Major Graduate Program Enhancement Objectives

Proposed Five Year Budget

Preferred Future:

Vision for the Department of Audiology and Speech-Language Pathology*

In five years time, the Department of ASLP will have emerged as a model graduate and undergraduate program in the discipline of human communication sciences and disorders. The department will be known for

- its comprehensive approach to higher education (offering four different degree programs for entry into clinical or scholarly work)
- Its focus on solution oriented research directed at solving the problems of those with communication disorders (language impairment, neurologic communication disorders seen in patients with stroke, dementia, and autism, literacy problems, hearing impairment, etc.)
- its commitment to serving the Detroit community with innovative clinical programs and outreach (WSU Speech and Language Center, Audiology Clinic, Detroit Head Start Centers and Detroit Public Schools, Henry Ford Hospital, Detroit Receiving Hospital)

Enrollment in all academic programs will be at capacity and applications for each of the three graduate programs will be no less than double the number of available seats. 50% of Ph.D. students will be full time students. Graduate student funding will support at least 50% of master’s students, 75% of Au.D. Students, and 90% of Ph.D. students. Training grants from NIH and U.S. Office of Education will allow for specialization areas to be developed for doctoral and masters study. The department will operate a model program for part time PhD students, emphasizing the unique opportunity to develop strong clinical investigators.

An Honors program for undergraduate students will attract highly motivated students to WSU, with at least 8 students per year completing the Honors requirements. This group of Honors students will be recruited for graduate admission.
Research funding in the department will average $3 million per year from external sources. Other universities will actively recruit graduates of the PhD program and our alumni will be recognized as successful instructors, researchers and leaders in clinical programs.

The department will have established no less than four key institutional partnerships with leading institutions in the greater Detroit community. These partners will actively participate in doctoral education and will add to the research capabilities in significant ways. These partnerships will facilitate growth in the number of participating faculty, be of mutual benefit to the university and our “partners”, and will facilitate the instructional, research, and clinical missions of the department in a cost effective and highly productive manner. The partnerships will integrate the themes of urban interaction and research and will capitalize on the unique features of our urban location and the proximity of world class medical institutions.

The department’s clinical programs will continue to be highly developed and will emphasize strong partnerships with the community. This partnership model will allow for unique clinical education and research opportunities, increase the number of area professionals who participate in our program, and will also allow for expansion of enrollment. The WSU Speech and Language Center will increase its funding base through external support, as well as client fees where appropriate. A new Audiology Clinic will operate in a new clinical facility and will provide an opportunity for students to acquire basic technical skills prior to their external practicum assignments. The combined clinics will serve over 150 patients per week during every academic term. Graduate student clinicians will be exposed to a rich diversity of patients distributed by age, ethnicity, language differences, race, gender, and clinical condition. Relationships with local hospitals, school systems, and clinics will be expanded and our graduate students will have opportunities for specialty development in these collaborative environments.

The department will provide cutting edge continuing education for speech, language, and hearing professionals in the region and nationally. On site learning opportunities, teleconferencing, and distance learning models will be implemented in CE programming. The department will be known for providing solid, evidence based professional education and the department’s image will be enhanced through this program. Profits from these CE activities will support faculty and student research.

The department will be well known throughout the U.S. as a leader in generating clinical evidence and information in the areas of language and literacy disorders in children and adults, speech production and perception, language acquisition, school based and health based issues in communication disorders, and hearing disorders and sciences. The department will be recognized as a highly collaborative environment where basic and applied researchers work together to solve problems and create knowledge.
The department will serve as the preeminent leader in meeting the needs of persons with communication disabilities in an urban setting. The specific communicative needs of persons from diverse racial, ethnic, and linguistic backgrounds will be emphasized across the curriculum. Special consideration will be given to serving those individuals who are economically or socially disadvantaged so as to enhance the community while educating our students. All students will participate in clinical and research activities that allow for the development of knowledge and skill in the area of multicultural and urban service delivery. Students will leave the program with a sense of commitment to the communities from which they emerge, as well as the larger national and international environment.

Strategic Plan (Summary)

The department has recently engaged in a strategic planning retreat. On October 26 and 27, 2004 the entire faculty met for a two full day retreat to review progress and consider strategic directions for the program. Guided by a professional facilitator (Hal Stack, CULMA) we reviewed the current position of the department, considered obstacles to increased success, and developed preliminary consensus around strategic directions for assuring the health of the department, expanding upon our strong research program, and increasing our regional and national visibility as a leader in the discipline. The following information provides a summary and highlights of the discussion.

Current Departmental Status and Performance

The Department of Audiology and Speech-Language Pathology (ASLP) at Wayne State University is one of the oldest programs in Communication Sciences and Disorders in the United States. The department is a unit of the College of Liberal Arts and Sciences. ASLP offers an undergraduate major, a two-year (five to six semester) master’s degree program in speech-language pathology, a four-year Doctor of Audiology (AuD) program, and the Doctor of Philosophy.

In recent years the number of faculty in the department has increased from five to 10, student enrollment has doubled, a dormant Ph.D. program has been reinstated, new collaborative relationships have been established with key medical institutions, the WSU School of Medicine, the College of Education, and a number of community agencies. External funding has increased significantly. In 2005, it is anticipated that funding from federal sources will exceed 1.6 million dollars. In 2000, external funding totaled approximately $10,000. A productive partnership has been established with the only graduate speech and hearing program in Taiwan, R.O.C. Currently housed in Manoogian Hall, a move is planned to newly renovated space in Rackham Hall in late 2005.

In addition to its comprehensive academic program, the department operates the WSU Speech and Language Center, serving approximately 140 patients per week during each academic term on campus. Patients served through the Center include children with hearing impairment, autism, specific language impairment, and developmental phonological impairment. Adults with voice disorders, swallowing problems, and stuttering are also treated. The Center also operates a biweekly communication rehabilitation program for thirty stroke survivors. Graduate student clinicians under the supervision of clinical faculty members provide all services. Additionally, clinical faculty members supervise student practicum in numerous Head Start Centers throughout metropolitan Detroit.
Audiology students receive clinical training on campus in two newly installed state of the art clinical laboratories. One of these labs is housed at the Oakland Campus in Farmington Hills and the other is located in the Applebaum Building.

The Department provides a robust research environment for faculty and students. Researchers in ASLP conduct research in a number of key areas including specific language impairment in children, cognitive neuroscience of language and neuroimaging, dyslexia and other reading disabilities, infant speech perception and production, stroke related language disturbances, language development in bilinguals, and language characteristics of African American children.

Four research laboratories are housed in Manoogian Hall. Research activities are completed in a variety of community medical and educational settings. At the medical school, departmental researchers have access to 1.5T, 3T, and 4T MRI scanners and a 148 channel whole head MEG (Neuromagnetometer). These advanced technologies are currently being used in studies of bilingual language performance, dyslexia, and traumatic brain injury.

Research capacity for the department will increase significantly in January 2005 when Dr. Julie Washington joins the full time faculty as a full professor with tenure. Dr. Washington’s research program focuses on language acquisition and impairment issues in African American children. She was recently awarded a $3.5 million Early Reading First grant from the U.S. Department of Education to develop programs to increase reading performance in children in Detroit metropolitan area schools. A complete list of faculty members and their current research foci can be found in the Appendix to this document.

The Council on Academic Accreditation of the American Speech-Language-Hearing Association accredits the Department in both speech-language pathology and audiology.

Competitive positioning and Trends:

The department is one of five programs offering graduate degrees in speech-language pathology in Michigan and one of three programs offering the Doctor of Audiology program. The only other Ph.D. program is at Michigan State University. Nationally, there are approximately 250 accredited graduate programs in SLP and 80 in Audiology; most of these programs offer a terminal master’s degree or Doctor of Audiology (professional degree). There are approximately 80 PhD granting programs in the U.S.

Speech-language pathology and Audiology are ranked as being professions in high demand through the next 10 years. Data from the federal government, US Office of Education list both professions as shortage areas with relatively high salary range expectations. It is suggested that this combination assures demand for graduate education, especially in attractive, cutting edge, and affordable programs. The Monthly Labor Review (http://www.bls.gov/emp/emptab3.htm) identifies these as two of the three health professions in the top 25 for anticipated need. Additionally, there is a national doctoral shortage in communication sciences and disorders. Data collected by the Joint Ad Hoc Committee on the Shortage of Ph.D. Faculty and Students (Oller, Scott, and Goldstein, 2002) provides the following key observations about the current situation:

- In 2002 there were 333 estimated vacant student slots in Ph.D. programs
- About 50% of students graduating from Ph.D. programs in audiology and speech-language pathology enter the academy
82% of Ph.D. students were female; 13% represented racial and ethnic minorities; 20% were international students

- a majority of faculty members were between 38 and 62 years of age and the mean age of research faculty was 49

Positioning of the WSU Department of Audiology & Speech-Language Pathology:

The main national ranking of graduate programs in our disciplines are the *U.S. News and World Report* Graduate Health Program Rankings. The most recent rankings were published on April 12, 2004. This ranking system uses peer ratings from administrators, faculty members, deans, and chairs of all accredited programs to complete the rankings and of course this approach has serious limitations. Given the shortcomings indicated there is no national NSF or NIH ranking of communication disorders or other health programs and so that is the only data source we have for rankings. Of the 250 total speech-language pathology programs, only the top 106 (those above a 2.5/5.0 on the scale used) are ranked and our program is ranked 50th. Our ranking score is 2.9. Other schools in this category include University of Virginia, Auburn University, Bowling Green State University, Miami University and others. In Audiology, of the 80 programs we are 44th ranked with a ranking score of 2.5.

Current Challenges

While the department has made significant progress in a number of areas over the past several years, there are a variety of challenges that must be considered. These challenges include (1) loss of audiology faculty members; (2) faculty recruitment challenges in audiology; (3) lack of active research program in medical speech-language pathology; (4) graduate student financial support;); and (5) space. Each of these issues affects the PhD program.

**Loss of faculty members in audiology.** Dr. Dale Robinson (Associate Professor) has announced his retirement for May 2005 after over thirty years of service at WSU. Dr. Mark DeRuiter has accepted a position at the University of Minnesota, effective January 1, 2005. This represents a 50% reduction in the full time faculty for the audiology area.

**Faculty recruitment challenges in audiology.** There is currently a national shortage of Audiology faculty members. Our challenges to recruiting are compounded by the lack of an on-campus clinical audiology program, lack of an active research program in hearing science, and general difficulties associated with recruitment to Detroit.

**Lack of active research program in medical speech-language pathology.** While our capacities for instruction and research in areas of language science, language development, literacy, and neuroscience has increased significantly over the past several years, the medical speech-language pathology area has not been as well developed. In order for the program to be more competitive an additional faculty position emphasizing the areas of voice disorders, dysphagia (swallowing disorders), and/or motor speech disorders is critical.
Space. Currently housed in Manoogian Hall, the department has approximately 8000 square feet. There is limited space for the WSU Speech and Language Center and no space for the audiology clinic. There is no space to accommodate study areas for full or part-time Ph.D students. The Provost has initiated plans for a move of the department, clinic, and laboratories to Rackham Hall. This would increase available space for the department and provide a more reasonable workspace for master’s and Ph.D. students. The space situation is a particularly difficult one in the current competitive recruiting environment, especially in audiology. Most of our regional competitors (EMU, CMU, WMU, and Bowling Green State University) have recently moved to new, well equipped facilities. This provides a distinct advantage for those programs in recruiting, given the “high tech” nature of audiology and speech-language pathology.

Strategic Direction for the Department:

Major strategic directions established by the Department following the retreat include:

1. Continue to expand and strengthen the Ph.D. program and departmental research in communication sciences and disorders;
2. Emphasize the rich research environment of the university and our urban environment; emphasize and expand partnerships with urban institutions (public schools, medical institutions, social agencies);
3. Develop “niche” research emphases and excellence in three areas over the next five years: child language acquisition and disorders; neurologic communication disorders and neuroscience; and hearing science.
4. Develop “fast-tracks” into the PhD program from the undergraduate, master’s, and AuD programs;
5. Improve funding support for students at every level, but particularly for PhD students;
6. Reenergize the doctoral program in Audiology and provide options within the AuD program that allow for a smooth and timely transition to PhD study
7. Explore options to partner with major institutions (e.g. DMC, Medical School (Otolaryngology), Henry Ford Hospital, and University of Michigan Medical Center for Audiology research and clinical education.
8. Increase the departmental efforts at marketing and recruiting and expand PhD recruiting at the national and international levels.
9. Develop a new line of continuing education programming using live conferences and distance technology to assist audiologists and speech-language pathologists meet new continuing education requirements and to provide a revenue stream to support students in graduate programs.

As is obvious, many of the general objectives outlined above emphasize the strategic role of an excellent doctoral program. Given the national doctoral shortage, we have an essential role to make in the future of the professions and the discipline. We are uniquely positioned in a strong environment, high demand fields, minimal local competition, and have strong community support. We believe that the following four major goals are achievable and when successfully implemented will position the department and increase visibility and rankings.
Strategic Goal Number 1

Developing new academic-clinical-research partnerships with several institutions and nationally recognized audiology leaders in audiology as a major step toward reinvigorating our graduate programs in audiology

Current Status: Groundwork toward this goal has been initiated and preliminary commitments from two major institutions in the area have already been accomplished. In the proposed arrangement, Ph.D. clinical investigators, both of whom are national leaders in the field, would receive appointments in the department and would commit to teaching at least one graduate level course per year and would participate in student research activities. Additionally, clinical facilities in these institutions would be made available to our students and a new array of clinical education opportunities would be afforded. These new adjunct faculty members would agree to participate in funding applications and other opportunities. The university contribution would be in the form of payments to the institutions involved.

Benchmark: A similar program has been initiated at the highly ranked University of Pittsburgh Department of Communication Disorders and has been successful in adding faculty in difficult to recruit areas. There are no other similar programs.

Expected Outcome: Rapid increase of faculty participation in our program at minimal cost to the university; fulfillment of the urban mission; increased student and faculty satisfaction and performance; increase in funding opportunities and support for students.

Deliverables: Increase in number of faculty involved in the department within 12 months; increased number of opportunities for students in clinical and research environments.

Strategic Goal Number 2

Appointing a new faculty member and establishing a research program in a subspecialty area of medical speech-language pathology in 2006

Current Status: Currently we have one part time instructor who teaches coursework in the areas of Cleft Palate, Voice Disorders, and Dysphagia. This individual is a practicing clinician with no research in this area. Additionally, we currently have no instructor or coursework in the area of
Augmentative Communication (assistive technology). This is a weakness of the current program and it must be addressed in the near future.

Benchmark: Most of our competing institutions have strong medical speech-language pathology programs. Our accreditation requires teaching in this area. While we are accomplishing the letter of the law, enhancement in this area will achieve the goal of improved visibility of the program and provide additional research opportunities and opportunities for funding. The area of dysphagia (swallowing), for example, is a very high risk and high tech area. 70% of Speech-language pathologists in health settings provide services to patients with dysphagia. It is essential that our students receive a high level of training in this area. It is an area that is ripe for research and for funding support and we need to emerge as a leader.

Outcome: Hiring, within 12 months, of a new assistant professor with expertise in one of the areas outlined above; development of a collaborative research model in medical SLP with Children’s Hospital, DMC, and Henry Ford Hospital within 24 months.

Deliverables: Elimination of need for part time faculty in this area; establishment of a viable medical speech-language pathology curriculum; research funding and support within 36 months of onset.

**Strategic Goal Number 3**

*Enhancing financial support for graduate students in the Ph.D. programs with full time and part time fellowships and tuition stipends*

Current Status: The department has minimal funding for PhD students. Currently we have one Rumble Fellow and one Graduate Assistant funded at the PhD level. Despite the rapid growth of our program (0-15 students in four years) we have been unable to secure additional funds from within the university or the College. Some students are currently funded on the Graduate Professional Scholarship (Graduate School) and thru departmental research support from grants. We need increased recruiting funds for part time students and full time students.

Benchmark: Survey of many of our competing programs indicates that doctoral students are funded at the 100% level. Our availability of funding limits both the quality and quantity of students we can attract.
Outcome: Increased funding for PhD students; Establishment of 2 departmental fellowships awarded on an annual basis for recruiting purposes; establishing of several part time student stipends.

Deliverables: Increase in doctoral student enrollment and doctoral student satisfaction. We expect to fund three additional full time students per year and four part time students per year.
Planned Expenditures for Enhancement

2005-2006

Completion of Rackham $250,000

2006-2007

Establish Institutional Partnerships with Two Key Institutions @ $20,000 each 30,000

Hire Medical SLP Faculty Member

Salary and Benefits 80,000

Startup Research Costs 90,000

Full Time Ph.D. Fellowship (tuition, stipend, fringe, ) 30,000

Two part time stipends ($10,000) 20,000

2007-08 and beyond

Expand Partnership to two more institutions (4@ $20,000) 80,000

Salary and Benefits for Medical SLP Faculty Member 85,000

Two Full Time PhD Students 60,000

Three Part Time Stipends 30,000