

May 15, 2013

TO: Dave Eaton, Vice Provost and Dean
Rebecca Aanerud, Associate Dean, Academic Affairs and Planning

FROM: Department of Speech and Hearing Sciences Review Committee

Susan J. Spieker (Nursing, UW), Chair
Michael D. Beecher (Psychology, UW)
Craig A. Champlin (Communication Sciences and Disorders, U of Texas)
Howard Goldstein (Education and Human Ecology, The Ohio State U)

Attached is the final report of the Speech and Hearing Sciences Review Committee. This report has been endorsed by all members of the committee. If you have any questions, please call the Committee Chair at 543-8453 or email her at spieker@uw.edu.

CC: Werner Stuetzle, Divisional Dean, Natural Sciences, College of Arts and Sciences
Deborah Wiegand, Assistant Dean, Undergraduate Academic Affairs
Richard Folsom, Professor and Chair, Department of Speech and Hearing Sciences
Truman Coggins, Professor and Associate Chair, Department of Speech and Hearing Sciences
Melissa Austin, Professor, Department of Epidemiology, Graduate School Council Representative
Nancy Farwell, Associate Professor, School of Social Work, Graduate School Council Representative
Augustine McCaffery, Senior Academic Program Specialist, The Graduate School

PROGRAM REVIEW: DEPARTMENT OF SPEECH AND HEARING SCIENCES
University of Washington
April, 2013

Background and Committee Charge

- The Department of Speech and Hearing Sciences has six degree programs:
 - Bachelor of Science (B.S.)
 - Speech and Hearing Sciences major
 - Post-baccalaureate Speech and Hearing Sciences program
 - Master of Science (M.S.)
 - Speech-Language Pathology
 - Medical Speech-Language Pathology
 - Doctor of Audiology (Au.D.)
 - Doctor of Philosophy (Ph.D.)
- The review committee's charge was to assess the quality of these programs and provide the faculty with constructive suggestions for strengthening them. The last review of the Department's B.S., M.S. and Ph.D. degree programs was completed in April 2002. A five-year review of the Au.D. degree was completed in March 2011.

Review Committee Members

- Susan J. Spieker, Professor, UW Department of Family and Child Nursing, School of Nursing
- Michael D. Beecher, Professor, UW Department of Psychology
- Craig A. Champlin, Professor and Chair, Department of Communication Sciences and Disorders, College of Communication, University of Texas, Austin, TX
- Howard Goldstein, Professor, Department of Human Sciences, College of Education and Human Ecology, The Ohio State University, Columbus, OH

Review Process

- The review committee conducted a two-day site visit April 29-30, 2013. The review committee met with faculty, students, key staff, and other constituents. The meeting culminated with an exit discussion including departmental faculty Richard Folsom and Truman Coggins; Divisional Dean for Natural Sciences Werner Stuetzle; Vice Provost and Dean for Undergraduate Academic Affairs Ed Taylor; Associate Dean of the Graduate School Rebecca Aanerud; Graduate School Council Representative Melissa Austin; Graduate School Council Representative Nancy Farwell; and Graduate School Senior Academic Program Specialist Augustine McCaffery.
- The committee reviewed the department's self-study prior to the site visit. During the site visit the committee requested additional information on faculty salaries, application

and enrollment statistics for the department's graduate programs, and a five-year fiscal summary.

Department Strengths

The Department of Speech and Hearing Sciences at the University of Washington is a gem with a strong history of impactful research, exemplary teaching and purposeful service. Particular strengths noted by the review committee include:

- The department is providing an incredible service to Washington state and the western region. Speech-language pathology (SLP) and audiology are critical shortage areas and the shortages are especially acute in the western states that have relatively few graduate education programs. Moreover, the clinical programs have more than doubled their graduate enrollments with the addition of two of their fee-based programs in the past 5 years or so. They are now producing ~44 SLPs and ~12 Audiologists per year.
- The department programs have enjoyed a high ranking for many years. The *U.S. News & World Report* ranked the SLP and AuD programs #3 of over 250 SLP programs and 75 Audiology programs, respectively. The *Chronicle of Higher Education* ranked the department's Faculty Productivity Index as #2.
- The high quality of students is evident across the board, among bachelors, post-bachelor's, master's, AuD, PhD students and post-PhD fellows. Moreover, upon completion of the graduate programs, these alumni are highly sought after with a virtually 100% job placement rate.
- The faculty also are high achievers within the university.
 - The rate of external funding on a per capita basis is certainly among the best in the university.
 - Evaluations of teaching and programming are excellent at all levels. Students are quite pleased with the quality of their educational experiences.
 - The faculty are not only interested in interdisciplinary collaborations, they are stalwarts in the ongoing battle to break down academic silos.
 - The esprit de corps among faculty, clinical faculty, staff, and students was impressive. The extent of camaraderie among faculty, their dedication to the programs and students, and their work ethic are extraordinary.
- Leadership within the department has demonstrated innovation in dealing with difficult challenges.
 - In recent years the department has initiated three fee-based programs to meet demand in key areas: post-baccalaureate students seeking entry into the clinical education programs, a professional doctoral program in Audiology, and an SLP training program specializing in medical settings.

- The department instituted interest areas and an executive committee that seems to be nimble and creative in identifying and resolving problems and following up on opportunities that present themselves in a dynamic environment.
- The department has instituted a student services office with the department to better serve students as well as relieve faculty from excessive workloads.
- Conservative budgeting and high value is a mark of efficient use of resources.

In summary, the department has been a premier program with a stellar reputation for over 40 years. However, the site visit team perceived the department on the cusp of a transition period that will either sustain that reputation or begin a period of decline in quality and ranking.

Challenges and Areas for Improvement

The review committee noted a number of negative indicators that jeopardize the department's ability to sustain its high standing.

- Faculty attrition as well as past and approaching retirements have resulted in a department with a work scope that cannot be satisfied without eliminating positive program features:
 - Reduction of research opportunities for students, for example, because the faculty are unable to mentor all qualified students interested in honor's theses, capstone projects, master's theses, and doctoral study
- Excessive teaching and service overload on remaining faculty will negatively impact the research mission for many faculty at critical points in their career trajectory.
- Losing areas of previous strength will negatively impact grant opportunities, especially pediatric speech, language, and hearing disorders.
- The space and infrastructure available to the department are outdated and inadequate to meet the research and training needs of faculty and students.
- Impending retirements in the next 2-4 years are likely to result in a serious leadership void.

Recommendations

The committee identified three high-priority recommendations, listed first below, and several ones for consideration.

- Eagleson Hall needs renovation now. The inadequate quantity and quality of lab, office and classroom space is obvious, and limit the department's ability to recruit new faculty and top-notch students.
- The department urgently needs to hire a senior level faculty member with the intention that this individual will replace the soon to be retiring chair. The hiring process should be initiated as soon as possible to ensure a smooth transition in leadership.

- Faculty positions in Child Language, a former area of strength, must be re-filled. Eighty percent of graduate applicants want to work in pediatrics. Opportunities for pediatric collaborative research and education abound at the University of Washington, including the Center for Human Development and Disability (CHDD), Occupational Therapy, Nursing, Special Education, Early Childhood and Family Studies (ECFS), and the Autism Center. However, only two recently hired, junior level individuals will be left in the Child Language interest area after senior faculty members retire in the next 2 years. The review committee recommends the immediate search for two FTE in this area, in addition to the senior level position that will be needed to fill the soon to be vacant chair.
- In comparison with peer institutions and other UW departments, the teaching and service load for tenure-line faculty is very heavy. The review committee recommends that the department revise the proportion of salary that buys out teaching, such that 50% of salary results in 100% teaching buyout, in line with other college departments (e.g., Psychology).
- The department should investigate additional AuD capstone models that meet ASHA certification standards and are less taxing on faculty time. Other practice doctorate disciplines, e.g., Nursing, are finding new models for capstone projects.
- The department should continue their efforts to streamline the BS and post-Bac programs (currently 12 credits over what is required for a major).
- The department should continue to explore on-line learning and part time options for its fee-based programs, to determine if these can enhance revenue, alleviate faculty burden, and provide greater access for students.

Conclusion

The review committee recommends continuing status with a subsequent review in 10 years.