

Western Michigan University
Department of Speech, Language & Hearing Sciences: Executive Summary 2022-2023



Preamble: Long-term strategic planning across campus was delayed due to the COVID pandemic and is currently ongoing. Consequently, our department is focusing on annual objectives for the 2022-2023 academic year to be consistent with the university's [strategic values](#), which are also reflected within our departmental mission statement: a) Learner-Focused, b) Community-Engaged, c) Equity-Centered, d) Discovery-Driven, & e) Sustainability-Guided.

Departmental Mission: Our mission is to educate speech, language and hearing professionals for a diverse and changing population, to advance knowledge through research, to deliver quality clinical services, and to serve as a resource for the community and professions.

Annual Objectives (Organized by WMU Strategic Values)	Strategy/Related Actions	Time Frame	Responsible Party
Learner-Focused			
1. Preparation for ASHA CAA 2024 re-accreditation visit	A. We held meetings with faculty on the following dates to review individual standards and generate related evidence: 10/7, 10/28, & 12/16, 2/24, & 4/7). B. We clarified with CAA that based on the notification of intent to close the AuD program as of fall 2024 that the 2024 site visit would focus on the MA-SLP program only. C. We developed a list of available (& needed) evidence per CAA standard and organized a shared repository structure on the P Drive to be duplicated on OneDrive for CAA access	April 2023	Chair + Consultant
2. Increasing the audiology expertise/clinical experience of our UG and MA-SLP students	A. We established a clinical audiology rotation for MA-SLP students that can be implemented in the 2023-2024 academic year; in the past year we were able to rotate 19/23 students through the AuD clinic	Spring 2023	AuD & SLP Clinic Coordinators
	B. The AuD and ASL Coordinators met a few times through the 2022-2023 academic year to discuss the possibility of a summer camp to facilitate bilingual education/AR, but none has been piloted yet	Summer 2023	AuD Clinic & ASL Coordinators
	C. We restructured SLHS 4000 to get all enrolled UG students at least 1 hour of observational experience in the AuD & SLP clinics	Done, to be effective August 2023	SLHS 4000 Instructors
3. Update UG curriculum	A. We submitted an UG program improvement proposal to a) Broaden math & physics requirement for UG major, & b) Move SIGN 1010 from core course to cognate (will allow students to credit it toward major & minor) B. We submitted series of several course proposals to Review/Revise prereqs/coreqs on UG Certificate courses as needed for registration	Completed 10/6/22	UG Coordinator
4. Update MA-SLP Curriculum	A. We submitted a course proposal to revise description of SLHS 6150 to be more consistent with EBP	Completed 10/6/22	SLHS 6150 Instructor

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	B. With the departure of Suma Devanga, we forwent the plan to swap Cognitive Communication Disorders (SLHS 6470) & Culturally Responsive Practices (SLHS 6480) in the MA-SLP schedule, and instead combined SLHS 6470 & 6430 into a single course on a trial basis for 2023-2024	Done, to be effective 2023-2024	Dept Chair
	C. To help meet curricular needs around pediatric language, autism, & cog communication, we decided to combine SLHS 6470 & 6430 into a single course and offer a new course in autism for 2023-2024, both on a trial basis for 2023-2024	Done, to be effective 2023-2024	Dept Chair & relevant instructor(s)
	D. We restructured SLHS 6530 (Diagnostics) to be a more explicit and comprehensive advanced clinical methods course	Done, to be effective August 2023	SLP Clinic Coordinator
	E. We bolstered pediatric language in the curriculum by a) offering early basic language content at the beginning of SLHS 5380 to help ensure all students start with the same content, b) facilitating collaboration across instructors of SLHS 5380 and SLHS 6530	8/31/22	Instructors of 5380 & 6530
	F. DECC agreed to develop a curricular map for CAA 2023 Standard 3.4B that could be marketed as an “area of specialization” or “emphasis” in Communication Diversity and highlighted as a specialty area through the CSD Survey	April 2023	Dept. Chair/DECC
5. Revise admission questions to be more engaging/meaningful	We planned to revise the second open-ended question in time for the fall 2024 application, but this goal was deferred to fall 2025 due to competing demands.	Deferred to spring 2024 (for fall 2025 admissions)	Admissions Committee Chair
Community-Engaged			
6. Build interprofessional AR clientele	*See annual objective 2		
7. Build educational sustenance of the AuD clinic	*See annual objective 2		
8. Build voice services	We met our goal of providing at least 5 MA-SLP students/year with clinical placements that allowed them direct application of SPEAK OUT! motor learning principles.	Summer 2023	MA-SLP Clinic Coordinator
9. VRL	A. In conjunction with WMUx, we hosted the 2022 VRL with an estimated attendance of 97 registrants (just shy of our goal of 100), drawing from 25 states (exceeding our goal of at least 5 states).	9/23/22	Linda Shuster
	B. We applied to Psi Iota Xi to request \$3,000 in support of the 2024 VRL, which was funded	11/1/22	Dept. Chair

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10. Offer ASHA CEUs for at least one CHHS DEI event	We coordinated CEs for one of the CHHS DEI Lunch & Learn Series, specifically the 3/15 event on Neurodiversity	April 2023	CHHS DEI Committee Rep & ASHA CE liaison
Equity-Centered			
11. Foster explicit consideration of departmental culture	Faculty & staff used the definition and activity from Hyter & Salas-Provance (2019) to reflect on ourselves as cultural beings at the faculty retreat	8/30/22	Dept. Chair
	We hosted at least one off-campus social event for students each semester (i.e., Holiday hangouts, Spring Banquet, Summer celebration, fall kick-off for 2023)	Fall 2023	Chair, NSSLHA Advisor, Kathy Rigley & D'Jaris Coles-White
12. Provide more explicit support to students who experience microaggressions and share relevant resources	A. Faculty and staff discussed examples of the microaggressions (as defined by Lew et al., 2012) experienced by students and faculty in the department	8/30/22	Dept. Chair & Consultant
	B. We shared the following resources with faculty related to supporting student experiences with microaggressions: https://www.asha.org/practice/multicultural/microaggressions-micro-course-series/ & https://www.youtube.com/watch?v=A9Db2-NhAg ACTION framework shared in CAPCSD seminar (9/28/22)	9/16/22	Dept. Chair
	C. We added questions about student experiences with microaggressions to the UG, MA-SLP, & AuD exit surveys	April 2023	Academic Coordinator Program Coordinators (AuD, SLP, & UG)
	D. Although we did not provide information on microaggressions explicitly in the 2023 student manual, we added a statement of belonging, guidelines and resources for managing interpersonal tensions, adding a reference to the CHHS DEI dropbox for submitting concerns	Summer 2023	SLP Academic Coordinator
13. Use Open House(s) as a platform to talk about what we value at WMU (e.g., DEI, language variation, high needs in the field, authenticity) and how that translates into what we look for in the admissions process	A. We restructured the fall in-person open house, held 11/4/22, to include small working groups with faculty mentors to discuss the application process. The department chair also spoke to the importance of diversity, representation, and authenticity in the welcome. The event attracted ~25 registrants & 19 potential student attendees. B. The spring in-person open house, held 3/20/23, mirrored the fall open house format, but attracted a larger number of students, at nearly 60. Due to many of the registrants having already received offers of admission from WMU, we incorporated more in-depth	3/20/23	MA-SLP Academic Coordinator

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	information concerning communication diversity and differences, the experience of being a graduate student, and life after graduate school, as presented by current faculty that are also WMU alums.		
14. Ensure the content and consideration of culturally responsive practices is distributed across the curriculum	<p>A. The instructor of SLHS 6480 plans shared a framework for culturally responsive practices (cf. Hyter & Salas-Provence text) with department chair to guide cases/discussions across the curriculum:</p> <p>B. The instructor of SLHS 6480 plans to develop a module introducing the culturally responsive framework that could be integrated into clinical orientation.</p> <p>C. See also Objective 4F above</p>	Ongoing	Instructor of SLHS 6480
15. Expand diversity of clinical experiences	We successfully developed and implemented a clinical simulation around accent modification in relation to our collaboration with the Teaching English as a Foreign Language Department in Costa Rica. We also successfully implemented a telepractice clinical practicum with the Teaching English as a Foreign Language Department in Costa Rica that provided accent modification experience to 5 MA-SLP students (and services to 18 Costa Rican students) with a focus on functional and client-centered practices.	<p>Spring 2023</p> <p>Summer I 2023</p>	MA-SLP Coordinator
Discovery-Driven			
16. Submit and/or receive at least 5 external grant/award applications	We exceeded our goal by receiving 5 external grant awards this year and submitting 4 others.	Summer 2023	All research faculty
17. Publish at least 10 scholarly works	We approximated our goal by publishing at least 7 journal articles and 1 book chapter. At least one additional article was accepted for publication.	Summer 2023	All research faculty
18. Present expertise/scholarship at state, national, and international levels	We met our goal by presenting at the following 9 conferences across state, national, and international levels: American Academy of Audiology, ASHA, Autism Europe Conference, Dysphagia Research Society, MSHA, National Stuttering Association, The Fall Voice Conference, The Irish Association of Speech & Language Therapists, & The Stuttering Foundation of America	Summer 2023	All research faculty
19. Mentor at least 6 student scholarly products (e.g., poster presentations, theses)	We exceeded our goal by mentoring at least 8 student products this year (6 posters and 2 undergraduate honors theses).	Summer 2023	All research faculty
Sustainability-Guided			
20. Update Departmental Policy Statement(s)	We obtained approval from both WMU-AAUP and the Director of Academic Labor Relations on our revised Department Policy Statement regarding personnel committee function.	Spring 2023	Suma Devanga & Department Chair
21. Begin marketing our current B.S. degree as a pathway to	We revised our marketing on website & college flyers to make audiology assistant employment more transparent.	Summer 2023	Chair & UG Coordinator

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employment as an audiology assistant/technician			
22. Market new UG Certificate	We updated the UG Certificate flyer and emailed it to surrounding universities and posted it on our Alumni Facebook page; we also posted the flyer on our webpage	Partially met Fall 2023	UG Coordinator & Chair
23. Explore Differential Tuition for MA-SLP program to replace course fees	A. We clarified the timeline/process for requesting differential tuition with the provost's office, B. We requested and received a market analysis from WMUx; C. The department chair met with Interim Dean Harrison to discuss the pros and cons of a possible proposal for differential tuition in the MA-SLP program	Spring 2023	Department Chair
24. Maximize the full MA-SLP cohort capacity	We exceeded our goal by enrolling 35 incoming MA-SLP students for the fall of 2023, more than our minimum target of 30.	Summer 2023	Chair of Admissions