

# TU-CSD Strategic Plan 2016-2021

Temple University's Department of Communication Sciences and Disorders (hereafter TU-CSD) is the leading institution for training in Speech-Language-Hearing Sciences in Southeastern Pennsylvania. In the half century since its creation, TU-CSD has demonstrated remarkable flexibility and resilience in tandem with the evolution of our parent discipline, Speech-Language Pathology. Recent shifts in societal demographics (e.g., aging) and advances in healthcare have created a compelling need for research and training in speech-language-hearing sciences. Our mission is to address these needs, and we envision a future for TU-CSD where clinical translational research effectively dovetails with direct practice to serve society. The strategic plan outlined to follow represents a series of aims that will shape the next five years of TU-CSD.

We recognize the importance of objective assessment, democratic decision making, and flexible adaptation of these aims. As a faculty, we will together evaluate our progress twice annually (once during a summer retreat) and adapt this plan as needed.

## Strategic Aims

### Strategic Aim 1: Scholarship and Research

Overview: TU-CSD is a research intensive department. Many of our research labs are extramurally funded through NIH grants. We also routinely serve on NIH scientific review groups, and many of us are recognized as leaders in our disciplines. During the next five years, we will aim to improve our outstanding record of productivity while simultaneously developing a new generation of junior scholars.

**Goal 1.1: TU-CSD faculty will produce world class basic and translational research as well as clinical research (see Specific Aim 5), and we will recruit research faculty with strengths spanning key areas of speech-language pathology.**

**Goal 1.2: TU-CSD faculty will work to actively involve all levels of students (undergraduate, MA, PhD) in their research.**

**Issues & Obstacles:** TU-CSD has historically been known for its strengths in research in adult language disorders and multicultural/multilingual child language development. We recently had several of our child language experts depart the university, and we are in need of a researcher with expertise in the management of child language disorders.

We have several world class researchers in adult language and motor speech, but child language is one critical domain where we must improve our representation. Most students in our MA program historically have not been involved in research beyond their first year due to time constraints with clinical training. We recently revived a thesis option and graduated our first cohort of MA students with publishable research. This effort is incipient and will involve a cultural shift among both the students and faculty.

**Outcomes:** We will diversify our research portfolio by successfully recruiting a strong tenure track child language specialist. TU-CSD faculty and students will engage in original research, quantifiable through peer reviewed publications and presentations. TU-CSD senior research faculty will continue to apply for and successfully obtain extramural research funding. Junior faculty will successfully establish their laboratories and compete for both training grants and project level grants (R21/R01). Students will demonstrate an in-depth understanding of research principles and evidence-based practice.

**Indicators of Success:**

- a) Successful recruitment and establishment of a child language laboratory
- b) Continued productivity among senior researchers and a trajectory of advancing productivity among junior researchers as evidenced by impactful publications, promise in competing for extramural grants, and an emerging national reputation.
- c) Increased frequency of co-authorship with students on peer-reviewed publications and presentations.
- d) Cumulative citation count exceeding 10,000 for the department.

**Strategies for Achieving these Aims:**

- a) Conduct a successful national search for a child language researcher.
- b) Mentorship of junior faculty
- c) Involvement of MA and PhD students in laboratories, incentivizing their participation in research and competing for a training grant (T32) to fund more students.
- d) Highlight our research productivity through outreach and marketing efforts.

## **Strategic Aim 2. Education and Training of Students**

Overview: Quality education of students at the BA, MA, and PhD levels has long been a hallmark of Temple's degree programs in CSD. Every faculty member in the department participates in the education of our students and collaborates in program planning in order to ensure that our programs are comprehensive and coherent. Successful outcomes of our education programs are borne out by the consistently high success rates of our MA and PhD graduates in obtaining jobs in the professions (clinical positions for our MA graduates and post-docs or faculty positions for our PhD graduates). Moreover, we send an increasing number of our BA graduates on to MA programs in Speech-Language Pathology and doctoral programs in Audiology each year. During the next 5 years, we plan to: (1) Expand service learning opportunities for

BA students with clinical populations; (2) Increase opportunities for BA and MA students to engage in mentored research projects with faculty; (3) Further enhance our students' education in the areas of cultural and linguistic diversity; (4) Expand and enhance our PhD program, remaining contemporary with the diversity of our field and its interrelations with other disciplines.

**Goal 2.1: Expand service learning opportunities for BA students with clinical populations**

**Goal 2.2: Increase opportunities for BA and MA students to engage in mentored research projects with faculty**

**Goal 2.3: Further enhance our students' education in the areas of cultural and linguistic diversity**

Goal 2.4: Expand and enhance our PhD program keeping current with the diversity of our field and its interrelations with other disciplines.

**Issues & Obstacles (Goal 2.1):** The undergraduate major in Speech-Language-Hearing emphasizes speech, language, hearing, and neurosciences as well as language development, linguistic structure and analysis. Whereas the content and skills taught are vital preparation for graduate education in clinical fields, undergraduates are eager for opportunities for direct interaction with individuals with speech-language challenges. Moreover, such interaction seems vital to the students' final decision making about their further educational and career plans. We have started to provide opportunities for undergraduates to participate in several programs, including: 1) adults with aphasia in our PACT center 2) summer camp for children who stutter; 3) human electrophysiology and auditory cognitive neuroscience; and 4) early childhood language intervention program.

**Outcomes:** A larger number of students will participate and gain quality experience from our service learning programs.

**Indicators of Success:**

- a) Increased opportunities for students to participate in a range of service learning clinical activities
- b) More students participating in service learning annually.
- c) Exit survey positive feedback for service learning experiences

**Strategies for Achieving these Aims:**

- a) Implement a formal course that will be taught both Fall and Spring terms, providing clinical service learning.
- b) Offer undergraduates opportunities to participate in different types of programs.
- c) Recruit and encourage more students to participate.

**Issues & Obstacles (Goal 2.2):** There are many opportunities to participate in research, but relatively few students (i.e., <20% of MA students) undertake research options.

**Indicators of Success:**

- a) Increased numbers of undergraduates participating in research including Honors Projects and/or independent studies in laboratories.
- b) Increased numbers of MA students participating in research including MA Theses

**Strategies for Achieving these Aims:**

- a) Annual presentations to undergraduates regarding research opportunities in the department and in related centers.
- b) Testimonials by undergraduates who have participated in research programs.
- c) Advisors will encourage research participation.
- d) Verbiage in syllabi encouraging research volunteer participation.
- e) Noting to undergraduate students that applications to graduate school with evidence of research experience are well-regarded.
- f) Continue practice of giving awards or certificates to students whose participation in research labs has been especially notable (or even for participating in research lab activities for one or more semesters),

**Issues & Obstacles (Goal 2.3):** TU-CSD educates our student body in the areas of cultural and linguistic diversity. Undergraduates in the department are required to take foreign language/ASL through the second level, along with linguistics courses that cover language and dialect variations. There are also units on cultural and linguistic diversity integrated into other required courses, such as Orientation to Clinical Management. Nonetheless, we believe that we can and should expand our commitment in this area. In particular, we are interested in growth and development in the area of ASL/Deaf Culture, as this will allow students to learn about modality and language variation, to communicate with members of the Deaf Community, and to further our students' career goals and opportunities.

**Outcomes:** We plan to actively promote bilingualism (at least to the intermediate level in L2) and to bolster our education in the area of cultural diversity.

**Indicators of Success:**

- a) Increased numbers of CSD students completing foreign language/ASL through the intermediate level at a minimum. This is a requirement in our newly developed Linguistics Certificate as well as our new ASL Certificate program. Increasing enrollment in these certificate programs will provide support for this aim.
- b) Increased opportunities to learn about cultural diversity through increased enrollments in our Sociolinguistics course and in a new course in Deaf culture.

- c) Increased attendance at Deaf culture events.

**Strategies for Achieving these Aims:**

- a) Increased marketing of the Linguistics and ASL Certificates.
- b) Development of a 3-credit course on American Deaf culture to add to the Certificate in ASL but also offer as an elective for other students.

### **Strategic Aim 3. Recruitment of a Talented and Diverse Student Body**

**Overview:** TU-CSD has a long tradition of providing students with opportunities in both academic and clinical areas related to [culturally and linguistically diverse \(CLD\) populations](#). Undergraduate coursework in CSD and linguistics relates speech and language to diverse and underrepresented populations. Our undergraduate programs currently include a BA in CSD and two certificate programs in Linguistics and American Sign Language. Our bachelor's program contains the bulk of our students with 262 total members, of which 13% (34) belong to ethnic minority groups underrepresented in higher education and 19% (49) minority students overall. Our linguistics program contains 56 students overall, with 12% (7) belonging to ethnic minority groups underrepresented in higher education and 14% (9) minority students overall. Our ASL program contains 66 students, of which 52 are CSD majors, with the remaining members coming from other disciplines or non-matriculated students. GPAs in the CSD undergraduate program range from 1.47 to 4.0, with a cumulative average of ~2.7.<sup>1</sup>

Recruitment of talented MA-SLH candidates has historically been a strength of our program. Our application numbers have been high ranging up to 500 per year for 30 available slots and the average GPA of accepted students has been in the range of 3.7 – 3.8. Our student applicants also represent diverse geographic areas including international applicants, and diverse educational backgrounds outside of CSD. Graduate students have the opportunity to participate in diagnostic and treatment practicum experiences with a multilingual/multicultural focus as part of a developing Bilingual Emphasis Program (BEP). Practicum experiences which primarily serve CLD groups are available at both the Temple University Speech Language Hearing Center (TUSLHC) and in community schools and hospitals in the Greater Philadelphia area. In the past year, the CSD department has also created the Bilingual Club, which offers undergraduate and graduate students the opportunity to discuss relevant literature on CLD groups, perform service projects, and present case studies of CLD clients. Also in the past year, the CSD department has conducted an exploratory service-learning trip to Guatemala for graduate students with TUSLHC supervisors. Finally, the certificate in American Sign Language (ASL) which has traditionally only been available to undergraduate students is now allowing graduate students to become multimodal bilinguals, by allowing the first two levels out of four ASL courses in the certificate to be cross-listed as a graduate elective.

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<sup>1</sup> Statistics current as of September, 2016

**Goal 3.1:** Increase recruitment and retention of outstanding students belonging to underrepresented minorities in higher education and/or the CSD major to the undergraduate BA program.

**Goal 3.2:** Increase recruitment and retention of outstanding students belonging to underrepresented minorities in higher education and/or speech-language pathology to the MA-SLH program.

**Goal 3.3:** Increase participation of undergraduate students in information and planning programs regarding graduate school and how to improve their chances of success as undergraduate CSD majors

**Goal 3.4:** Increase recruitment and retention of faculty and staff to the CSD department who are underrepresented in higher education, including but not limited to individuals from linguistic, ethnic and cultural minorities.

**Goal 3.5:** Cross-list all ASL course offerings to enable graduate students to take these courses for elective credits and receive a certificate.

**Issues & Obstacles:** Our average undergraduate GPA is not commensurate with the required level for graduate studies limiting their options for graduate work. Additionally, despite the academic, clinical and extracurricular offerings for learning about and providing services to CLD groups, the composition of our student body, faculty and staff does not yet adequately reflect the diverse populations served in our clinic and frequently taught in our course offerings.

**Outcomes:** We will successfully recruit and retain outstanding faculty, staff and students belonging to minority groups underrepresented in higher education. Undergraduate students will demonstrate interdisciplinary strengths in the general sciences, language, linguistics and research, which will improve integration of knowledge and increase the number of students who are competitive in their applications for graduate programs in speech-language pathology. Upon completion of the MA-SLH, graduate clinicians will lead the field by entering clinical fellowships with greater cultural competency.

**Indicators of Success:**

1. Successful recruitment and retention of underrepresented graduate students in higher education and/or CSD to exceed the ASHA membership averages of 3.7% males, 7.8% racial minority and 6% bilingual.
2. Self-evaluations addressing cultural competency will demonstrate increased comfort, knowledge and skills working with CLD groups from entry to exit in the MA-SLH program.
3. We will successfully recruit academic and clinical faculty who belong to underrepresented groups in higher education and/or CSD as a field.
4. Increase participation and attendance to culturally and linguistically diverse (CLD) activities and programs, including the Bilingual Emphasis Program, the

Bilingual Club, service-learning trips abroad and research at TU as well as targeted ASHA programs including the Minority Student Leadership Program (MSLP).

5. Undergraduate students will demonstrate increased participation in graduate programs and/or clinical experiences, as well as increased acceptance rates into graduate programs in SLP.

### **Strategies for Achieving these Aims:**

Improve marketing and outreach through improved web interface and increased social media presence of the department activities (e.g., Saffran Conference, Communiversities Conference, guest lectures, etc.). We will also target recruiting efforts at traditionally underrepresented minority programs (e.g., National Black Association for Speech-Language Hearing) in order to increase equitable access of information for the academic and clinical community.

1. Increase interdisciplinary communication and collaboration with other departments (e.g., Spanish, Neuroscience, Psychology, Education, African American Studies, Music, etc.) and student groups (e.g., Talking Hands, Black Diamonds Union, Fuerza Latina, Linguistics Club, etc).
2. Conduct a competitive national search for clinical and academic faculty with skills and/or research interests in CLD populations.
3. Continue development of multilingual/multicultural involvement for students and faculty by expanding the Bilingual Emphasis Program activities to include diverse guest lectures and service projects that serve the local and global community.
4. Develop an international service-learning program for graduate clinicians.
5. Increase program courses which address issues of multimodal bilingualism and multiculturalism at the graduate and undergraduate level.
6. Increase dissemination of information to undergraduate students regarding graduate coursework and clinical experiences through advising sessions, required courses and supplemental workshops geared preparing students for graduate school.

### **Strategic Aim 4. Expansion of Clinical Services**

Overview: The Temple University Speech-Language-Hearing Center provides high quality evaluation and treatment both at our center and within the greater community. Areas of particular renown include fluency, transgender voice, and aphasia. We aim to become a regional center for the evaluation and treatment of childhood apraxia of speech (CAS), as well as to expand our adult neurogenic and early childhood language programs.

**Goal 4.1: We will develop and effectively staff a specialty clinic in CAS.**

**Goal 4.2: Expand Philadelphia Aphasia Community at Temple (PACT) and other aphasia programming**

**Issues & Obstacles (Goal 4.1):** Clinical space is currently at a premium, and workload for affiliated faculty is not currently allocated for this specialty clinic.

**Outcomes:** We will establish a CAS clinic as a program open to the community and as a clinical training site.

**Indicators of success**

- 1) Successful establishment of a specialty CAS clinic.
- 2) Graduate at least 6 CSD students with advanced training, knowledge and experience in CAS each year across the next 5 years.
- 3) Evaluate 2-4 children with CAS (or suspected CAS) in the clinic in year one; Evaluate an additional 5 children each year over the next 2-5 years.
- 4) Provide treatment to 6 children with CAS each year across the next 5 years.

**Strategies for achieving these aims:**

- 1) Outreach (local SLPs, educators, medical professionals).
- 2) Promote our faculty's CAS expertise through postings on the Temple SLP listserv, social media such as Facebook, networking on clinical forums such as the Childhood Apraxia of Speech Association of North America (CASANA), and through word of mouth.
- 3) Improve the knowledge and clinical skills of our student clinicians working in the CAS clinic by providing them with specialized training in motor speech disorders through academic and clinical coursework, trainings and field placement opportunities.
- 4) Establish a referral system from the CAS research lab so that participants are provided with therapeutic options at the Temple CAS Clinic.

**Issues (Goal 4.2):** PACT is currently staffed largely on a volunteer basis and funding is limited. The range of services we offer to people with aphasia is accordingly limited due to these factors. Aphasia is a complex, multifactorial disorder that requires a multidisciplinary approach. Current staff is primarily limited to CSD; many other psychosocial and rehabilitative needs remain unmet.

**Outcomes:** A positive outcome involves multidisciplinary engagement in PACT where effort is supported and a financially sustainable model of support is achieved. Students will participate in all aspects of programming, and functional patient outcomes will demonstrate effectiveness of the program.

**Indicators of Success:**

- 1) Increasing multidisciplinary student and faculty participation in PACT.
- 2) Implementation of aphasia intensive program with commensurate enrollment of a cohort of patients.
- 3) Sustainable fiscal plan for PACT (client fees, staff salary, and/or materials).

### **Strategies for Achieving these Aims:**

- 1) Build on pilot program for undergraduate education. Develop Field Project class with combination of didactic instruction and field project working directly with clients with aphasia.
- 2) Expand graduate student clinical education to include conversational group formats as part of practicum.
- 3) Increase PACT course offerings.
- 4) Pursuit of extramural grant opportunities and other philanthropic funding.

### **Strategic Aim 5. Establish a Clinical Practice Research Program for TU-CSD Graduate Students**

**Overview.** As outlined in Specific Aims 1 and 4, we currently have outstanding research and clinical training programs in some areas of CSD (e.g., adult neurogenic disorders), and the foundations and/or plans for expanding these programs in other areas (e.g., motor speech, child language). With these components in place, it is an opportune time to establish a clinical practice research program that will foster training in this increasingly important and visible branch of rehabilitation research. Such a program will require a strong basic science and translational research program, interdisciplinary collaborations and opportunities to connect with clinical populations in contexts of individual or group treatment settings. These elements are currently established in CSD but require coordination with clinical educators to involve students and faculty in clinical research.

**Issues and Obstacles.** Our current inventory of course offerings focusing on clinical translational research design and evaluation is limited to introductory research methods. Moreover, establishment of such a program will require significant logistical support, coordination of resources, and clinical design expertise.

**Outcomes.** A positive outcome will be evident when students become involved and gain competency with clinical translational research AND our faculty produce more products with clinical translational application (e.g., treatment grants).

### **Indicators of Success**

- 1) Increase in number of MA thesis options that focus on clinical research
- 2) Increased involvement of MA students in research conducted in PACT, Fluency Camp, CAS clinic, auditory cognitive neuroscience and early childhood language intervention programs, well as interdisciplinary clinically-oriented research projects (e.g., PT and CSD collaboration to develop a virtual clinician for stroke and aphasia rehabilitation).

### **Strategies for Achieving this Aim**

- 1) Workload allocation for a faculty member to coordinate program.
- 2) Develop an elective course focusing on clinical research defining its role in relation to basic science, translational and implementation research.
- 3) Continue practice of case studies presentation in proseminars.

- 4) Encourage increased involvement of faculty in ASHA's "Clinicians and Researchers Collaborating (CLARC) program.  
<http://www.asha.org/academic/CLARC/>

### **Strategic Aim 6. Improvement, renewal, and expansion of equipment and resources**

Overview: TU-CSD is currently housed within the first two floors in Weiss Hall. We have additional laboratory space within the Eleanor M. Saffran Center for Cognitive Neuroscience in Ritter Annex, a building that is adjacent to Weiss Hall. Our facilities and equipment, although adequate, are aging. The College of Public Health is planning a new building where we will be housed in the next five years. We anticipate that this infrastructure upgrade will have a positive impact on our clinic and teaching operations. In the meantime, we are committed to optimizing our current resources.

#### **Goal 6.1: Establish a speech science and clinical phonetics laboratory**

#### **Goal 6.2: Upgrade clinical observation remote viewing capabilities**

**Issues (Goal 6.1):** Students in speech science once benefitted from having a speech science laboratory under the direction of Professor Rena Krakow where they could experiment with various instruments and conduct acoustic analyses. This laboratory was dismantled several years ago when space became tight. Students could benefit significantly from a lab that allows them to learn acoustic processing and clinical phonetics. The lab will incur some expenses (e.g., computer hardware, furniture), and space remains tight.

**Outcomes:** We will establish a speech science laboratory that will be used by both SLH and linguistics students for learning and student research. Students will learn how to use Praat and Audacity and to manipulate and interpret sound files.

#### **Indicators of Success:**

- 1) Students will show improved performance in their speech science coursework
- 2) Students will present novel research generated from this laboratory at ASHA or internal CPH events (e.g., research day).

#### **Strategies for Achieving these Aims:**

- 1) Under the direction of Professor Rena Krakow, we will convert an underutilized student lounge into a speech science laboratory with several workstations and acoustic equipment.

#### **Goal 6.2: Upgrade clinical observation remote viewing capabilities**

**Issues (Goal 6.2):** We currently have a remote viewing room where one clinical supervisor can observe four simultaneous therapy or diagnostic sessions while

controlling camera focus and positioning. Although utilitarian, the system does not have the capacity to efficiently record digitally and access issues preclude use of session data as a clinical teaching tool. The system is antiquated. We recently acquired estimates for upgrading the system, and it is expensive (approaching \$10k).

**Outcomes:** We will upgrade our remote viewing system such that it has capabilities to digitally record sessions so that students and faculty may remotely access sessions using a HIPAA secure system.

**Indicators of Success:**

- 1) Upgraded remote viewing system

**Strategies for Achieving these Aims:**

- 1) Lobby administration for funds to support this infrastructure upgrade. In the event that this is not possible, we will fundraise.