

Abilene Christian University
College of Education and Human Services
Annual Evaluation by Department Chair

Lynette Austin, Assistant Professor
Communication Sciences and Disorders

Commendations:

Lynette, your self-assessment indicates continued evidence of strong teaching, scholarship, and service. You have strong collegial relationships within the department. You have spent much time in continuing to develop the Bilingual Emphasis Program and will realize the rewards with 1 student completing all the elements of the program this spring. This is an incredible accomplishment in that within 3 years the program was conceived, implemented, and successfully completed by students.

This year you successfully completed the Pre-Tenure process. Feedback from your committee indicated that your portfolio is strong in all areas and you are on-track for meeting the requirements for tenure and promotion.

Concerns:

At this time my concerns are related to the areas of scholarship and service in preparation of your application for tenure and promotion in Fall 2013. You mention in your self-assessment that you are stalled on some research projects due to issues with statistical analysis and have been referred to someone on campus but haven't followed up at this time. In addition, I echo the concern of your Pre-Tenure committee regarding publications in the pipeline for your tenure/promotion portfolio. It is imperative that your portfolio contain evidence of publications in print or in press in order for your application for tenure and promotion to move forward to the University level. As indicated above, you have strong evidence of collegial relationships within the department; however, your self-assessment indicated you have served on some sub-committees of the Research Council and the UGEC which are also avenues to demonstrate your collegiality across the university yet these weren't expanded on in your self-assessment.

Recommendations:

- Document how you continue to develop your knowledge base in teaching pedagogy separately from discipline-specific continuing education.
- Develop a short prioritized research agenda to facilitate completion of projects and manuscripts necessary to secure tenure/promotion by Fall 2013.
 - In order to consider the app developed for Pearson as a publication you will need to document the scope of the project and the expectations/requirements of the publishers.
 - In addition, investigate how other disciplines "count" application development in the tenure/promotion process.
- Follow-up with on-campus referrals for statistical assistance on projects.
 - pursue referral sources outside of the university through colleagues
 - investigate on-line resources such as list serves and researchers using similar research designs
- Document "goodness of fit" across the university through emails, committee service, and formal and informal interactions with colleagues from other departments and disciplines.

Chair ranks the following categories of performance for the past academic year:

Teaching	☐ Unsatisfactory	☐ Satisfactory	☒ Exceeds Expectations
Scholarship	☐ Unsatisfactory	☒ Satisfactory	☐ Exceeds Expectations
Service	☐ Unsatisfactory	☐ Satisfactory	☒ Exceeds Expectations
Collegiality	☐ Unsatisfactory	☐ Satisfactory	☒ Exceeds Expectations

Faculty Signature _____ Date 3/29/12

Department Chair Brenda K Bender Date 3/29/12

Abilene Christian University
College of Education and Human Services
Self-Assessment of Performance

(2011-12; submitted March 22, 2012)

Lynette Austin, Ph.D.
Assistant Professor,
Dept. of Communication Sciences & Disorders

1. Teaching Effectiveness: My teaching goals for this school year were as follows:

- a) Revise instruction in ComP 471 and ComP 330 to incorporate additional learner-centered strategies, including individual goal-setting and problem-based learning opportunities
- b) Revise ComP 659/610 to accommodate the larger graduate cohort while still providing hands-on, problem-based learning opportunities

I feel pleased with the progress that I have made this year in becoming a better facilitator of adult learning, while recognizing that there are still improvements to be made. Regarding goal A, I have continued, in these 2 undergraduate courses that I teach, to build opportunities for self-directed, problem-based learning. In ComP 330, meeting this goal included the incorporation of a week-long project on language impairment. Students met in groups to select a video clip of a child that they felt demonstrated characteristics of language impairment, then completed an analysis of that child's language skills. The group determined the individual responsibilities for carrying out and writing up the analysis, and submitted their analysis in the form of a report. I was pleased with the quality of analysis and the professionalism reflected in the write-ups, and the feedback from students was very positive regarding how this experience allowed them the opportunity to synthesize material covered throughout the semester. Each semester, in most of my courses, I find myself incorporating more problem-based learning opportunities (in both brief assignments and major projects) such as the one described, which I feel puts more of the responsibility for organizing and applying the material being

learned on the adult student. Other examples of such assignments that I have utilized this year have included: having students develop (in different assignments) treatment goals, objectives, strategies and intervention activities based on case studies; or having students take on the role of a child with a language impairment for purposes of assessment practice. Course evaluations have reflected that these assignments are effective in my classes; one comment seems to reflect frequent feedback that I've received: *"The Units [reference to unit assignments based on case studies], though sometimes confusing (or inconveniently scheduled), forced us to put our thoughts in order and make sense of something completely new."*

In ComP 471 this fall (again referring to Goal A) I asked students at the beginning of the semester to very generally note learning goals for themselves relevant to course material. I created a class list of goals, and utilized that list for input in terms of content to cover. We then revisited the list at the end of the semester to review what had been accomplished in class. This had the positive effects of both establishing a preparatory set for the class from the students' perspectives, and then affirming the learning that had occurred. (Course evaluation outcomes ranged from 4.81 – 4.96, reflecting, I believe, satisfaction with learning outcomes). However, I feel that for individual goal-setting to truly influence the learning process (other than simply impacting affect/attitude about the learning that occurred), there needs to be some accountability on the part of each individual. This will likely require periodic opportunities for individual reflection on learning progress. My challenge is to devise a time-effective, meaningful strategy that students can use to measure their progress on individual learning goals.

Regarding Goal B, I was pleased to be able to revise the modular courses of ComP 659/610 so that the problem-based learning activities previously established for those classes (involving off-campus, guided clinical experiences) were able to continue even with the challenge of accommodating a larger student cohort. This was accomplished through collaboration with Brenda Bender, so that

students were able to accomplish some of the clinical components of my classes during the graduate clinical forum. It is clear to me that in future semesters connecting the content of these two courses to hands-on experiences (while still maintaining adequate classroom time to address that content) will ONLY be accomplished through such collaborative efforts as the demands of larger cohort grow. My plan for the next year is to work with the clinic director as feasible to facilitate this process.

2. **Scholarship** (Tenured and Tenure-Track Faculty): My goals for scholarship for this year were:

- a) Develop a new, 2-day workshop for practicing SLPs (invited presentation by Region 14 ESC) reviewing concepts related to effective assessment practices—to be presented July 11-12, 2011.
- b) Complete data analysis and results for Spanish verb morphology project (in collaboration with faculty members at Temple University/Callier Center); prepare draft of findings for submission
- c) Review and resolve statistical issues for projects-in-process—Self-rating of language skills and language proficiency.
- d) Develop a 1-2-5 year research agenda to implement in 2012.

While I am continuing to move forward in scholarship, I feel that this is probably the most challenging area professionally for me. Goal A was met in the summer of the school year, and Region 14 invited me to present this 2-day workshop twice. It was very satisfying to develop strategies for presenting both basic and advanced assessment concepts to practicing professionals and the workshops were well-received.

As I reflect on Goals B and C, I realize that data analysis is the research hurdle that I need to leap more effectively and efficiently. I feel competent to work with most statistical models, but when a problem arises I find I have difficulty problem-solving, statistically speaking. I have been persistent in trying to resolve this issue; my latest strategy (this semester) has been to speak with Adams Center personnel for a reference regarding assistance in statistics and they have referred me to a faculty

member. My next step will be to communicate with that person to ascertain whether or not they are able to help me.

I have not yet written a formal research plan, as I envisioned when I wrote Goal D; however, I am clear on my projects and trajectory, and am actually moving forward, albeit slowly, on each project.

In addition to the goals outlined above, I was able to guide another team of graduate students through a project involving the language transcripts that form the heart of the verb morphology project. No unsolvable statistical hurdles appeared in this project addressing the reliability and validity of the Narrative Scoring Scheme for Spanish narratives, and the results of the study were successfully presented as a research poster at TSHA. Another current project relevant to scholarship is my work with Pearson Corporation on the development of an iPad/iPhone app for Dynamic Assessment. I am continuing to work through the development process with the leadership team there. In summary, my assessment of my progress toward scholarship goals is mixed; however, I am pleased that I continue to make progress in this area. I will continue to focus on Goals B and C above as I am able to resolve the statistical issues.

3. Service: Service goals were as follows:

- a) Continue to serve as volunteer mentor at Pregnancy Resource Center (Abilene)
- b) Continue to serve as youth committee member and JR/SR Huddle host—University Church of Christ
- c) To participate as volunteer in new women's ministries at UCC—Bilingual Women's ministries, Ministry of Moms
- d) Continue to serve on Research Council/Honors Advisory Council, and departmental committees
- e) Continue to serve as co-sponsor for ACU Chapter of Alpha Chi National Collegiate Honor Society

I continued to serve as a volunteer mentor at PRA throughout the Fall semester, then took a hiatus from that role due to scheduling difficulties. I have done some off-site work for them via translation of key documents. I have continued to work in various service capacities at church; beyond those listed above I also participated in a mission trip to Costa Rica during the summer 2011, where I taught children's classes and co-taught a marriage enrichment class with my husband.

In terms of service within the University, I have actively served on the Research Council, and this spring been heavily involved in the re-formed Internal Review Board. I much appreciate the opportunity to serve on this council, as it has been a wonderful educational experience. I also was appointed to the Undergraduate General Education Council in fall 2011, which has enabled me to grow in my understanding of the functions and internal workings of the general education component of the university. Finally, I continue this year to be very involved as a sponsor of the Alpha Chi National Collegiate Honor Society, ACU Chapter. Our focus, in line with ACU priorities, is undergraduate research, and we are sending 4 students to the super-regional convention in March 2012 to present their work.

Perhaps the area of service which I feel personally is most significant is my ongoing effort to develop the Bilingual Emphasis Program within the graduate program in our department. I currently am teaching, supervising, or otherwise mentoring 4 graduate students involved in this program. One student will graduate in May with a letter of credential outlining her qualifications per our department to practice as a bilingual SLP. This is certainly extremely satisfying.

4. **Collegiality:** Working within the department provides frequent opportunities for collaboration, and is one of the blessings of being where I am. Because of the spirit of collegiality within the department, I have been able to present in other professor's classes and have invited presentations in my own classrooms (by Denise Barnett and Diana Taylor). Brenda Bender and I worked together to provide a

clinic forum experience for first year graduate students that overlapped with their coursework in ComP659/ComP 610. Terry Baggs and I are working toward a plan for addressing graduate research needs during the next school year. And this year I have been blessed with the opportunity to welcome and mentor (along with my colleagues) a new faculty member, Diana Taylor. It's been enjoyable to support her as she develops syllabi and activities; since we both teach clinical methods courses (she on the undergrad level and I on the grad level) we have collaborated to try to plan for a continuum of learning experiences.

I've been pleased to see my opportunities for collaboration expand this year beyond my department via work on university-wide councils; through the Research Council I have met with colleagues to develop a more effective IRB process. Through the UGEC I have worked with individuals in the provost's office and in the Adam's Center to develop a definition of Cultural Competence to guide the core curriculum expectations in that area. And, as previously mentioned, I have enjoyed co-sponsoring the Alpha Chi chapter with Mikee Delony, from the English department. All of these experiences have enriched my understanding of higher education and given me a broader vision of my own role in this university.

- 5. Progress toward tenure (where applicable):** Below is a personal assessment of my progress toward tenure:

Teaching effectiveness:

- a. My current average course evaluations are well above 3.5, with faculty evaluations denoting effective to excellent rankings in teaching.

- b. I continue to develop my knowledge base in areas of teaching pedagogy and in discipline-specific areas, as indicated by the award of the ASHA ACE in 2010 and my yearly fulfillment of Texas SLP licensure requirements for continuing education.

Scholarship: (requirement--Evidence of at least 5 products within 6 years of application):

- c. I have published 2 articles; one in a state and one in a national publication; however, these are publications with relatively small circulations. Additional manuscripts are in preparation (see description in the scholarship section).
- d. I am working with a major publisher of assessment materials to produce an assessment app for the iPhone/iPad, at their request. I would ask if this may be considered equivalent to the publishing of a book or book chapter.
- e. I have given a number of presentations at the state (TSHA) convention, and have had two presentations accepted at the national (ASHA) convention.

Service

- f. University: I have documented service on 2 departmental and 3 university committees.
- g. Profession/Association: I provide evidence of ongoing service to the profession via service to TSHA and through provision of consultation and workshops. I also provide clinical services by conducting bilingual assessments in local school districts.
- h. Church: I have served in a number of ministries and via participation in mission trips. I am an active member of the University Church of Christ.

Collegiality: I am collegial in my attitude and actions toward departmental colleagues and others, as evidence by participating in shared projects, by supporting the work of others through inviting and

providing guest spots in classes, and by attending events designed to build relationships among colleagues.

Summary: I feel that I am on track to meet the requirements for tenure. During the coming year, publication of scholarly products needs to be an emphasis in order to stay on track.

6. **Progress toward promotion (where applicable):** Again, the area in which I will need to focus in order to stay on track for promotion is that of publication of at least 2 scholarly products.
7. **Constraints on performance:** While I don't necessarily classify this as a constraint, ready assistance with research questions and challenges would certainly smooth the way toward greater scholarly output.
8. **Comment on church membership:** I continue to be an active member of the University Church of Christ. In May, my husband Steve was named an elder to that body; we are both learning what that new role means for us as a couple in terms of new roles and responsibilities. We are happy to serve!

Faculty Signature _____

Date _____

Department Chair Pamela K. Bender

Date 3/29/12