

Abilene Christian University
College of Education and Human Services
Annual Evaluation by Department Chair
Lynette Austin, Ph.D.

Commendations:

- Integration of SimuCase and SALT into Diagnostics course – increased skill development for students
- Highly successful Study Abroad experience; integrated meaningful experiences for students
- Participated in additional service to University; Dean search committee

Concerns:

- Self-identified concern -- statistical support for research studies and self-reflection that seeking assistance from faculty in other departments infringes on their time.

Recommendations:

- Fulfill your deadline for manuscript submission for end of Spring term
- Complete portfolio revisions to reflect additional growth in faculty role since Pre-Tenure review
 - Including recommendations from committee stated in Pre-Tenure letter (see attached copy)
- Follow timeline in faculty handbook for submission of T/P application (see attached copy)
- Ask for statistical assistance when needed; offer acknowledgement or co-author recognition for contributions (they have scholarship requirements too)

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

Teaching	___ Unsatisfactory	___ Satisfactory	<u>X</u> Exceeds Expectations
Scholarship	___ Unsatisfactory	<u>X</u> Satisfactory	___ Exceeds Expectations
Service	___ Unsatisfactory	___ Satisfactory	<u>X</u> Exceeds Expectations
Collegiality	___ Unsatisfactory	___ Satisfactory	<u>X</u> Exceeds Expectations

Faculty Signature _____ Date _____

Department Chair Brenda K Bender Date 4/8/13

Abilene Christian University
College of Education and Human Services
Goals for Teaching Effectiveness, Scholarship, and Service
Final Copy

Lynette Austin, Ph.D.; Assistant Professor
Department of Communication Sciences and Disorders

Part One: Provide a 1-2 page analysis of the training and feedback you have received this year. Discuss how this feedback has informed the goals you will be setting for yourself in the coming year.

This year I was pleased to participate in trainings that informed both my professional practice as an SLP and my pedagogical practice as a professor. I have focused on two specific (and not unrelated) areas in these trainings: international/cross-cultural practice and (as a teacher of clinical methods) the integration of academic content/clinical education/technology to foster student clinical competence.

At the annual conventions of both the American Speech-Language-Hearing Association and the Texas Speech-Language-Hearing Association, I was able to attend sessions addressing the "exportability" of the clinical skills of an ASHA-certified SLP (or an SLP-in-training). My questions were: What areas of practice are most likely to be deemed useful/needed beyond our borders? What can an English-speaking SLP reasonably hope to achieve by working cross-culturally? What are risks, or inappropriate practices (ex. "volun-tourism") that may be currently observed in international humanitarian work undertaken by SLPs? In attending sessions that helped to answer these questions I feel I achieved some clarity of thought that will guide me as a professional and as a leader of students. I was able to identify target areas of practice (feeding/hearing impairment/autism/AAC) that are deemed most useful internationally, according to current experts in this area. I was also able to mentor a student as she designed a research project in this area; a survey of participants in international humanitarian efforts in CSD. The survey results supported the recommendations of the experts whose sessions I attended, particularly in the focus on autism.

In April 2012, I was privileged to attend the annual conference of the Council on Academic Programs in Communication Sciences and Disorders (my first), where the central theme was global service provision. In this context, the question arose regarding student participation in international clinical experiences (an area where we would like to develop some opportunities for our students). The sessions I attended pointed toward service in developing countries (versus developed countries) as a likely choice for such work; a current point of reflection for me then is the marriage between the "exportable skills" discussed above and potential appropriate sites for employing those skills with students in international settings. Sessions at this conference directed me toward exploration of licensure/regulatory issues in countries where we might consider taking students as a first step in considering international experiences.

The CAPCSD conference also provided me with some rich pedagogical resources and much food for thought about teaching and learning. Perhaps the most intriguing area encountered in that topic was the use of gaming technologies in teaching and learning about the clinical diagnostic process. I was very happy to be able to engage with the president of a company that provides an interactive, web-based, simulated case program. Use of this program may enable me to provide my students with a broader and deeper experience base in diagnostics before launching them into practice with actual patients. Finally,

at CAPCSD I was able to attend a session on online-course design in CSD – a sort of “lessons from the front lines” session which highlighted many practical considerations as we continue to look at that model. These sessions provided information relevant to my goals of increasing learner-centered, hands-on learning opportunities in my classes, and I plan to incorporate many of the resources and ideas I encountered into my courses.

As I reflect on the feedback I’ve received in areas of teaching, scholarship and service this year, I feel affirmed as a teacher and challenged (positively) as a scholar. I am fascinated by teaching and learning and will continue to seek out information regarding “evidence-based instruction”; however, my self-efficacy as a teacher is high. I am happy to see positive student responses to new teaching strategies (as evidenced by course evaluations). I am also pleased that I am having opportunities to address a broader audience than is usual for me; Region 14 ESC has invited me to address special education assessment personnel and teachers of English as a second language in two separate workshops. It’s rewarding to engage with professionals from other disciplines, and personally satisfying to me that specialists at Region 14 feel that I have something to offer these groups.

I am challenged in the area of scholarship (by both myself and by input from my annual evaluation) to move to the next level. I have identified statistical challenges in two projects on which I have been working, which are on hold due to these problems. My challenge this next year is to locate assistance in resolving those issues and then proceed to draft papers based on the already collected and analyzed data. This is important to me both personally and professionally; progress in this area is very important in my efforts toward achieving tenure.

In terms of scholarship I will be continuing to work in collaboration with Pearson assessments to develop an iPad app for dynamic assessment of culturally and linguistically diverse children; that project continues to move forward. I will be meeting via phone conference with the consultant in May. We are now at the step of mapping out the specifications for the app in terms of total number of screens, etc. Pearson will engage in reliability and validity evaluation of the app before it is made widely available.

Another recent scholarly effort is the submission of my first grant application, for an ASHA multicultural projects grant, on April 27, 2012. I was appreciative of the opportunity to work with Bobby Ricketts, ACU Adams Center, to flesh out the proposal, which is being submitted in collaboration with a colleague from the University of Houston. The grant addresses best practices in advocacy for English language learners receiving services in public schools. Should our proposal be funded, we will have the opportunity to develop (through consultation with top experts in a variety of areas) a framework for SLPs to utilize in efforts to advocate for fair, non-discriminatory treatment of ELLs. The framework would include communication and negotiation strategies for achieving collaborative and appropriate service delivery. Grant awards will be made in August, 2012.

In the area of service I would like especially to highlight the continuing development within the department of the Bilingual Emphasis Program, an area of special emphasis for me. This May will see the graduation of the first student to complete all program components, including language proficiency testing. We will have 2-3 first-year participants beginning the program in the fall, and have 2 second-year students continuing the program next year as well. I’m pleased that beginning with our admissions process in spring 2013, 3 places in our graduate program will be specifically designated for highly proficient bilingual applicants. Ensuring these spots will support program stability and continuity.

Two very interesting and informative areas of service this year have been on university-wide councils: the Research Council and the Undergraduate General Education Committee. For both groups this has been a year of change. I have been pleased to work collaboratively with faculty in the Adams

Center, the provost's office, and other departments to refine the IRB process. I now regularly participate in expedited reviews of faculty and student research applications. I also worked with several faculty members on the UGEC to develop criteria for the Cultural Awareness component of the general education requirements; I was responsible for writing the original draft of those criteria but collaborated with others to finalize the document.

As I review my year with its challenges and accomplishments, I am pleased that I have been able to thread my abiding interest in service delivery to culturally and linguistically diverse populations into all areas of my professional engagement. The opportunity to do so continues to provide deep personal and professional satisfaction.

Part Two: Given the information in Part One, describe your goals in the areas of

1. Teaching Effectiveness:

- a. Implement available technology as a means of increasing student experiences in the areas of diagnostics and intervention. With numbers growing in both the undergraduate and graduate areas of our department, it will become increasingly important to locate adequate substitutions for or additions to face-to-face treatment experiences. I plan to employ available technology at both levels to give our students "virtual" experiences to provide a better foundation for work with "live" patients at a later point in their preparation. The opportunity for repeated and mediated exposure to shared diagnostic and intervention experiences will also deepen the students' understanding of the procedures they observe and/or implement. My plan at this time is to require graduate students to obtain access to one web-based program, "SimuCase", as a course text. Undergraduate students will be introduced to that program and to another site, "Master Clinician" via the instructor's account, which will be demonstrated during class/lab sessions.
- b. Obtain additional/updated training in service delivery to the 0-3 population in order to better inform instruction in the child language/communication track of our program, and to begin to consider "exportation" of services in areas specific to young children (a most likely area of need for most countries). My experience base with the 0-3 population dates to the 1980s (I have focused on adults and the school-aged population since that time). I feel that students need for instructors to have an active knowledge base in areas relative to their expertise and therefore I intend this year to focus much of my continuing education on infant feeding/swallowing and communication stimulation. My preference is to locate workshops focusing specifically on these areas; the precise programs I will attend have yet to be determined but I will be searching for and identifying the appropriate programs prior to the beginning of the next academic year. Departmental support for attendance at such programs will be appreciated.

2. Scholarship (tenure-track and tenured faculty):

- a. Work with a designated faculty member or tutor to resolve statistical issues with 2 data sets by October 31, 2012. I have identified two faculty members who may be able to assist with this process and will contact one or both (depending on response) this summer to see if arrangements can be made to meet. Prior to the meeting, I will outline the issues so that we can use available time efficiently.

- b. Draft and submit two resulting articles to peer-reviewed journals by January 15, 2013.
Once statistical issues are resolved with the data, I will set aside 3 hours per week to draft two articles which will be submitted to either JSHR (*Journal of Speech and Hearing Research*), *Bilingual Research Journal* or *Linguistic Approaches to Bilingualism* by the target date.

3. Service:

- a. To continue to serve on the Research Council and the UGEC, with particular emphasis on the Research Council on development of review criteria for Cullen Grant applications (in collaboration with other council members). At the beginning of the academic year I plan to initiate a conversation with Bobby Rickets and/or the committee chair in order to discuss a weighted list of criteria to apply to Cullen Grant applications, with the goal of improving the efficiency and overall fairness of that process.
- b. To continue to serve on the Graduate Curriculum committee, (departmental), with particular emphasis on planning for updates in the program to reflect current standards and practices; this to be accomplished in collaboration with other faculty members.

Faculty Signature Lynette Austin, Ph.D. **Date** 5/23/12

Department Chair Brenda K. Bender **Date** 7/5/2012

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

(2012-13; submitted March 18, 2013)

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) Implement available technology as a means of increasing student experiences in the areas of diagnostics and intervention.
- b) Obtain additional/updated training in service delivery to the 0-3 population in order to better inform instruction in the child language/communication track of our program, and to begin to consider "exportation" of services in areas specific to young children (a most likely area of need for most countries).

I am satisfied that both of these goals were met during the 2011-12 academic year (and both will continue to be ongoing areas of growth for me.) In the two first-year graduate courses that I teach, ComP 659 (Seminar in Diagnostic and Therapeutic Theory) and ComP 610 (Advanced Study of Language Disorders), the students used new (or newer) technology to build skills both prior to the initiation of clinical experiences and then during actual clinical practice. I was able to partner with SpeechPathology.com/SimuCase in an agreement which allowed our students to utilize the SimuCase 2.0 web-based "simulated patient" technology free of charge and then give feedback as to its effectiveness prior to the rollout of this system in January 2013. Students evaluated 2 patients via SimuCase (and some took the opportunity to practice beyond what was required for the course). Via the program, the student examiners engaged in all types of speech and language assessment, including case history collection (through conversation with avatars), analysis of informal assessment data, administration of standardized measures, and collaboration with "other professionals". The program provides feedback regarding the effectiveness of the assessment strategies selected by the student, the fidelity of

implementation, and the accuracy of the resulting diagnosis. Students were required to submit their outcomes (score) for each diagnostic evaluation and also reflect on what they learned in the process. I feel that their writings demonstrated that meaningful learning had occurred; the following are some sample reflections:

I am thankful for simulated assessments that allow me to learn and make mistakes on a computer before I get thrown out into the real world!

The challenge scared me at first, but as I went through it, I realized that I am beginning to gain some tools that can help me work through the process. I feel I did better in some areas on this case than I did on the prior case. For that reason, I feel SimuCase is beneficial to my ability to apply what I am learning in class to real situations, with the added benefit of it being a simulated experience.

Overall I feel that this case led to significant improvement on my part. I moved up a category to developing competency, I was happy to see that. . . .Aside from my big mistake I have already acknowledged, which apparently affected my case history score, there is notable room for improvement in my assessment and recommendation areas. . . . My most significant improvement was seen in both the collaboration and diagnostic areas.

In terms of areas for improvement, all of the students reflected some frustration with software “glitches” (especially as this was pre-rollout); however, there seemed to be unanimous appreciation for this safe opportunity to develop clinical skills. I will be continuing to refine the implementation of use of this program in instruction.

This same group of students was also required to learn and employ (for a class assignment and then as indicated during a diagnostic evaluation) the SALT (Systematic Analysis of Language Transcripts) software. In using this software, students encountered frequent contrasts between diagnostic results per standardized assessments and per analysis of actual language performance. This experience significantly enriched their functional understanding of what language impairment is.

As I reflect on my second goal, that of obtaining training and experience in the area of infant assessment and intervention in order to inform my teaching and to renew myself professionally, I feel that I am making reasonable progress in that effort. I have attended 3 brief continuing education offerings in this area in the past year which have delineated the specific knowledge and skills needed to work with newborns in Neonatal Intensive Care Units – focusing on fostering acquisition of early feeding

skills, responsiveness to newborns' cues, and family counseling. These overviews have enabled me to gain perspective on how my current knowledge and expertise will inform this new area of practice. I am particularly aware of the fact that resources for Spanish-speaking families with infants in NICU or in any type of inpatient or home health setting in this geographic region are limited, and would like to be part of alleviating this shortage as a professional and as an educator. This is an area where I plan to intensify my efforts starting in Fall 2013. I plan to participate in additional, more in-depth trainings and then work to identify local opportunities to acquire needed additional clinical skills. I hope to connect with service providers in one or more of these areas and seek a mentor as I offer my Spanish language and general clinical skills. Hoped-for outcomes include building an authentic knowledge base to share with students in high-interest, newer (at least in NICUs) areas of service provision, and creating new opportunities for students to engage in observation and clinical services in these settings as well.

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

- a) Work with a designated faculty member or tutor to resolve statistical issues with 2 data sets by October 31, 2012.
- b) Draft and submit two resulting articles to peer-reviewed journals by January 15, 2013

I have been persistent this fall in identifying and meeting with different individuals in attempts to statistical challenges with my data sets. I first worked through the Adams Center, attending two different meetings in the fall for faculty seeking assistance with (intermediate) statistics, and then finally connected with Dr. Mark Riggs in the Department of Mathematics. This was achieved in December, 2012. He was able to help me with the issues in one data set, and future meetings will occur on an as-needed basis. I personally struggle to feel comfortable with infringing on the time of an already busy fellow-faculty member, and was hoping to find other means of meeting my need in this area, but this seems currently to be the best option available. The Adams Center has talked about providing regular assistance for faculty in this area but to my knowledge this resource is not yet generally available.

Since successfully obtaining assistance, I have been working with greater intensity since January to ready the one manuscript (addressing variations in Spanish verb morphology between monolingual and bilingual children) for submission and I plan to have it submitted prior to the end of the Spring, 2013. Regarding the second manuscript noted in my goals, I have spent significant amounts of time this fall and spring in thinking through the specific constructs and arguments that are involved, but the statistical issues present for that study have not yet been resolved. It is my plan to request the necessary additional statistics assistance in order to make a decision about the feasibility of this manuscript this spring as well, and if possible submit for publication by the end of the summer.

In addition to the goals outlined above, I worked with yet another team of graduate students on a project utilizing the language transcripts from the verb morphology project. This new project built on the previous one addressing the reliability and validity of the Narrative Scoring Scheme (NSS) for Spanish narratives (this time addressing three additional components of the scale), and the results of the study were successfully presented as a research poster at TSHA. I view this line of research as one that will be viable for expansion next year, and plan to do so, with emphasis being on modification of the NSS to increase reliability and validity.

I continue to work with Pearson Corporation on the development of an iPad app for Dynamic Assessment, meeting by phone with the development team representative twice this fall and once at TSHA in March 2013. Although this process has been slow, it appears to be moving steadily forward as the app "specs" have now been outlined. I am informed that the project will be assigned to the "small projects" department and that they will soon begin the necessary evaluation of costs.

To summarize, in looking back over the year I am both frustrated and encouraged with my analysis of my productivity in the area of scholarship. I am frustrated because I did not meet specific timelines that I had established for different projects—sometimes due to personal and family challenges and sometimes due to other circumstances beyond my control. However, I am

encouraged because I do see that I have moved all the targeted projects forward, albeit to varying degrees.

3. **Service:** Service goals were as follows:

- a) To continue to serve on the Research Council and the UGEC
- b) To continue to serve on the Graduate Curriculum committee (departmental)

I have had a productive year in service to both the Research Council and the UGEC. This past year has seen my increased involvement on the Internal Review Board (previously under the umbrella of the Research Council but now separating from that entity per faculty vote). My understanding is that I am one of 4 reviewers providing expedited review of faculty and student research projects. I have worked closely with Susan Lewis in the provost's office to assure effective, timely reviews, and have been invited to serve on the newly-reformed board for the next 5 years, which I plan to do. Serving in that expanded capacity will require some additional training which the university will provide.

I have enjoyed continuing to serve on the UGEC and have been quite engaged in the "remodeling" of the university Core as we have worked to approve a menu of courses satisfying SACS, University, department, and student expectations for appropriate inclusion in the general liberal arts education program. This has been a fascinating process which has given me the opportunity to become much more familiar with the academic structure of the various undergraduate courses of study, as well as with faculty across the university.

Service to the department this year has looked a little different than envisioned as I engaged in research mentoring for the first year students during the fall semester. With the addition of this responsibility, and with the increased responsibilities of my partner on the Graduate Curriculum committee (Terry Baggs), we have not formally met to work on this topic since the fall. We continue to have occasional conversations about perceived needs for addition/modification to the curriculum. This is a topic that we both plan to return to and develop for broader discussion with the rest of the faculty.

I continue to develop the Bilingual Emphasis Program within the department, and see it grow with each passing year. I taught the graduate course specific to this program, "Language Development and Disorders in Spanish- and Bilingual Speakers Across the Lifespan" as a guided study for the third time in Spring 2013, and have refined it with each iteration. Six students have completed that course. One student will fulfill all requirements as currently set out by the department for receiving a letter of recommendation at graduation in May outlining her qualifications to practice as a bilingual speech-language pathologist. This Fall (2012) I admitted 3 students to the program, and hope for a similar-sized group in 2013. I am planning to work with Diana Taylor, clinic director, to strengthen the clinical practicum aspects of the program, which is an area that has been difficult to develop at least for placements within the region.

Regarding the department, I have begun to learn to serve as an advisor to 30+ undergraduate students, along with the rest of the CSD faculty. I have worked to understand my role in relation to that of our degree plan advisor, and feel that I have provided adequate guidance to my advisees in this area to date.

Other areas of service to ACU have included serving on the search committee for the Dean of the College of Education and Human Services, which successfully completed its task this fall, and continuing to serve as co-sponsor for ACU Chapter of Alpha Chi National Collegiate Honor Society. This role involves meeting with officers several times per semester and assisting with the planning and execution of chapter events. Our activities the year have included the induction of 100+ new members, academic events such as a homecoming "spelling bee", and a chapel forum on "Loving the Lord Your God With All Your Mind", to happen in April 2013. A major role this year has been to encourage students in scholarly activity and to nominate worthy candidates for scholarships through the national organization; we are awaiting word on our three nominations (last year our chapter won 1 of the 24 available scholarships, and also was pleased to have a runner-up in the competition). In April I will accompany my co-sponsor, Mikee Delony (English), and seven students (including 2 students from CSD) to the national convention where they will

present scholarly works of various types. This cross-discipline work has been very rewarding; again, an opportunity to leave my CSD bubble and grow to appreciate the work being accomplished in other departments with many excellent students.

4. **Collegiality:** Opportunities to work collaboratively with colleagues within and outside of the department have been abundant this year; I have already made reference to work on committees and as a co-sponsor of a student organization. Another wonderful opportunity during the 2011-12 school year was that of co-sponsoring the Pre-Health Majors Study Abroad program in Montevideo during Summer 2012. This collaboration with Greg and Cynthia Powell (Department of Chemistry) as well as with onsite coordinators Wimon and Rosalinda Walker provided me with fantastic learning and sharing opportunities. During the program, I worked with Cynthia Powell to co-teach a course on Global Healthcare, assisted the Walkers with translation and interpreting tasks on visits to various sites and countries, and enjoyed rich interaction and experiences with pre-med, pre-nursing, and pre-SLP majors. I also developed relationships with CSD colleagues from Uruguay which I hope will be fruitful for the department in the future.

Within the department we continue to work very collaboratively on a number of projects. I have greatly appreciated colleagues' support in areas of interest to me as shown by efforts such as working together to devise relevant assignments for BEP students in the different disorder area classes. I have had opportunities to share from my expertise in colleagues' classes and invited them to speak in mine. We worked productively together to plan for and select our largest-ever graduate cohort. We have worked together to develop an advising system which I'm sure will continue to be refined! One of the joys I experience in working in this department is the loving and cooperative attitude of each member of it. I'm thankful for Connie Chrane's seamless integration into the group; she clearly brings the same priority of considering one another above self that I think each of my colleagues demonstrates.

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

Teaching effectiveness:

- a) I continue to be pleased with very positive student evaluations. I utilize constructive criticism to refine and modify elements of each course each year, as well as incorporating new theories and practices to improve my teaching. I employ information from resources ranging from Adams Center presentations on the science of teaching to ASHA resources (CAPCSD, SIG 10 *Perspectives*) to articles from *Chronicles of Higher Education* and other journals in my attempts to continuously improve in the area of pedagogical practices. I make efforts each semester to meaningfully incorporate technology and learner-center practices in each course. I believe my track record in this area provides evidence of teaching excellence.

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

- a. 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).
- b. I am working with a major publisher of assessment materials to produce an assessment app for the iPad, at their invitation. I would ask if this may be considered equivalent to the publishing of a book or book chapter.
- c. I have given a number of presentations at the state (TSHA) convention, and have had two presentations accepted at the national (ASHA) convention. I will present another national presentation (#3) at the conference of the Council of Academic Programs in

Communication Sciences and Disorders in April 2013; this will be a 90-minute workshop on specific effective pedagogical practices within the field.

Service

- d. University: I have documented service on two departmental, one college and three university committees. My service on the departmental and university committees is ongoing. I am also co-sponsor of a student organization.
- e. 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.
- f. 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. I am also developing in my role as a colleague to those outside the department and am delighted to feel connected to wonderful educators/scholars from across the university.

Summary: I feel that I am on track to meet the requirements for tenure. I will be presenting my application for tenure and promotion to associate professor in September 2013.

- 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 1-2 scholarly products.
- 7. **Constraints on performance:** Assistance with research questions continues to be a challenge; greater accessibility would assist in encouraging greater/better scholarly output.

8. **Comment on church membership:** I continue to be an active member of the University Church of Christ, where I specifically participate as a youth group leader, a mentor in the "Ministry of Moms", and a participant on various mission trips (most recently again to Costa Rica; this summer's plans include a mission trip to Cuba).

Faculty Signature submitted electronically **Date** 3/18/13

Department Chair Brenda Bender **Date** 3/18/13