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Faculty Meeting Minutes & Agendas

Communication Disorders & Sciences

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4-30-2014

# April 30, 2014

Communication Disorders & Sciences

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### Recommended Citation

Communication Disorders & Sciences, "April 30, 2014" (2014). *Faculty Meeting Minutes & Agendas*. 17.  
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## Communication Disorders & Sciences

### Faculty Meeting Minutes

April 30, 2014

#### I. Communications

- A. Insight Media Brochure – DVDs in Neuroscience & Speech-Language Pathology
- B. Alumni Magazine – Draft copy of feature story on Autism Center

#### II. Announcements

- A. Spring Calendar of Events – CDS Calendar
  - 1. April 30, Wednesday – Art Unveiling Ceremony 7:00
  - 2. May 10, Saturday – Graduation Reception – after 9:00 am graduation
- B. Minutes from April 2 were approved by consensus (Smitley/Chambers).

#### III. Discussion Items

##### A. Chair Discussion Items

- 1. Equipment that has been ordered was reviewed. A replacement for the flip cameras was ordered for faculty to look over and see if it will meet needs. It should arrive next week. Faculty will be asked to spend some time with it to determine if individual ones should be ordered.
- 2. Summer workloads have changed following the Clinician's Meeting. Gail will be making the changes. 2014-15 workloads have not been entered into Banner yet, but tentative assignments are on the schedules. Lynn has her appointment with SURS on Friday and then final decisions for next year can be determined.
- 3. Revised Summer and Fall and Spring Course Schedules were distributed. Some changes are likely for spring.
- 4. The ISAC - Illinois Special Education Teacher Tuition Waiver is used by many of the CDS students. Gail and Chris have been receiving multiple email and calls from concerned parents and students regarding this option for CDS majors. Apparently the person answering the phone is telling parents that speech-language pathology doesn't qualify. Gail has checked with Doug Bower in the College of Education and Professional Studies and Carol in the Financial Aid Office; both have said the CDS students do qualify and Financial Aid will process the paperwork appropriately.
- 5. No word on options yet for space on the Autism Center. A draft copy of the brochure that is being developed was distributed for faculty feedback.
- 6. The Long Range Strategic Planning Objectives were discussed and tentatively accepted. Gail will add the newly generated items and they will be reviewed again in the fall at the first faculty meeting to continue to developing prioritization and timelines for the specific objectives. The revised/updated version is attached.

##### B. Graduate Program

- 1. Gail provided a list of graduate students accepted for admission for 2014-2016. Any preferences for graduate assistants should be communicated to her or Angela. A completed list will be distributed this summer or fall to all faculty.
- 2. Performance of various graduate students was discussed. At present, all were meeting academic and clinical expectations.

##### C. Clinic Director

- 1. Frank invited an individual to conduct a Risk Assessment of the CDS Department/Clinic. He spoke with Frank, Sandi, and Gail and will be generating a report with suggestions. This is likely to be an aspect of the next re-accreditation

visit, so discussing any changes that need to be implemented prior to the visit would be beneficial.

- not been  
troubleshoot Xythos and  
EIU intends to introduce.
2. EIU is intending to discontinue Pantherfile (Xythos), which has not been working well this semester. However, the timeline and replacement software has determined. Frank has asked Jong Kim to continue to stay apprised of possible alternative programs
  3. Four computers will be set up in Room 2702 for graduate assistants to upload Xythos documents to OnBase, beginning Friday, May 2.
  4. To provide office space for Gail and the additional graduate assistant, Jong's office will be located in the Gregg Triad. He will still be based half-time in the CDS Department, but not housed on site.
  5. Frank inquired as to the need to maintain the VHS to digital conversion station located in the Faculty Lounge. Most faculty felt it wasn't necessary anymore. He also asked which faculty wanted to maintain the VHS video monitors in their offices.

#### D. Committees

1. Assessment
  - a. Jill provided a summary sheet of university assessment information on CDS majors in writing, critical thinking (Watson-Glaser), and speaking. Writing is showing a slight upward trend; critical thinking is low; speaking is relatively strong. Becky requested that the committee meet again to review and update the sophomore level rubric to include content as well as mechanics.
  - b. Faculty were reminded to complete Formative Assessment Ratings, due the same time as grades. Login should be with Firefox or Chrome to access the system.

#### E. Other

1. Dr. Dandotkar, Psychology Department, is interested in collaborating with some CDS faculty on research in students with ADHD and processing as it related to written language. Anyone interested can contact Chris or Dr. Dandotkar directly.
2. Beth and Trina are running the AAC Boot Camp through the School of Continuing Education this summer. They need some students to assist, who could receive 2 hours of Independent Study. It will involve 3 Mondays and students may need to be local or close enough to  
Fridays, so  
commute in for the six dates.
3. Faculty decided on June 17 at 6:00 for a cook-out at Frank and Lisa Goldacker's to celebrate Gail's retirement.

cc: Provost Lord  
Dean Ornes  
Booth Archives

## Strategic Long Range Plan for Communication Disorders & Sciences

Long Range Goals	Strategies to Address Goal	Outcome Measures
Establish an Autism Center as an expansion of the existing Speech-Language-Hearing Clinic	<input type="checkbox"/> Assignment of GA <input type="checkbox"/> Staffing plan to absorb responsibilities in-load <input type="checkbox"/> Marketing materials to publicize Center	<input type="checkbox"/> # number of evaluations <input type="checkbox"/> # of consultations <input type="checkbox"/> Revenue generated
Build a Clinic Data Base for Research Purposes	<input type="checkbox"/> Assignment of GA <input type="checkbox"/> Generate specific clinical questions <input type="checkbox"/> Investigate types of software to manage data	<input type="checkbox"/> # of specific databases <input type="checkbox"/> # of times used <input type="checkbox"/> 3 of research projects
Modify the Undergraduate Honors Research Experience to Transition into a Graduate Master's Thesis	<input type="checkbox"/> Survey other departments honors thesis expectations <input type="checkbox"/> Develop guidelines of key experiences for UG research <input type="checkbox"/> Provide specific mentored opportunities for presenting research	<input type="checkbox"/> # of UG honors students who complete master's theses <input type="checkbox"/> # of UG research presentations, awards, and grants <input type="checkbox"/> Survey of UG Honors students perceptions of research experience
Develop multi-disciplinary IPE courses that are co-taught across majors and increase outreach of CDS with other departments on campus	<input type="checkbox"/> Talk with other department about IPE <input type="checkbox"/> Develop course proposals <input type="checkbox"/> Write grant proposals for patient simulation programs and materials	<input type="checkbox"/> # of specific multi-disciplinary courses <input type="checkbox"/> # of students from majors outside CDS in classes
Maintain the Integrity of the CDS Program	<input type="checkbox"/> Mentor new faculty <input type="checkbox"/> Increase faculty recruiting efforts <input type="checkbox"/> Survey PhD faculty salaries to be competitive	<input type="checkbox"/> new faculty orientation packet <input type="checkbox"/> successful applicant pool <input type="checkbox"/> successful hires
Review Undergraduate Curriculum to ensure compliance with University Learning Goals	<input type="checkbox"/> Generate curricular map of UG courses with learning goals <input type="checkbox"/> Identify assessment tools to measure specific learning goals	<input type="checkbox"/> Increase UG research experiences <input type="checkbox"/> Revise syllabus checklist <input type="checkbox"/> More diverse experience reflected in EIU grad apps