FACULTY DEVELOPMENT WEBINAR
Transcript

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Hello, and Welcome tonight to the Next Steps Summer Webinar Series! My name is Jennifer Friberg, and I am a member of the Ad Hoc Committee to Plan the Next Steps to Redesign Entry-Level Education for SLPs, which is hosting this webinar series.

We will be recording the first part of this webinar, which consists of a presentation about tonight's presentation on Faculty Development, so that others can view it asynchronously. The Nest Steps website where you registered for this webinar will host all of the Next Step webinar recordings within a couple days after the live webinar event has taken place. The QR code on this slide will take you to the next steps website at **www.asha.org**.

We will not be enabling the chat function during this presentation, but because the primary reason for the webinar series is to gather widespread input from stakeholders, we are of course **very** interested in your perspective. So, we have reserved more than half of each of our webinars to convene breakout groups which will be recorded. We also have prepared surveys, so those attending the live webinar events and also those who access the webinars asynchronously can share their perspectives with the committee.

During the breakouts, you will be joined by a few other attendees to discuss questions related to the webinar's topic. Each breakout group discussion will be recorded in Zoom and transcribed. Committee members will then have access to the transcript and qualitative analysis will be conducted. The breakout groups recordings will not be made public and committee members will not have access to the recordings or any personally identifying information. You might hear that a couple times tonight, but it's important. Only group data will be reported.

There is also an email address for each webinar topic to which you can send comments and questions at any time. Those email addresses can be found on the "Next Steps" webpage on **www.asha.org**. Again, the QR code shown here will take you to the Next Steps webpage where you can find all of that.

Along with those listed on this next slide, I was appointed to the Ad Hoc Committee on Next Steps to Redesign Entry-Level Education for SLPs in the summer of 2021. We have worked together during this last year to identify the most important topics related to SLP education for which widespread stakeholder input is needed and we wanted.

Members of this ad hoc committee were chosen to represent different employment settings and functions as well as to ensure Bi-directional communication between the ad hoc committee and the Council for Academic Accreditation, as well as the Council for

Clinical Certification, the National Students Speech Language Hearing Association, the Council for Academic Programs in Communication Sciences and Disorders, ASHA's Specialty Certification Boards in SLP, and from SIG 10 which is our Issues in Higher Education as well as SIG 11, which is our Administration and Supervision SIG. We were very fortunate to have Ann Tyler serve as the Committee Chair.

The ad hoc committee's charge from the ASHA Board of Directors was to advance discussion and planning to redesign entry-level education for speech-language pathologists and formulate recommendations for the ASHA Board of Directors about how comprehensive input might be obtained from a large group of stakeholders to advance entry-level education for SLPs.

We were also charged with gathering perspectives and synthesizing data about, Number One what data dissemination efforts and actions are needed to make recommendations and propose a plan for advancing SLP education; Number Two, what alternative models of education and changes to the current educational model should be considered; and Number Three, how should stakeholders be engaged to obtain comprehensive input from their larger communities.

The ad hoc committee has given a great deal of attention to the questions of again, Number One, what competencies are needed in our future speech pathologists and how should they be acquired and measured. Number Two, which aspects of the current model are serving the profession and public adequately and which are not; and Number Three, are there changes to the current model that would address any gaps or unmet needs that have been identified.

To be very clear, the ad hoc committee was not charged with considering what the entry level degree designator should be for future speech language pathologists. This committee is **not** examining or even discussing the degree designator for the entry-level degree in speech-pathology. For instance, the Master's Degree versus the Clinical Doctorate. It's not on the agenda. It's not in our charge.

Instead, the ad hoc committee on Next Steps, has been highly focused on determining what is needed to adequately prepare us SLPs to enter the profession. And how to address some of our longstanding problems such as insufficient faculty growth and capacity, the need to increase student diversity, and how we can continue to prepare students across the full scope of practice and across a wide variety of practice settings to provide services to individuals across the lifespan with an educational model that was developed more than six decades ago.

There was a previous ad hoc committee on Graduate Education in Speech-Language Pathology which convened in 2018 that focused on the question of "*Which aspects of our*

current entry level educational model are serving the profession and the public well, versus falling short, so that we can adequately prepare our SLPs across practice settings going forward?" So, in order to tell you a little bit about what they found, so that you can see how their work informed ours, they were able to identify areas that were serving the profession and the public well and not so well.

So, the previous ad hoc committee also gathered stakeholder input on the question of whether there are changes to the current model of entry-level education that would address gaps or unmet needs and how we currently prepare our speech-language pathologists. Their report can be found at the URL shown here or from the QR code on this slide.

Based on the results obtained from many surveys and focus groups, the previous ad hoc committee concluded in their report that there are aspects of the current educational model that most respondents identified as challenges. These included, that students are not consistently prepared even across the Big 9, nor sufficiently prepared to enter practice across common work settings for SLPs. That there is insufficient students and faculty diversity in audiology and speech language pathology and that most undergraduate majors cannot go into the field, yet clinical shortages are severe. That there is significant scarcity of outplacements and supervisors and that there is a scarcity of SLPs specializing in really important clinical areas.

Additional concerns reported by the prior ad hoc committee included trying to fit the whole scope of practice across the lifespan into a two-year Master's program. That the current model lacks a Competency-Based Education framework to guide preparation and self-evaluation of one's readiness for specific areas of practice. That access to graduate education is limited due to the predominance of our "full time residency model." That there's an over-reliance on volunteers for supervision, that there is unequal training across SLP programs, and that there is a lack of sufficient faculty to teach you know topic areas that are central to who we are, as clinical professionals.

Here are some of the reflections from the Ad Hoc Committee Next Step Members when asked, "What Dissatisfies You About the Way Things Are Now?" One member of the Committee said that they were concerned about the difficulty that both academic and clinical faculty have in achieving student competency across our ever-expanding scope of practice. While I believe we are successful at teaching foundational clinical skills that apply to all populations across the lifespan, but we are not successful at achieving competency across the Big 9, particularly in the area of implementing evidence-based practice." Other members stated that they were dissatisfied with the wide-but-shallow preparation that sends clinics clinicians out into the field without a clearly charted path for how to deepen the areas in which that clinician actually ends up working in."

Another said that many graduate classes provide an overview of several methodologies and viewpoints in different areas clinically. But that often results in limited knowledge or, narrow knowledge of each methodology and a lack of expertise to apply to daily practice. And finally, another Member said that our ever-expanding scope of practice is making graduate education and pre-professional preparation in 5-6 semesters incredibly challenging. They often ponder a thought you know, has our perception of "entry-level" changed due to this expansion in our scope of practice and, if so, how have our programs adapted, and how has the role of clinical fellowship changed in response? Could it? Should it? And that's a nice Segway into the work of this group.

There are many critical needs that are not being met, gaps that exist and significant challenges that we have identified. These include that there is a dire need to increase the number of SLPs practicing across the country and across the world. Students and faculty diversity, student readiness for work in diverse practice settings and with diverse populations and pathways to deepen knowledge across the full Scope of Practice.

There's also a need for expanded opportunities to varied clinical experiences and further develop critical and analytical thinking. To improve oral and written communication, to grow research literacy and adoption of evidence-based practices in clinical work, and finally there is a need to instill cultural humility, professionalism, empathy, and more.

We also need to develop a competency-based framework for our work, with pathways to learn and assess and recognize or signal specific competencies or lack of specific competencies. And we need to develop new pedagogies and curricular goals to prepare students for the future of work.

These are just some of the goals on which we, the Ad Hoc Committee on Next Steps have been focusing. With your help, we help to advance consideration about how these goals can be met and the issues that are central to all of those different topics.

Because the scope of issues is vast and complicated across all that I've said so far and trust me that was just a summary. We decided to divide the problem up into six (6) areas and formed a Working Group on each topic. These six (6) different areas can be seen here.

The goal of the Next Step webinar series is threefold. First, to communicate what ASHA is working on, secondly, to solicit input from stakeholders about their perceptions and thirdly, to gather ideas about how entry-level education for SLPs can be improved and lifelong learning can be advanced.

Webinar Attendees ("Thank You") Asynchronous Viewers of the webinar (also "Thank You") are invited to share their ideas and opinions via a survey. Webinar attendees are also invited to participate in small breakout group discussions after the presentation and you'll hear more about that soon. All survey responses from everyone who watches this webinar and the breakout discussions from those of you here tonight on the following seven topics will be considered analyzed and incorporated into our final report.

There are many aspects of the current clinical educational model and speech language pathology that could be improved. The Ad Hoc Committee on Next Steps to Redesign Entry-Level Education for SLPs has taken a deep dive into the topics listed here and have prepared a presentation for each webinar that summarizes the challenges and the opportunities in each of these areas, each webinar starts with the portion of the presentation you just heard and then transitions into the areas listed here so that stakeholder input can be gathered in a focused manner. Stakeholder input is being collected in three (3) ways for each Webinar.

First, for those attending the live webinar events, the breakout room discussions that will ensue after content is presented tonight will be recorded, transcribed, and analyzed qualitatively and with no personally identifying information shared. Second, a survey has been prepared for each webinar. If you attend a live webinar event, the QR code will be provided to access the survey immediately following the event. If you watch the webinar asynchronously, the survey link will be made available on the "Next Steps" webpage on www.asha.org where all of the "Next Steps" information can be found. You can see a QR code for the Next Steps webpage displayed here. Lastly, there is an email address listed under each webinar topic on this slide, and they can also be found on the Next Steps webpage, that I've mentioned before. You are invited to email your ideas, concerns, or ask questions at any time.

We hope that you will participate in a webinar breakout group or watch more of these webinars asynchronously. Most importantly, please share your perspectives and your ideas on these topics with the committee. We are actively engaged in thinking about the feedback that we are getting, and we really do find it very valuable. So, thank you!!!

So, we are now going to focus on tonight's topic: Faculty Development. I'd like to recognize the working group members shown here for developing this webinar. I'm here as the spokesperson for the group, but everyone contributed, and their expertise is appreciated.

In the current post-pandemic context, there is increased adoption of not only hybrid and online delivery models, but also alternative methodologies, such as simulation-based education. There has been widespread recognition of the need to retool and educate faculty as expectations for teaching and learning environments change rapidly. This

context presents unique challenges for faculty development in Communication Sciences and Disorders. First, there is a need to better prepare and retain faculty for current and future teaching and learning environments. Another challenge is that currently there are limited professional learning opportunities for faculty that are specific to our discipline.

As our work group sought to identify possible solutions to these challenges, we pose guided questions and post them to you, throughout this presentation, for your consideration and to provide a platform for offering some solutions. First, how can synergies be created across professional development educators and providers who develop and deliver specialized educational opportunities intentionally designed for CSD faculty? Opportunities for our faculty should help them to develop the knowledge base in teaching and learning for our professions. Several groups affiliated with CSD for professional development, for example, ASHA sponsors Faculty Development Institute and last year sponsored a Teaching Symposium that focused on foundational CSD science courses. The Council of Academic Programs in Communication Sciences and Disorders offers a webinar series including a variety of topics of interest to Faculty. Our Special Interest Groups also offer Faculty-Focused educational topics and opportunities. Ideally, we would have a coordinated effort or a curated site or dashboard that shows all of our discipline-specific offerings to be housed in one place.

ASHA and its Special Interest Group and Specialty Boards could play a role in increasing faculty development opportunities in CSD. SIG 10 (Issues in Higher Education) and SIG 11 (Administration and Supervision) have a specific focus on professionals working in higher education and in educator and administrator roles. Our Specialty Boards offer professional development opportunities in their specific content areas already, so we could parlay some of these already ongoing things going forward.

The scholarship of teaching and learning investigates a wide array of topics and the evidence that's rendered through several can be further developed and supportive within our disciplines. Research in several could address, but this is not all the things that several could encompass, but it could address inclusive pedagogy with culturally responsive practices or high impact, evidence-based methods for teaching across modalities, such as in-person or online or blended. Could study and assess competency-based frameworks for CSD and assessment of student learning and of the frameworks themselves. Also, instruction in new modalities, such as standardized virtual patients, digitize mannequins, immersive reality, task trainers, etc. could investigate incorporating best practices, including team-based learning, active learning, inner professional education (IPE) and problem-based learning. And someone could also investigate reflective teaching practices, so that we can be meta cognitive instructors and improve our own practice.

As we think about identifying possible solutions, questions we might consider are: How might we support faculty involvement and professional development opportunities focused on teaching and learning. How can we develop and infuse the scholarship of teaching and learning in research agendas and scholarly expectations for our faculty and course instructors, and lastly, how might we implement high impact evidence-based teaching across speech pathology and audiology?

One solution that touches on each of those questions just posed really lies in intentional development and mentoring for faculty retention. To begin, the collective faculty of a unit should appraise its diversity, equity, and inclusion discourse and commitments to dismantle systemic inequities. Mentoring that is specific to faculty members' research agendas is another important feature of support for faculty retention. At the link here to ASHA's Academic and Research Mentoring Network, there are a variety of research support opportunities that are explored and provided.

In this slide, several Resources for the Development of Mentoring Programs are shared. Increasingly, colleges and departments are developing their own mentoring programs for your own local contacts at your institutions. But beyond that, the National Center for Faculty Development and Diversity, provides a variety of programs for faculty at different career stages. Also, recent publications in ASHA and journals, a few of which are cited here address the need for increasing diversity in the CSD workforce. Mentoring for faculty retention is important element needed to reach this goal of increasing diversity in our workforce.

In fact, as we consider these goals of retention of a workforce that's characterized by greater increasingly so diversity we ask. How can we create a culture shift that results in environments that foster retention of faculty from diverse groups, and how can we create structures and supports for shifting professional development needs.

Our solutions need to recognize the shifting professional development needs that I just mentioned in the academic life cycle of CSD faculty, from doctoral students to early-career faculty, that is, our Assistant Professors, Lecturers, Instructors, to mid-career faculty (Associate and Full Professors), and clinical educators, as well as those who transition to faculty roles, for example, that could be community based clinicians and supervisors, or PhD holders who move to implement in academia from other contexts. Finally, there are professional development needs that are very specific to department chairs and program directors that could be explored as well.

We recognize that there are unique professional development needs for entry-level faculty. PhD programs play a role in bolstering the readiness of new doctoral graduates for careers focused on teaching and scholarship in our shifting academic landscape, where enrolls and expectations are always changing. PhD programs can require teaching experiences and the development of portfolios for doctoral candidates across the different things that we do as doctoral students, teaching, service, scholarship. There can be intentional introduction to the scholarship of teaching and learning as a knowledge base from which to grow our scholarly teaching. This is also a unique area in which to increase research productivity that can be included in a programs research core admission. Entry-level faculty should be able to identify pathways for further specialization or certification in their areas of interest and their topics in which they teach.

To summarize, Ongoing Faculty Development should be at the forefront of our lifelong education for future CSD professionals. Opportunities could provide preparation for the pedagogy, delivery modes, and learners of the future. This includes the development of a data driven knowledge base about teaching, learning and curricular improvement in CSD. And a focus on the importance of learning how to teach effectively with continuing changing technology. (That's so true.) To achieve measurable outcomes in terms of student learning or instructional performance or both.

We know there are many examples of faculty development initiatives. We hope our guided questions have helped you imagine ideas for possible solutions, and we really appreciate hearing from you. Please share relevant information and your opinions with us, by taking the survey that was mentioned earlier, and we want to thank you now for watching this webinar.