

## Overview

The purpose of the academic business plan is to outline the scope of work related to the development of the Masters of Science of Speech-Language Pathology (MS-SLP).

### 1. Program Description

The Master of Science in Speech-Language Pathology (MS-SLP) degree will prepare competent and dedicated professionals to serve both adults and children with communication disorders. Students will meet the highest academic, clinical and ethical standards. Didactic coursework will be taught in-person, and some courses will be delivered on-line (less than 50%). The first two clinical practicum experiences will be completed in simulation experiences, as well as limited evaluation and treatment assignments (school and community screenings or specialized clinics). Following completion of the first two semesters of coursework and practicum, students will complete two semesters of part-time internships in the community, with the final two internships being full-time. The capstone will be the successful completion of the PRAXIS exam. The proposed MS-SLP program requires 54 credit hours over six-semester. Graduates will be eligible for certification by the American Speech-Language-Hearing Association (ASHA) and New York State (NYS) licensure. Additionally, students will be eligible for teaching licensure by completing six credits of additional coursework and an internship in the schools.

### 2. Enrollment Trends

The MS-SLP program is a new program at Binghamton University, so no trends exist. At other SUNY and private schools in Upstate New York, enrollments in graduate SLP programs have been steady. The number of students accepted into these programs are far outnumbered by the number of applicants. In fact, these programs tend to have admission rates that are less than 30%. The Division of SLP program at Binghamton University will begin offering an undergraduate minor, which will provide an important service to the undergraduate population, and perhaps increase interest in the profession, as well as applicants to the MS-SLP program.

## Context

### 1. Academic Unit

To date, only the Program Director has been hired. Currently, a search for a Clinic Coordinator is in process. Following these initial hires, a systematic hiring plan will be developed to assure the successful recruitment of the necessary faculty to offer the MS-SLP program. When all faculty positions are filled, there will be a total of 10 full-time faculty, which will include the Program Director, the Clinical Coordinator (nontenure track), four tenure eligible or tenure track positions, and four clinical professors.

### 2. Enrollment Plan

The current strategic plan of the University supports the establishment of a graduate degree in Speech-Language Pathology. This degree program is part of a larger endeavor to expand the professional degree programs in the health sciences, which includes the development of programs in public health, occupational therapy, and physical therapy. These programs will be a part of the Decker College of Nursing and Health Sciences.

To calculate the enrollment for the SLP program, three considerations were made. First, a needs assessment suggested that there is a shortage of SLPs nationwide, and this shortage is especially true in the Southern Tier and in the Northeast. Similarly, the shortage of seats in graduate programs, when compared to applicants to programs, continues to exacerbate this shortage. Based on these needs, it was expected that graduating a large cohort of students is needed to address the shortage. Second, the needs assessment identified a large number of undergraduate students at BU are planning to seek a graduate degree in SLP following graduation. This is a historical trend at BU and we expect this student body will grow as the MS-SLP and the undergraduate minor are made available. It is also expected that these students would be served well by the option to continue their graduate studies at BU. Also, the presence of the minor ought to increase the number of students interested in the SLP degree and allow for a large cohort of applicants for the MS program. Incoming MS students will also be able to take the preliminary courses at the graduate level, if they did not complete this coursework at their undergraduate institution. Finally, the financial stability of the program was a guiding principle of the enrollment plan.

The table below provides the planned enrollment for the MS-SLP program. The target enrollment is to have 45 students admitted each year. An initial group of 30 students will be admitted in the first cohort. Once the seats in the MS-SLP program are at full capacity, there will be a total enrollment of 90 students in the program. The new Decker College of Nursing and Health Sciences facility in Johnson City will support these students. The new facility includes the Speech and Language Analysis (SLA) Lab, office space for faculty and staff, research labs, and classroom space. It should be noted that the SLA lab includes all the equipment and supplies needed for teaching, clinical service, and some research activities. There will be enough faculty for the number of students admitted (10 full-time faculty and 90 graduate students). The program will be enhanced by the inclusion of adjunct faculty to assist in teaching and clinical supervision. Another consideration is the need for clinical experiences, which are more effective with smaller groups of students. To deal with this issue, students will be admitted during both the summer and fall terms. So, the program will have students distributed over two admission dates. This structure will provide some reduction in the number of students that are assigned to off-campus internships during terms three through five. With this approach, students entering the program in the summer, will complete the first clinical experience in the summer, with all subsequent experiences being completed in each term that follows. The students entering the fall will complete their first clinical experience that semester, followed by each additional experience during consecutive semesters. In this way, the plan for clinical placements will not be stressed by the large number of students. Finally, the Program Director, Clinical Coordinator, and Clinical Professors will work during the development phase to establish clinical sites, including specialized programs on campus.

Year	Anticipate Headcount Enrollment			
	Full-time Year 1 Summer/Fall	Full-time Year 2 Summer/Fall	Total	Estimated FTE
1	30	0	30	30
2	45	30	75	75
3	45	45	90	90
4	45	45	90	90
5	45	45	90	90

3. Support Services

The Decker College of Nursing and Health Sciences Graduate Advising Offices works with graduate and undergraduate students to succeed academically. Faculty will work with college advisors to help students transition to the challenges of graduate studies and assist students in progressing to graduation in a timely fashion. As a part of this advising, the faculty and advising staff will be focused on the wellbeing of our students. The MS-SLP program will have adequate academic support services to achieve the mission, goals and expected program outcomes. It is expected that the number of academic advisers will increase as the number of graduate students increase, the number of student support professionals will also increase.

4. Benefits

The establishment of the Decker College of Nursing and Health Sciences is a part of Binghamton University's Roadmap to Premier. The SLP program is one of several new programs being developed, in addition to the established and highly rated School of Nursing. Building from the strength of the School of Nursing, the new college will eventually offer a broad and balanced number of professional health care programs. Because of the strength of the School of Nursing and Binghamton University, the MS-SLP program will be positioned to be recognized regionally and nationally for offering quality academic programs. Additionally, the MS-SLP program will work with area schools, medical facilities, and nonprofit organizations to meet the needs of individuals with communication and swallowing disorders.

5. Mission and Graduate Learning Outcomes of SLP

*Mission*

The Masters in Speech-Language Pathology Program at Binghamton University is dedicated to the development of competent and compassionate entry-level speech-language pathologists. The program is committed to providing a broad foundation of the normal bases of speech, language, and hearing, as well as specialized coursework in the assessment and remediation of speech and language disorders. Additionally, students will gain the necessary foundation and experiences to enter into research careers in communication sciences and disorders.

### *Goals*

Graduates of the MS-SLP program will:

1. Demonstrate the knowledge of communication and swallowing processes, disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.
2. Demonstrate knowledge of the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.
3. Apply ethical conduct in classroom, research, and clinical endeavors.
4. Demonstrate an understanding of the processes used in research and translating research to evidence-based practice.
5. Demonstrate knowledge of contemporary professional issues including lifelong education, legal issues, certification, reimbursement, trends in professional practice, professional communication (written and verbal), legal issues, and professional behavior.
6. Apply their classroom experiences to interprofessional experiences with students in a variety of health professions.
7. Demonstrate skills in oral and written or other forms of communication sufficient for entry into professional practice.
8. Complete experiences that include a sufficient in breadth and depth to achieve the following skills outcomes across evaluation and intervention processes.
9. Integrate, synthesize and apply their classroom knowledge with their clinical experiences, which include experiences sufficient in breadth and depth for consideration for certification as a clinical fellow.
10. Successfully complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology.

### 6. Program Expenses

The anticipated costs are presented in the table below. It should be noted that a large percentage of the startup equipment costs have been supported by a grant through an unnamed donor (\$320,261.16). The grant will allow for a large reduction in costs of starting us the program. Additionally, the Program Director, Clinical Coordinator, and clinical professors will work to establish contracts for delivering therapy services with community partners. These contracts will help defer the cost of the clinical faculty, by supporting a part of the salaries. It is expected that clinical faculty will have up to 50% of their salary paid by off-campus clinical contracts. During this past year, five facilities in the community have expressed an interest in engaging a contract relationship with the Division of SLP to deliver therapy in their facility. It is projected that there will be approximately \$120,000 of revenue generated during 2021-2022, and then between \$120,000 and \$180,000 in earned revenue between 2022 and 2029. Finally, the Program Director will continue to seek external funding to support the development of on-campus clinical programs. This Eventually, it is expected that this clinic will be fee generating, similar to the Psychological Clinic in the Harpur College.

## Program Expense Table

Program Expense Categories	Before Start	Year 1 2024-2025	Year 2 2025-2026	Year 3 2026-2027	Year 4 2027-2028	Year 5 2028-2029
Personnel (Faculty, Adjuncts, Course Assistants)	\$2,908,087	\$1,096,835	\$1,118,012	\$1,139,612	\$1,161,644	\$1,184,117
Library	\$9,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
Fees <sup>1</sup>	\$25,290	\$8,970	\$8,970	\$8,970	\$8,970	\$11,400
Maintenance and Operations	\$52,250	\$20,750	\$20,750	\$20,750	\$20,750	\$20,750
Capital Expenses	\$499,261	\$50,000	\$50,000	\$0	\$0	\$0
<b>Sum of Rows Above</b>	\$3,494,388	\$1,179,055	\$1,200,232	\$1,171,832	\$1,193,864	\$1,218,767
<b>Revenue</b>	\$879,261	\$902,490	\$1,949,490	\$2,312,775	\$2,312,775	\$2,312,775

### 1. Marketing, Recruiting, and Promotion

The SLP program will utilize the current marketing infrastructure of Binghamton University and the Decker College of Nursing and Health Sciences. Both print and digital media will target students at Colleges and Universities throughout New York State, the Northeast, and the United States. In addition, the program will advertise to high schools and community colleges, especially throughout the Southern Tier and Northern Pennsylvania. Finally, once the program reaches accreditation, there will be opportunities to advertise on professional websites (e.g., Council of Academic Programs in Communication Sciences and Disorders) and while at conferences (e.g., American Speech, Language and Hearing Association Annual Convention).

The SLP program will be offering the Undergraduate Minor in Speech and Hearing Science starting in the Fall of 2021. Both print and his minor will serve the students who currently attend Binghamton University and are interested in completing the pre-requisites for a graduate degree in SLP. Traditionally, there has been a significant cohort of students at Binghamton University who matriculate into a graduate program in SLP, but have to complete the necessary SLP courses at another University. Initiating the minor will be an important service to the undergraduate students at Binghamton University and the proposed MS program. Additionally, there will be students who will choose Binghamton University because of the opportunity to complete the minor at a highly ranked university. Finally, SLP is often referred to as a “discovery career,” and the existence of the minor will provide an important opportunity for undergrads at Binghamton University to explore the discipline. All of these factors will lead to a significant cohort of undergrads at the University that could eventually enter the graduate program.



## SLP Personnel Costs Table

Number Employees	Total target	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Program Director	1	1	1	1	1	1	1	1	1	1
Clinical Coordinator	1		1	1	1	1	1	1	1	1
Administrative Assistant	1	1	1	1	1	1	1	1	1	1
Doctoral Faculty - Full-Professor, Tenured Track	1			1	1	1	1	1	1	1
Doctoral Faculty - Assistant Tenured Track	3				3	3	3	3	3	3
Clinical Assistant Professor	4		4	4	4	4	4	4	4	4
Adjunct faculty (FTE) (2 coursesx\$5k)	1		1	1	1	1	1	1	1	1
<b>Total (Full-time Faculty and Staff)</b>	<b>12</b>	<b>2</b>	<b>8</b>	<b>9</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>
<b>Total Faculty</b>	<b>10</b>	<b>1</b>	<b>7</b>	<b>8</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>11</b>
Base Salaries	Base - 2017-18	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Program Director	(\$160,000.00)	(\$160,000.00)	(\$163,200.00)	(\$166,464.00)	(\$169,793.28)	(\$173,189.15)	(\$176,652.93)	(\$180,185.99)	(\$183,789.71)	(\$187,465.50)
Clinical Coordinator	(\$85,000.00)	(\$90,000.00)	(\$91,800.00)	(\$93,636.00)	(\$95,508.72)	(\$97,418.89)	(\$99,367.27)	(\$101,354.62)	(\$103,381.71)	(\$105,449.34)
Secretary/Administrative Assistant	(\$14,000.00)	(\$14,000.00)	(\$14,280.00)	(\$14,565.60)	(\$14,856.91)	(\$15,154.05)	(\$15,457.13)	(\$15,766.27)	(\$16,081.60)	(\$16,403.23)
Doctoral Faculty - Full-Professor, Tenured Track	(\$140,000.00)	(\$140,000.00)	(\$142,800.00)	(\$145,656.00)	(\$148,569.12)	(\$151,540.50)	(\$154,571.31)	(\$157,662.74)	(\$160,815.99)	(\$164,032.31)
Doctoral Faculty - Assistant Tenured Track	(\$92,000.00)	(\$92,000.00)	(\$93,840.00)	(\$95,716.80)	(\$97,631.14)	(\$99,583.76)	(\$101,575.43)	(\$103,606.94)	(\$105,679.08)	(\$107,792.66)
Clinical Assistant Professor	(\$70,000.00)	(\$72,000.00)	(\$73,440.00)	(\$74,908.80)	(\$76,406.98)	(\$77,935.12)	(\$79,493.82)	(\$81,083.69)	(\$82,705.37)	(\$84,359.48)
Adjunct faculty (FTE) (2 coursesx\$5k)	(\$10,000.00)	(\$10,200.00)	(\$10,404.00)	(\$10,612.08)	(\$10,824.32)	(\$11,040.81)	(\$11,261.62)	(\$11,486.86)	(\$11,716.59)	(\$11,950.93)
<b>Number Employees X Base Salaries</b>		<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b>	<b>2026-2027</b>	<b>2027-2028</b>	<b>2028-2029</b>
Program Director		(\$160,000.00)	(\$163,200.00)	(\$166,464.00)	(\$169,793.28)	(\$173,189.15)	(\$176,652.93)	(\$180,185.99)	(\$183,789.71)	(\$187,465.50)
Clinical Coordinator		\$0.00	(\$91,800.00)	(\$93,636.00)	(\$95,508.72)	(\$97,418.89)	(\$99,367.27)	(\$101,354.62)	(\$103,381.71)	(\$105,449.34)
Secretary/Administrative Assistant - SLP		(\$14,000.00)	(\$14,280.00)	(\$14,565.60)	(\$14,856.91)	(\$15,154.05)	(\$15,457.13)	(\$15,766.27)	(\$16,081.60)	(\$16,403.23)
Doctoral Faculty - Full-Professor, Tenured Track		\$0.00	\$0.00	(\$145,656.00)	(\$148,569.12)	(\$151,540.50)	(\$154,571.31)	(\$157,662.74)	(\$160,815.99)	(\$164,032.31)
Doctoral Faculty - Assistant Tenured Track		\$0.00	\$0.00	\$0.00	(\$292,893.41)	(\$298,751.28)	(\$304,726.30)	(\$310,820.83)	(\$317,037.24)	(\$323,377.99)
Clinical Assistant Professor		\$0.00	(\$293,760.00)	(\$299,635.20)	(\$305,627.90)	(\$311,740.46)	(\$317,975.27)	(\$324,334.78)	(\$330,821.47)	(\$337,437.90)
Adjunct faculty (FTE) (2 coursesx\$5k)		\$0.00	(\$10,404.00)	(\$10,612.08)	(\$10,824.32)	(\$11,040.81)	(\$11,261.62)	(\$11,486.86)	(\$11,716.59)	(\$11,950.93)
<b>Total</b>		<b>(\$174,000.00)</b>	<b>(\$573,444.00)</b>	<b>(\$730,568.88)</b>	<b>(\$1,038,073.67)</b>	<b>(\$1,058,835.14)</b>	<b>(\$1,080,011.84)</b>	<b>(\$1,101,612.08)</b>	<b>(\$1,123,644.32)</b>	<b>(\$1,146,117.21)</b>
Number Employee Hires		2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Program Director		1								
Clinical Coordinator			1							
Secretary/Administrative Assistant - PT		1								
Doctoral Faculty - Full-Professor, Tenured Track			1							
Doctoral Faculty - Assistant Tenured Track				3						
Clinical Assistant Professor			4							
Adjunct faculty (FTE)			1	1	1	1	1	1	1	1
<b>Total hires</b>		<b>2</b>	<b>7</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
Number Employees Hiring Costs	Hiring Costs per Hire	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Program Director	(\$3,000.00)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Clinical Coordinator	(\$3,000.00)	(\$3,000.00)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Secretary/Administrative Assistant - PT	(\$1,500.00)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Doctoral Faculty - Full-Professor, Tenured Track	(\$3,000.00)	(\$3,000.00)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Doctoral Faculty - Assistant Tenured Track	(\$3,000.00)	\$0.00	(\$9,000.00)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Clinical Assistant Professor	(\$3,000.00)	\$0.00	(\$12,000.00)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Adjunct faculty (FTE)	(\$1,500.00)	(\$1,500.00)	(\$1,500.00)	(\$1,500.00)	(\$1,500.00)	(\$1,500.00)	(\$1,500.00)	(\$1,500.00)	(\$1,500.00)	(\$1,500.00)
<b>Total Hiring Costs</b>		<b>(\$7,500.00)</b>	<b>(\$22,500.00)</b>	<b>(\$1,500.00)</b>	<b>(\$1,500.00)</b>	<b>(\$1,500.00)</b>	<b>(\$1,500.00)</b>	<b>(\$1,500.00)</b>	<b>(\$1,500.00)</b>	<b>(\$1,500.00)</b>
Faculty Start-Up X Base		2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Doctoral Faculty		1	1	3	2					
<b>Total Start-Up X Base</b>		<b>1</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Faculty Start-Up Costs	Start-Up Per head	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Doctoral Faculty	(\$40,000.00)	(\$40,000.00)	(\$80,000.00)	(\$120,000.00)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total Start-Up Costs</b>		<b>(\$40,000.00)</b>	<b>(\$80,000.00)</b>	<b>###</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
OTPS Costs	OTPS Per head	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Faculty Staff included in operating budget	(\$1,000.00)	\$0.00	(\$2,000.00)	(\$2,000.00)	(\$5,000.00)	(\$5,000.00)	(\$5,000.00)	(\$5,000.00)	(\$5,000.00)	(\$5,000.00)
Travel: Doctoral Faculty	(\$1,200.00)	\$0.00	(\$7,200.00)	(\$2,400.00)	(\$6,000.00)	(\$6,000.00)	(\$6,000.00)	(\$6,000.00)	(\$6,000.00)	(\$6,000.00)
Travel: Doctoral Students	(\$800.00)	\$0.00	(\$1,600.00)	(\$3,200.00)	(\$3,200.00)	(\$3,200.00)	(\$3,200.00)	(\$3,200.00)	(\$3,200.00)	(\$3,200.00)
<b>Total OTPS Costs</b>		<b>\$0.00</b>	<b>(\$10,800.00)</b>	<b>(\$7,600.00)</b>	<b>(\$14,200.00)</b>	<b>(\$14,200.00)</b>	<b>(\$14,200.00)</b>	<b>(\$14,200.00)</b>	<b>(\$14,200.00)</b>	<b>(\$14,200.00)</b>
Professional Development Costs	PD Per head	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Faculty and Doctoral Students	(\$1,500.00)	\$0.00	(\$10,500.00)	(\$12,000.00)	(\$16,500.00)	(\$16,500.00)	(\$16,500.00)	(\$16,500.00)	(\$16,500.00)	(\$16,500.00)
<b>Total PD Costs</b>		<b>\$0.00</b>	<b>(\$10,500.00)</b>	<b>(\$12,000.00)</b>	<b>(\$16,500.00)</b>	<b>(\$16,500.00)</b>	<b>(\$16,500.00)</b>	<b>(\$16,500.00)</b>	<b>(\$16,500.00)</b>	<b>(\$16,500.00)</b>

Recruitment practices and procedures will be in accordance with those established by the Binghamton University Office of Diversity, Equity and Inclusion. The SLP program will seek to expand the number of students from historically underrepresented populations. The program will

be served well by the plans being developed in the Decker College to create pipelines for students from Historically Black Colleges (HBCUs) and Universities to apply to the MS-SLP program. In regard to student recruitment, it should be noted that there are several HBCUs that have programs in speech and language pathology or communication disorders. The following table provides a summary of these programs:

University	Programs
Alabama A&M	Bachelor of Science in Communication Sciences and Disorders Master of Science in Communication Sciences and Disorders
University of the District of Columbia	Master of Science in Speech and Language Pathology
Hampton University	Bachelor of Arts in Communication Sciences and Disorders Master of Art in Communicative Sciences and Disorders
Howard University	Master of Science in Communication Disorders Ph.D. in Communication Sciences and Disorders
Jackson State University	Bachelor of Science in Communicative Disorders Master of Science in Communicative Disorders
North Carolina Central University	Master of Science in Speech and Language Pathology
Shaw University	Bachelor of Science in Communication Science and Disorders
South Carolina State University	Bachelor of Arts in Speech Pathology and Audiology Master of Arts in Speech-Language Pathology
Southern University	Bachelor of Science in Speech and Language Pathology Master of Science in Speech-Language Pathology
Tennessee State University	Bachelor of Science in Speech and Hearing Science Master of Science in Speech and Hearing Science
Xavier University of Louisiana	Bachelor of Science in Speech-Language Pathology Master of Science in Speech-Language Pathology

In total, there are 11 HBCUs that have degrees leading to a graduate program in speech-language pathology or related field. When recruitment of the first class is underway, these Universities will be sent recruitment materials both electronically and in paper form. Additionally, the programs that have an undergraduate program will be contacted by the Division's Program Director and virtual information sessions will be offered. Additionally, if the Universities have student groups such as chapters of the National Student Speech, Language and Hearing Association, recruitment materials will be sent directly to these groups. Similar efforts will be made to target universities and colleges that are a part of the Hispanic Association of Colleges and Universities. As a part of these recruitment efforts, the ability for applicants to gain financial support through the Clark Scholarship and other financial opportunities, as well as the high quality of Binghamton University's reputation will make the MS-SLP program attractive.

Finally, the Division of SLP will utilize the variety of programs offered through the American Speech, Language and Hearing Association (ASHA) to raise awareness of issues of for students from underrepresented minority groups (<https://www.asha.org/about/diversity-equity-inclusion/>). Among these are the Student Empowered Professional Mentoring Program (STEP) that supports underrepresented students who are interested in pursuing a career in speech and language



pathology or audiology. Another program is the Minority Student Leadership Program (MSLP). The division will be mindful of the needs of this particular group of students and be aware of issues related to diversity and equity in education.

## 2. Faculty and Staff Hiring Plan for the SLP Program

The current faculty and the one position being searched for are described in the table below. We will have to hire a faculty with the necessary expertise to deliver the required content and curriculum for a given course by the time the program opens. The profession of SLP is highly specialized, but there is a lot of overlap in within an area of specialization. Additionally, it is expected that there will be a number of general courses that all faculty will be able to cover. When necessary, the program will seek part-time faculty to cover courses that cannot be covered by full-time faculty. It is expected that there will not be a large need for part-time faculty. The plan for faculty is based on 45 students and a two-year program (a total of 90). It is expected that there will be a scalable hiring plan, as the number of students increase from the first year of the program until the full enrollment is achieved. It is planned that following the hiring of the Clinical Coordinator (by June 1<sup>st</sup>, 2021) will be followed by the hiring of the 4 clinical professors during the summer of 2021. Then, a search for the first tenure eligible faculty member will be completed during the 2021-2022 academic year. Finally, the search for three tenure track faculty members will be undertaken during the 2022-2023 academic year.

### Faculty Recruitment and Retention

It is expected that there will be a healthy applicant pool for faculty positions in the Division of SLP. The quality of education programs at Binghamton University, the University's Research 1 classification, and the focus on community-based teaching and research will be attractive to potential candidates. Additionally, Binghamton and the surrounding area offer a certain lifestyle that will be attractive. What is of particular concern is to develop a recruitment and retention plan that is welcoming and supportive of a diverse faculty that will thrive within the Division of SLP at Binghamton University.

Consistent with the beliefs and strategic plan of the American Speech, Language and Hearing Association, the Council of Academic Affairs (CAA), the Decker College of Nursing and Health Sciences, and Binghamton University, the Division of Speech and Language Pathology aspires to develop a diverse and inclusive academic setting and contribute to the growth of a diverse workforce. The lack of a diverse faculty has a negative impact on the diversity of the student body. Though efforts have been made to increase diversity in the speech and language profession (<https://www.asha.org/about/diversity-and-inclusion-at-asha/>), there is still a low percentage of SLPs and professors from underrepresented groups. Data continues to show that fewer than 10% of SLPs identify as being a member of an underrepresented group, but this percentage is higher in the population of SLPs who have received certification over the past 10 years (ASHA, 2019). This is the case with professors from diverse backgrounds. There have been many efforts to recruit and support younger faculty and especially those from diverse backgrounds, the shortage of faculty in general and of faculty from diverse backgrounds continues. The Division of SLP seeks to be a part of the solution to these issues by following the strategies that are routinely implemented within the Decker College of Nursing and Health Sciences. Decker College has designed what is known as "The Minority Faculty Development Model" (Daley, Broyles, Rivera, Brennan, et al., 2014; Rodriguez, Campbell, & Mouratidis, 2014). This model serves as the foundation for several strategies designed to attract and retain a diverse faculty within the Decker

College. The College has utilized this model for the past four year with some demonstrated success. The model also provides a framework to support and enhance the College's efforts to hire, retain, and promote underrepresented faculty by highlighting and valuing the unique strengths and contributions of diverse faculty members. This model contains three main components:

1. Institutional Mission. Institutions should formally recognize minority faculty development as part of their core mission by offering institutional incentives to this type of development across types of faculty activities (research, teaching, and service), and create mechanisms for monitoring and accountability.
2. Institutional Culture. Institutions should create an environment that allows equal access to resources, create formal vehicles for valuing non-traditional contributions, create incentives/rewards that value contributions associated with diversity, and operationalize networking and mentoring opportunities.
3. Individual Development. Institutions should create mechanisms for giving parity to service, recognize the duality of aspirations which flow from minority status within a society, and acknowledge the inherent values associated with a different perspective.

All faculty in the Division of SLP will complete an annual development plan that is discussed and reviewed over the academic year in meetings with the Program Director. An essential criterion in the annual development plan is to design a mentorship plan that is monitored and adjusted over time to successfully reach professional goals. The Division of SLP will follow Decker College's "Minority Faculty Development" that reports that the most effective approaches to enhance faculty diversity have been those that have viewed this process as a long-term investment rather than as a short-term fix. Regular follow-up and commitment to the personal and scholarly growth of new faculty from under-represented groups can help ease the transition to the academic workplace and can help address any sources of stress or dissatisfaction that may arise. The Decker Minority Faculty development programs seek to address the unique needs of faculty and provide necessary support to ensure high job satisfaction. These strategies have demonstrated success for the School of Nursing and will be used by the Division of SLP. We recognize that mentoring must be viewed as an ongoing process that must be intentionally executed, continuously monitored and assess and strategies modified as data suggests.

We will be guided by the UNC-Charlotte "where to find underrepresented minority faculty candidates" and will use the directories provided on the website to plan our search strategies. Some of these directories include:

- [SREB Scholar Directory](#)
- [The National Institutes of Health \(Bridges to the Professoriate NIGMS-MARC\)](#)
- [Science Foundation Alliances for Graduate Education and the Professoriate \(AGEP\)](#)
- [The National Science Foundation Directorate for Social, Behavioral & Economic Sciences \(SBE\)](#)
- [IMDiversity.com](#)
- [Columbia University: Guide to Best Practices in Faculty Search and Hiring: Excellent Resource for Identifying Places to post Job Advertisements to Ensure a Diverse Pool of Candidates - see page 28.](#)

Additionally, there are two websites for organizations that are specific to Speech and Language Pathology and are good resources for recruiting and supporting individuals from underrepresented groups to the faculty, but also to reach potential students.

- [National Black Association for Speech-Language and Hearing](#)
- [ASHA's Hispanic Caucus](#)
- [ASHA's Native American Caucus](#)
- [ASHA's Asian Pacific Islander Caucus](#)
- [ASHA's LGBTQ Caucus](#)
- [ASHA's Asian Indian Caucus](#)

### Faculty Hiring Table

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications, licenses and professional experience in field
<b>PART 1. Full-Time Faculty</b>					
**Rodney Gabel, Ph.D., CCC-SLP Professor and Program Director Speech-Language Pathology	100%	SLP 510, SLP 514, SLP 530, SLP 541, SLP 565, SLP 575,	Ph.D., The Pennsylvania State University BS, MS Bowling Green State University	Communication Disorders	Certificate of Clinical Competence in SLP
<b>Part 2. Faculty To-Be-Hired</b>					
TBH1 Clinical Coordinator, Clinical Professor I, Non-Tenure Track	100%	SLP 500, SLP 501, SLP 575, SLP 591, SLP 592, SLP 593, SLP 594,	MS or Ph.D.	Speech-Language Pathology or related	Appropriate professional affiliations or licenses, Certificate of Clinical Competence in SLP required, experience in research and experience in content area.

### 3. Project Implementation Team

The program currently has the Founding Program Director in place. The Founding Program Director is responsible for completing the necessary paperwork for SUNY and NYSED, guiding the accreditation process with the Council of Academic Accreditation (CAA), overseeing the budget, purchasing, hiring, development of a clinical training model, and pursuing external funding to support development of research, clinical and educational infrastructure. Currently, the program has requested permission to search for the first hire, which will be the Clinical Coordinator. This individual will work with the Founding Program Director to develop the clinical education and service program. The Clinical Coordinator's responsibilities will include management of on-campus clinical services and establishing clinical placement agreements with community facilities. A significant number of clinical agreements need to be in placement, to satisfy the requirements from CAA that all programs offer the depth and breadth of clinical experiences for all students. Eventually, the Clinical Coordinator will also assume some teaching, clinical responsibilities, or both. Finally, the Founding Program Director has been in continual discussion with a number of community members, primarily administrators and Speech and Language Pathologists. It is expected that some of these individuals will eventually be members of the Division of Speech and Language Pathology Advisory Board. Finally, the Dean and directors of other developing programs in Physical Therapy, Occupational Therapy, Public Health, and in Nursing.

4. Program Design Planned Course Sequence

**Fall Admission for the MS-SLP 2-Year Program (students starting in the summer term will have a slightly altered schedule).**

Term 1: Fall I				Term 2: Spring I			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
SLP 500- - Clinical Practicum I	1	X		SLP 501- Clinical Practicum II	1	X	Completion of SLP 500
SLP 510- Healthcare Delivery	3	X		SLP 521- Language Disorders in School and Adolescents	3	X	
SLP 520- Pediatric Lang. Disorders	3	X		SLP 532- Dysphagia	3	X	
SLP 550- Articulation and Phonological Disorders	3	X		SLP 561- Neurogenic Communication Disorders II	3	X	
SLP 560- Neurogenic Communication Disorders I	3	X		SLP 541- Stuttering	3	X	
Term credit total:	13			Term credit total:	13		
Term 3: Summer 1				Term 4: Fall 2			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
SLP 565- Exploring Research in SLP	3	X		SLP 530- Counseling in SLP	3	X	
SLP 590- Internship I	2	X	Completion of SLP 500 and SLP 501	SLP 535- Voice and Pharyngeal Disorders	2	X	
				SLP 575- Professional Issues	2	X	
				SLP 591- Internship II	2	X	
Term credit total:	5			Term credit total:	9		
Term 5: Spring 2				Term 6: Summer 2			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
SLP 580- Seminar in SLP	3	X	Completion of previous term(s).	State Education Licensing Course	3	X	Completion of previous term(s).
SLP 581- Seminar in SLP II	3	X		SLP 594- Internship IV	4	X	Completion of previous term(s).
SLP 591- Internship III	4	X	SLP 591- Internship III				
State Education Licensing Course	3	X	State Education Licensing Course				
Term credit total:	10-13			Term credit total:	4-7		
<b>Program Total:</b>			<b>Total Credits: 54</b>	<b>Identify the required comprehensive, culminating element(s), such as a thesis or examination, including course number(s), if applicable: Successful Completion of the Praxis Exam.</b> <b>For those students starting the program in the summer term, the schedule above will be slightly altered to accommodate their admission date.</b>			