2012-2013 Progress to Vision 2020 Goals

Academic Program Review

- Normal process for all universities ensuring continued quality and student success and the redistribution of institutional resources

- While recommendations consider program attributes such as student demand, persistence, completion, and placement, programs are considered from the perspectives of strategic alignment with overall institutional mission and vision

- Advised the University community that no decisions as of this moment have been made as we continue to consider recommendations related to maintenance, investment, and the sun-setting of programs

- Most importantly, current UA students should not experience any significant change in their pursuit of their degree. Any changes will be phased-in over time. Most importantly, students in programs that may be phased-out will be provided a customized degree-completion plan

- While change is hard, change creates opportunities. Diverse voices have been sought and heard during this process and ultimate decisions will be made in the best interests of the University and our students

Learning Outcomes Assessment and the Classroom Experience

- Tinto made it clear that attraction is about the quality of the academic programs and the faculty, while persistence is about the quality of the academics, the classroom, and the learning experience

- We have transformed the work of the Institute for Teaching and Learning to include the notion of talent development of not only chairs/directors and staff but also for our faculty and graduate teaching associated to enhance the learning environment

- After the first of the year, I will ask a team of faculty colleagues, who are involved in our Learning Outcomes Assessment strategies to think about what we learned during our Summit on Student Success and suggest how we can best redesign the Institute for Teaching and Learning to have a clear mission to support improving the learning environment and thereby, the quality of the student learning experience
• We must assure the campus understands that while research is important and that we change the lives of our community by discovery, we have an obligation and we are expected to change the lives of our student by providing them the very best opportunity for learning through our classroom teaching.

Introduction of Faculty Member

Dr. K. Todd Houston is an Associate Professor in the School of Speech-Language Pathology and Audiology. His primary areas of research include:

• spoken language acquisition in children with hearing loss,
• strategies for enhancing parent engagement in the intervention process,
• Auditory-Verbal Therapy,
• cochlear implantation in children and adults, and
• telepractice.

Dr. Houston directs the Telepractice and eLearning Laboratory, an initiative to evaluate clinical practices in the area of distance service delivery in Speech-Language Pathology.

In October 2013, he authored the book Telepractice in Speech-Language Pathology, the first text in the field devoted to this topic.

In fall 2012, Dr. Houston and his project co-director, Dr. Lori Pakulski at the University of Toledo, were awarded a personnel preparation grant from the U.S. Department of Education to train future speech-language pathologists in strategies that support listening and spoken language in young children with hearing loss. The project, funded for more than $1.2 million over five years, will train 44 graduate students through joint coursework, service learning, practica and field-based experiences provided by both The University of Akron and the University of Toledo.

Dr. K. Todd Houston…