

## **360° Review Summary – Dean Linda Jarmulowicz**

School of Communication Sciences and Disorders (CSD), University of Memphis  
Academic Year 2025–2026

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The 360° review of Dean Linda Jarmulowicz was conducted between October 2025 and January 2026 and supported by the Center for Research in Educational Policy. The review drew upon nine data sources, including the Dean’s Statement of Accomplishments, faculty/staff and student surveys, and focus groups representing the President’s Council, Provost’s Leadership Team, Council of Deans, academic faculty, clinical faculty, staff, and students. Data were triangulated to assess leadership effectiveness, organizational performance, culture, and opportunities for continued development over the past three years.

Overall, the review presents a strongly affirming assessment of Dean Jarmulowicz’s leadership of one of the University’s smallest yet most complex academic units. Stakeholders consistently describe her as a strategic, transparent, and highly effective leader who has guided CSD through significant academic, clinical, and operational growth while maintaining a collaborative, student-centered culture. Concerns raised throughout the review focus primarily on structural and capacity constraints rather than leadership effectiveness.

Dean Jarmulowicz leads a uniquely complex school that integrates academic programs with extensive year-round clinical operations through the Memphis Speech and Hearing Center (MSHC) and directs the Center for Research Initiatives and Strategies for the Communicatively Impaired (CRISCI). Operating within a flat, faculty-governed structure with no departmental divisions, she manages budgeting, accreditation, hiring, evaluations, clinic operations, and research support. Stakeholders consistently noted her ability to manage this complexity with clarity, fiscal responsibility, and long-term strategic planning.

Key accomplishments over the review period include guiding three strategic plans aligned with University priorities; expanding academic programs such as the American Sign Language and Deaf Studies bachelor’s degree, the extended MASLP track, and the forthcoming SLP-Assistant program; strengthening recruitment and scholarship support for the Doctor of Audiology program; and overseeing successful accreditation cycles. Operationally, Dean Jarmulowicz led a major restructuring of clinic operations by bringing billing and scheduling in-house, implementing new financial systems, investing in clinical infrastructure and simulation, and stabilizing clinic operations during periods of staffing turnover.

Faculty and staff survey data strongly reinforce these findings. Over 80 percent of respondents agreed or strongly agreed with 27 of 33 leadership indicators, with particularly high ratings for fostering cooperation and teamwork, articulating a clear vision, fiscal stewardship, trust-building, and support for student engagement and faculty success. Open-ended responses describe Dean

Jarmulowicz as collaborative, trustworthy, accessible, and supportive of both academic and clinical faculty without micromanagement. Multiple respondents emphasized her transparency in financial management, advocacy for new faculty positions, and commitment to accessibility, Universal Design for Learning, and inclusive practice.

Student survey and focus-group feedback portray CSD as a welcoming, rigorous, and highly supportive learning environment. Students reported strong satisfaction with faculty engagement, clinical preparation, local reputation, and sense of community. They particularly valued hands-on clinical experiences, approachable faculty, and the School's specialized programs. At the same time, students identified areas needing improvement, including clearer and more consistent communication, improved scheduling and financial aid information, increased opportunities for applied field experiences particularly within the ASL program, and more consistent oversight of instructional quality. Concerns regarding faculty workload, burnout, and unfilled clinical positions were also raised, with students noting the impact of these pressures on their educational experience.

Focus group feedback from the President's Council, Council of Deans, and Provost's Leadership Team uniformly characterizes Dean Jarmulowicz as collegial, dependable, and effective. Senior leaders consistently praised her leadership of the Memphis Speech and Hearing Center, noting its transformation into a stable, revenue-generating operation that serves students, faculty, and the broader community. She is viewed as a trusted collaborator, mentor to other deans, and an effective steward of limited resources. The primary recommendation from these groups was to increase the School's visibility through marketing and advocacy while recognizing the capacity limits created by staffing and clinic demands.

Across all sources, the review identifies several enduring strengths: strategic planning and fiscal stewardship; program development and accreditation leadership; effective integration of academic and clinical missions; strong support for students and faculty; and a collaborative, trust-based culture. These strengths have enabled sustained growth and stability within a resource-constrained environment and have preserved national recognition for CSD's core programs.

The review also highlights constructive opportunities for improvement. These include strengthening structural support for academic research and PhD training; addressing workload pressures created by the dual demands of academic and clinic leadership; improving personnel management processes related to underperformance; and expanding external advocacy and visibility at the state and national levels. Many stakeholders emphasized that additional staffing, delegation, and leadership support particularly the potential separation of clinic operational leadership would allow the Dean to focus more fully on long-term academic and research priorities.

In conclusion, the 360° review affirms Dean Linda Jarmulowicz as a highly effective, respected, and trusted leader whose service has been instrumental to the success and stability of the School of Communication Sciences and Disorders. The challenges identified are largely systemic and capacity-based rather than reflective of leadership deficiencies. With targeted structural

enhancements and continued institutional support, Dean Jarmulowicz's leadership positions the School for sustained excellence, growth, and continued service to students, the University, and the Memphis community.