

**SLP Masters Programs
Long-term Strategic Plan
February 2019**

Vision

The masters programs seek to provide unparalleled clinical education that is (1) grounded in cutting-edge foundational and applied research and (2) designed to serve our community, state, and nation by training clinicians who are equipped to support the diverse needs of those with communication disorders and prepared to be leaders of our ever-changing world. This vision aligns with that of the University of Washington, which emphasizes education of a diverse student body as future citizens and leaders, as well as using innovative research and education to enrich the lives of people in our communities, the state of Washington, and the world. Likewise, the Department of Speech and Hearing Sciences strives to serve as a center for excellence in professional education, basic and translational research in speech, language, and hearing sciences, and direct clinical services—dedicated to improving the quality of life for individuals affected by challenges in speech, language, and hearing across the life span.

Mission

The mission of the masters programs is to provide an exemplary educational experience for future speech-language pathologists—who may ultimately become clinical scientists and leaders of the field of communication sciences and disorders—and to provide access to state-of-the-art clinical services for individuals with communication disorders. The mission of the Department of Speech and Hearing Sciences is to promote excellence in education, research and service delivery, and to further coordinate unique strengths in basic and clinical sciences to guide educational and research goals. This mission aligns with that of the College of Arts and Sciences at the University of Washington: discovering and transmitting knowledge, fostering critical and creative thinking, and by preparing leaders in our diverse society.

Alignment with Institutional Mission, Support of Administration, and Reflection of Role in Community

The University of Washington is a public institution of higher education that is defined by a commitment to serve its citizens on the basis of public trust and responsibility. This commitment is met with innovation and leadership in education and research, engagement and connectedness, and adherence to the highest standards for an intellectual community of excellence. The masters programs of the Department of Speech and Hearing Sciences have a vision and mission that fully align with these values, with support from Program, Department, College, and University leadership. Our vision and mission very closely reflect the role of the masters programs in the community, as defined in relation to the University of Washington campus, in relation to our immediate geographical location (i.e., to the greater-Seattle area), and in relation to the national community of stakeholders invested in the field of communication sciences and disorders.

Executive Summary of Masters Programs Strategic Plan

1. Promote stability, excellence, and growth in the quality of, and experience provided by, our masters programs
2. Generate corresponding growth in resources that support the experience of students in the masters program
3. Foster existing, and develop new, connections within the local community and the national community to serve the needs of our students, the citizens of the State of Washington, and the professional community associated with the field of communication sciences and disorders

Overview of Strategic Goals for Academic Years 2018-2019 through 2021-2022			
Goal	Objective	Strategies	Schedule
<i>Promote stability, excellence, and growth in the quality of, and experience provided by, our masters programs</i>			
Innovate and grow the programs' learning experiences and opportunities			
	Consider new clinical experiences	Evaluate clinical-research collaborations, additions to CHDD, LEND	2019-2020
		Recruit a diverse and representative pool of clients to the SPHSC clinic	2019-2020
		Evaluate the inclusion of alternate service delivery models (e.g., telepractice)	2021-2022
	Consider utilizing simulations as a clinical training tool	Evaluate simulation options to provide learning opportunities	2020-2021
Ensure a positive environment that embraces freedom of thought, integrity, compassion, and openness to learning			
	Add enrichment opportunities that support students' engagement and well being	Partner with Nexus for an annual event	2019-2020
		Link students with alumni	2020-2021

<i>Generate corresponding growth in resources that support the experience of students in the masters program</i>			
Recruit exceptional faculty to enhance diversity and to solidify expertise in necessary content areas			
	Target tenure-track hire for 2020-2021	Seek approval for tenure-track line from CAS Dean	2018-2019
		Seek guidance from CAS and other campus resources on equity in evaluating diverse faculty applicants	2019-2020
	Increase clinical faculty FTE	Reduce quarter-to-quarter shifts that occur due to didactic and service demands through additional hires	2021-2022
Draw exceptional students to the masters programs to raise the caliber of the learning environment, to enhance diversity, and to filter into doctoral programs			
	Increase financial support	Set aside funds for recruitment scholarships, especially for those with diverse backgrounds	2019-2020
	Partner with Nexus	Co-host undergraduate event to build strong applicant pool	2020-2021
Explore revisions and additions to the existing masters program tracks			
	Develop a track for training SLPs who anticipate working in educational settings (public schools) to meet WA state needs	Draft a specialized program track in “Educational SLP”	2018-2019
		Finalize budget, launch marketing for EdSLP	2019-2020
		Complete first Ed SLP admissions cycle	2020-2021
		Welcome first cohort of “Educational SLP” students	2021-2022
	Identify ways to implement MS-PhD opportunities	Evaluate whether an MS-PhD program can fit within the Department’s existing model	2021-2022
	Stay in step or in advance of changes related to the clinical doctoral in speech-language pathology	React creatively in response to ASHA’s guidelines and movement in the field towards the clinical doctorate in SLP	2020-2021

Increase outreach and visibility of the masters programs			
	Increase visibility on UW campus	Replace falling “Speech is worth hearing” sign	2019-2020
	Increase masters programs presence at ASHA	Advertise and present on proposed educational “EdSLP” training track	2021-2022
	Increase awareness at the undergraduate level and for non-matriculated students	Re-vamp 250 Introduction to SPHSC to attract eventual masters students	2019-2020
		Development of online undergraduate course to attract eventual masters students	2019-2020
<i>Foster existing, and develop new, connections within the local community and the national community to serve the needs of our students, the citizens of the State of Washington, and the professional community associated with the field of communication sciences and disorders</i>			
Increase collaboration with allied health practitioners and with educators			
	Refine IPE course with colleagues in rehabilitation sciences, OT, and PT	Respond to student feedback from initial cohort	2018-2019
	Build connections for cross-training model with College of Education	Define opportunities for shared coursework	2018-2019
		Submit an OSEP training grant to support first year students	2019-2020
Broaden the network of UW partnerships that support classroom education and clinical education			
	Connect with additional interdisciplinary faculty related to communication sciences and disorders	Identify instructors interested in MS teaching who would bring unique expertise to the programs	2020-2021
Increase community engagement			
	Build leadership in continuing education	Prioritize distance education for continuing education events offered to the public by our clinical faculty	2018-2019
		Host clinical/research event(s)	2021-2022

Mechanism for Regular Evaluation of Strategic Plan

In May 2018, the co-directors of the masters programs solicited the views of all faculty members who touch the masters programs by way of an all-hands meeting, as well as several follow-up meetings with smaller groups of individuals who were unable to attend the initial meeting. These perspectives were synthesized by the program co-directors, shared in writing with the department chair, presented to the Executive Committee at the Summer 2018 Executive Committee retreat, and presented to the SLP faculty at the initial all-hands meeting of the 2018-2019 academic year (September 2018). The strategic plan was further specified by the Program Director during the 2018-2019 academic year. The strategic plan will be reviewed annually by the Program Director and opened to faculty for feedback and revisions. The Executive Committee will evaluate progress on this plan on an annual basis.