STRATEGIC PLAN : Department of Speech & Hearing Sciences
June 2000

About the Department

Speech and Hearing Sciences, University of Washington, is one of the top-ranked departments in the field. The Department has a commitment to excellence achieved through its outstanding undergraduate and graduate offerings, research programs, clinical education programs, and innovative instructional activities. These program attributes allow students to realize substantial scholarly growth during their studies. The Department has a rich tradition of graduate education in both clinical training and research development. Graduates are counted among the finest clinicians and researchers in the country, many of whom head university programs as creative and productive leaders in our profession.

The Department of Speech and Hearing Sciences has a superb record of research achievement and acquisition of outside grant funds. This clearly speaks to the commitment of the Department to research. It has an outstanding faculty, engaged in a variety of teaching and research activities, as well as community and University service. A number of its faculty are national and international leaders in their fields and present a high profile for the University as a whole.

As a unit of the College of Arts and Sciences, the Department of Speech and Hearing Sciences offers the Bachelor of Science, Master of Science, and Doctor of Philosophy degrees. There are approximately 30 faculty members including clinical supervisory staff, and 240 students across all levels. The Department offers a wide range of undergraduate courses that prepare students for graduate study or to enter the work force. The program also provides graduate students with an opportunity to develop scholarly and professional competence in various areas of specialization including:

- speech and language acquisition
- speech production
- physiology of hearing and psycho-acoustics
- hearing development
- speech perception
- language processing
- human communication disorders
- clinical procedures involved in communication disorders.

The Department's academic programs are concerned primarily with the processes and disorders of human communication. Research, teaching, and clinical activities are focused in four major areas: 1) the nature of speech, language, and hearing as related to development and normal processing; 2) the nature and characteristics of human communication disorders across the lifespan; 3) the processes and procedures involved in identifying, preventing, and managing these disorders; and 4) the problems of human/machine communication including speaker identification and speech recognition.

To complement Departmental curricula in various specialization areas, close interdisciplinary relationships are maintained with other University departments and off-campus centers. Advanced degrees in the speech and hearing sciences prepare students to conduct research, to teach at the college and university levels, and to provide clinical services to the communicatively impaired.
Vision. The vision of the Department of Speech and Hearing Sciences is to be a center for excellence committed to understanding the basic processes and mechanisms involved in human speech, hearing, language, and their disorders, and to improving the quality of life for individuals affected by communication disorders across the life span.

Mission. To promote excellence in education, research and service delivery, and to further coordinate our unique strengths in basic and clinical sciences to guide our educational and research goals. To achieve this mission we will:

- expand efforts to bring together our strengths in basic and clinical sciences within the department,
- expand the scope of inter-disciplinary collaborations, and
- expand clinical training and clinical service delivery in targeted areas of expertise.

Overview of the Strategic Plan. In the Autumn of 1998, the Executive Committee of the Department of Speech and Hearing Sciences initiated a strategic planning process. Impetus for this process grew out of a departmental retreat on long-range planning held in September 1998. Initial input to this plan came from the three Interest Areas within the Department: Speech/Language Pathology, Audiology, and Normal Processes. Interest Areas met regularly to develop and then refine long-range goals. The plans from each Interest Area were brought together in an extended faculty meeting and the final goals and organization of the strategic plan document were approved. Small groups were formed to write the goal descriptions and an implementation scheme for each.

What follows is a summary of the goals that support the vision and mission of the Department of Speech and Hearing Sciences and the University of Washington. As such, the goals are organized by the three fundamental elements of our mission: teaching, research and service.

Pursue excellence in teaching

1. Maintain and improve teaching quality in graduate and undergraduate education
2. Strengthen the doctoral program
3. Improve master's level funding to recruit outstanding students
4. Enhance interdisciplinary training for careers in education
5. Establish a specialized doctoral program in Clinical Audiology
6. Evaluate and advance the clinical curriculum

Pursue excellence in research

7. Increase external funding of basic and applied research
8. Expand web-based technology for research and teaching
9. Develop and strengthen clinical research within the doctoral program
Pursue excellence in service

10. Enhance cultural diversity among students, faculty, and clinic population
11. Pursue specialty certification program and continuing education opportunities
12. Develop and strengthen bonds with alumni and community
13. Create opportunities for international exchanges for faculty and students
14. Expand the Department's contribution to the University's teaching mission

1. Maintain and improve teaching quality in graduate and undergraduate education

Rationale
The faculty in Speech and Hearing Sciences realizes that the success of our program depends on the quality of students at both the graduate and undergraduate levels. The Department takes pride in its well-known teaching excellence and innovation. Pursuit of excellence in teaching starts with the faculty and depends on our willingness to learn and implement new instructional techniques in course offerings. Web-based teaching and other forms of distance learning are examples of new approaches that will allow the Department to reach a greater number of students across the state. Further, involvement of community practitioners in the graduate and undergraduate curriculum enhances the educational experience for students. Through lectures, courses, and internships, community professionals provide added breadth and depth to the training program and serve to expand the walls of the Department.

Implementation
Maintaining excellence in teaching can be accomplished through three mechanisms. First, feedback to faculty is provided through regularly scheduled reviews of course rationale, teaching and assessment materials, student evaluations as well as direct observation of classroom teaching. Second, individual members of the faculty routinely work with the Center for Instructional Development and Research (CIDR) and participate in the Annual Faculty Workshops on Teaching and Learning to learn new approaches in classroom instruction and assessment of student progress. Third, recruitment of new faculty requires evidence of excellence in teaching effectiveness. To this end, applicants typically lecture on at least two occasions to departmental students and faculty.

Measurement of success
Success will be measured as improvement in student evaluations and in assessment of teaching effectiveness by the peer-review procedures in the Department.

2. Strengthen the doctoral program

Rationale
A revised doctoral curriculum has been in place for three years. The new curriculum is based on a mentorship model in which students are integrated quickly into a large research community, providing them with an immediate scientific role accompanied by responsibilities that grow with the students' capabilities. Based on feedback from students and our own observations of the program, the curriculum is accomplishing most of its goals. However, our success in integrating students into the research community outside the Department has been limited. In addition, critical teaching needs have become apparent. There are courses on the books in
several areas of importance to our students. These courses are not regularly taught because the faculty who would teach them have been overloaded teaching other courses or have been unavailable for other reasons.

**Implementation**

Improving students' exposure to researchers outside our Department will be accomplished in three ways. First, a colloquium series that features scientists in related fields around campus and visiting scientists will be established. Second, an annual lecture will be established. We will solicit funds from internal and external sources to bring a distinguished scientist to our Department each year to deliver a lecture and to meet with doctoral students. Third, we will solicit funds to make travel to national meetings possible for more graduate students. Further, we will meet doctoral education needs by redistributing teaching loads across faculty members and by making future hires so that the appropriate faculty are available to teach courses such as signal processing, speech acoustics, speech production, and speech perception.

**Measurement of success**

Doctoral student exposure to researchers outside the Department can be measured in terms of the number of colloquia and lectures presented, the number of students who attend these events, the number of students who travel to national meetings and student evaluation of their experiences. The number of "seldom taught" doctoral courses that are actually taught and the number of students enrolled in these courses will be measures of the success of our attempts to improve course offerings.

3. **Improve master's level funding to recruit outstanding students**

**Rationale**

The Department has 83 graduate students, 28 in the Ph.D. program and 55 in the two-year master's program. Funding for these students, especially master's students and international doctoral students, is limited. The Department currently has an NIH predoctoral training grant that supports five to six doctoral students, all of whom must be U.S. citizens; seven TA appointments; two to three clinical supervisory appointments; and a few positions funded year-to-year from grants to individual faculty. Priority for funding is given to students in the doctoral program. Because of our ranking among the top three departments in the U.S., our applicant pool includes strong students from across the country. However, due to the limited funding, we are not as successful as other top-ranked departments in enrolling the best master's students, particularly those from out of state. We lose excellent candidates in our master's applicant pool because they have chosen to attend universities offering them assistantships and tuition waivers.

**Implementation**

The Department will strive to obtain additional graduate student funding through the following mechanisms: (a) submitting a training grant proposal to the Office of Education for the funding of master's students; (b) requesting additional TA support to cover the increased number of labs offered in the undergraduate curriculum; (c) encouraging faculty to fund graduate students on their individual grants; and (d) establishing master's level scholarships through development activities.

**Measurement of success**

Success will be measured by the number of funded positions available to master's level graduate students and the acceptance rate among top students in our applicant pool.

4. **Enhance interdisciplinary training for careers in education**

**Rationale**
Expanding interdisciplinary collaboration is one of the primary missions of the Department of Speech and Hearing Sciences. The Department is committed to creating collaborations with those who share our vision of improving the quality of life for individuals affected by communication disorders. Given the importance of communication within an educational setting, Speech and Hearing Sciences is uniquely positioned to collaborate with those who work to improve the State's educational system. Record numbers of students with disabilities are now being educated in regular classrooms; nearly half of these children receiving special education services have language-learning disabilities and nearly a third have a history of hearing problems. Nonetheless, formal instruction concerning communication impairments is not typically a part of the core curriculum in education.

Implementation
The purpose of these proposed collaborations is to prepare future teachers for the challenges of educating children with communication impairments. The Department of Speech and Hearing Sciences is eager to become a partner with the Institute for K-12 Leadership and the College of Education. The initial goal is to examine how our programs can work together to further our respective missions. Implementation of this goal will proceed in three phases. First, create a formal relationship with the Institute for K-12 Leadership and the College of Education. Second, create a graduate level course in human communication and disorders to assist future leaders in establishing a more effective learning environment for children with communicative impairments. Third, create a course of study for undergraduates in Speech and Hearing Sciences who aspire to be classroom teachers.

Measurement of success
Success will be measured first by the degree of collaboration established within the College of Education. Second, curricular success will be determined through ongoing review by both students and faculty. Third, success will ultimately be determined by progress training future leaders to educate children with communication impairments.

5. Establish a specialized doctoral program in Clinical Audiology

Rationale
The American Speech-Language-Hearing Association (ASHA) is the national accrediting body for graduate programs in speech/language pathology and audiology. ASHA has mandated that the entry-level degree for the profession of audiology will be the doctorate, thus a master's degree in audiology will no longer be accepted as sufficient preparation for employment. This new degree has been termed the "Doctor of Audiology" or Au.D. This mandate is derived from changes in the certification standards that go into effect January 2007. These changes make it necessary for the Department of Speech and Hearing Sciences to institute a doctoral-level clinical education program to comply with these new standards.

Implementation
To accomplish this goal and meet the new certification standards set forth by ASHA, several significant changes in the current training program will be necessary. Clinical training opportunities must be expanded throughout the degree program with an extensive internship program in the final year of training. ASHA has directed that accredited programs include a minimum of 12 months of clinical practicum experience. The existing curriculum will be expanded to enhance clinical training opportunities within the University of Washington Speech and Hearing Clinic and the surrounding community.

Measurement of success
Initially, success will be measured as the program is approved at various levels within the College and Graduate School. Curricular success will be determined through ongoing review by both students and faculty.
Success will ultimately be determined by the performance of our graduates and by the national ranking afforded this program over the years following degree implementation.

6. Evaluate and advance the clinical curriculum

Rationale
Ongoing changes in health care and education reform continually alter the environments in which our graduating students will work. Thus, these changes necessarily affect the content of our curriculum and the nature of our relationships with the community facilities where our students do their clinical internships. To maintain excellence in clinical education, a mechanism for assisting our clinical lecturers to remain informed about these ongoing changes must be established. Secondly, a curricular review process must concurrently exist to enable development of learning opportunities that reflect current practice. Establishment of such a mechanism will allow our students to experience a seamless transition from the academic clinic to the working clinical or education environments.

Implementation
To further the curricular review process, faculty will solicit input regarding the preparation of students and current practice from a wide range of sources including alumni, employers and national colleagues. Curricular revisions will incorporate information obtained from these sources to maintain the quality and relevance of the educational experiences provided through the Speech and Hearing Clinic. Additional means to support continuing education for clinical lecturers will be sought to advance clinical knowledge at a rate commensurate with the pace of health care and educational reforms.

Measurement of success
Success will be measured by the degree to which faculty-driven changes are implemented in the clinical education program. Proposed changes will be derived from student and faculty review of the information obtained from national scholars and professional leaders in the community. The faculty's participation in continuing education opportunities will be documented so that progress toward this goal can be assessed. Ultimately, progress toward this goal will be evaluated by how well our graduates make the transition into clinical careers.

7. Increase external funding of basic and applied research

Rationale
Historically, this Department has been highly successful in obtaining external funding to support faculty and student research. This success has helped to establish the reputation of the Department as one of the best in the nation, to attract students to our professional and academic programs, to support students financially, and to make it possible for the Department to grow in the face of reduced state funding. Recently, the level of external funding has dropped. In part, this is because the faculty members who are most active in research and who have been (or could be) successful in obtaining external support for their research also carry heavy teaching and administrative loads. These faculty members tend to supervise more students in research and to be active in national and international service. Often teaching and service duties make it difficult for faculty members to find the time required to maintain external funding for their research. Mechanisms to remedy this situation already exist: "pause" quarters, sabbatical leaves, and temporary changes in teaching load. However, in the past it has generally been left to the individual faculty member to decide when such a remedy was in order. Given the importance of external funding to the Department, external research funding should be established as a top priority at the Departmental level. Obtaining external funding should be viewed as requiring a departmental effort. Existing mechanisms can be used more effectively to allow faculty to pursue external funding.
Implementation
Obtaining external research funding will be established as a high departmental priority. This priority entails a redistribution of faculty effort to permit an increased focus on externally funded research. Obtaining this support will necessitate a relative decrease in teaching and/or service load for some and a relative increase for those not pursuing external funding. The chair will explicitly encourage faculty members with a previous record of external funding, or who demonstrate promise in this arena, to increase the emphasis placed on research and research funding. Moreover, the chair will explore with each faculty member the means by which research productivity and funding can be maximized. Faculty members who seek external support for their research will receive priority in the allocation of lab space, travel funds, and departmental research funds. Indirect cost and release/recapture funds will be used to fund data collection in support of new grant applications and to provide bridge funding for investigators between grants. The chair will also encourage faculty who have less interest in obtaining external support for their research to adjust their efforts to cover the teaching and service needs of the Department.

Measurement of success
Success will be measured in terms of the number of grant applications submitted, the number of grants funded and the total number of grant dollars brought into the University.

8. Expand web-based technology for research and teaching

Rationale
The field of Speech, Language, and Hearing Sciences encompasses many missions including the study of communication and the training of professionals to manage communication impairments across a wide spectrum of disorders. The study of communication and communication disorders is most validly approached by paradigms capable of capturing transient events simultaneously occurring in visual and auditory channels. The advent of web-based technology is an opportune development for a field primarily concerned with communication that necessarily requires analysis of such events. In 1999, the Department of Speech and Hearing Sciences was awarded a grant from the Tools for Transformation Initiative to develop web-based research collaborations and applications to enhance experiential learning. This proposal was based, in part, on the need to expand clinical research methodologies to permit data collection on larger numbers of participants. In addition, the proposal addressed the need for observing patients in environments more ecologically valid than laboratory settings. Accordingly, cross-institutional collaborations are being established with the aim of conducting research at remote sites using the synchronous (real-time) and interactive capabilities of the web and Internet 2. This opportunity will also provide a means to enhance experiential learning by bringing local and distant clinics into the classroom in a manner that permits interactive transmission of multi-modality information. Departmental faculty are committed to expanding our utilization of web-based technology for research and teaching.

Implementation
Faculty are beginning to develop web-based video catalogues that will augment both teaching and research programs. The initial applications will likely be in the area of clinical teaching and diagnostically oriented clinical research; however, this catalogue will ultimately support nearly all teaching and research efforts in the Department. The infrastructure required by these projects is only partially supported through the Tools for Transformation grant and further implementation of this goal will require additional support.

Measurement of success
The effectiveness of goal implementation will be measured across two domains. Progress incorporating web-based technology into our curriculum will serve as the primary metric with regard to teaching. The most
important evidence of progress with regard to research will be continued funding success and the exciting proliferation of new research applications.

9. Develop and strengthen clinical research within the doctoral program

Rationale
The need for rigorous clinical research is arguably the most pressing issue in the field of Speech, Language, and Hearing Sciences. The future of the discipline, both basic and applied, depends upon successful recruitment and education of clinical researchers. However, no formal program currently exists, here or at other universities, for students interested in applied clinical research in Speech and Hearing Sciences. Doctoral programs typically provide strong foundations in the areas of normal processing but training of specialized research skills required to investigate clinical issues tends to be accomplished with less structure. Educating clinical researchers requires a special environment, one that can provide exposure to target populations and management procedures while concurrently stimulating scientific curiosity and inquiry. The faculty in Speech and Hearing Sciences are uniquely prepared and motivated to create the nation's best clinical research program in our field. The Department already provides an enriched program for doctoral-level education that prepares students to conduct independent research, write grants and publication-quality manuscripts, teach, and think critically about scientific investigation. Expansion of the curriculum and research opportunities offered at the doctoral level is needed to create an outstanding clinical research program.

Implementation
Creating the nation's best clinical research program requires action across three domains. First, the curriculum will be expanded to include courses on clinical research theory and methodology. Second, to enhance clinical experience, rotations through clinical research labs as well as local community clinics, hospitals, and school-based settings will be established. Such rotations will expose students to a broad range of clinical populations and research methods in their area of interest. To further enhance clinical research opportunities, collaborative relationships will be strengthened, crossing disciplines and facilities. Third, mechanisms for funding portions of this program will be obtained through training grants, partnerships with local community facilities, and development activities.

Measurement of Success
Success will be measured across three domains. Curricular changes will be evaluated primarily on the basis of student and instructor feedback. Enhancement of experiential learning and clinical research opportunities will be assessed by tracking the quality and quantity of the research products generated through collaborations with local clinics, hospitals, and school-based facilities. Obtaining funding for this program provides another metric of success. Most importantly, the future successes of our graduates and their contribution to the field at large will serve as the primary and most direct measure of the value of this endeavor.

10. Enhance cultural diversity among students, faculty, and clinic population

Rationale
The demographics of this country are rapidly changing, resulting in a far more diverse population, particularly within our cities. As a discipline, we first must recognize cultural diversity as it affects speech and hearing sciences and the professional education component of our Department. We must guarantee that our students are knowledgeable about and able to assess and treat individuals from different cultures. Second, the University has stated its commitment to expanding cultural diversity in the Faculty Senate resolution on Cultural and Ethnic Diversity (Spring 1996). At that time, departments were asked to voluntarily add diversity to their curricula. The Department of Speech and Hearing Sciences has met this request by creating
a new course (SPHSC 308 Social-Cultural Aspects of Communication), and expanding the content in other courses. Although we have made gains in the area of cultural diversity, there is still much to accomplish. Of utmost importance is expanding the diversity among our students (particularly graduate students) and faculty. To truly embrace diversity, we must demonstrate diversity. Further, our Speech and Hearing Clinic needs to provide increased opportunity for our students to serve a diverse client population. The current faculty are committed to this goal because it is timely and is important to meeting our Department's vision.

**Implementation**

Programs will be developed to expand diversity among students, faculty, and clients in the clinic. The effort to expand the diversity in our student population will also contain plans to continue the enrichment of our curriculum to meet the needs of all students. Through these efforts we hope to increase our students' abilities to treat individuals across diverse populations. We will be exploring several extramural funding possibilities to allow for the implementation of new programs. We will also be attempting to expand the diversity among faculty. As we fill position openings, we will make sure our job announcements reach targeted populations to ensure a diverse pool of applicants. Finally, we will develop plans for expanding the diversity among the clients who are served in our clinic. This aspect of the goal will be accomplished in part through expanding our marketing efforts, and developing special programs that interface with the community. Specifically, we will submit a grant to the American Speech-Language-Hearing Association to develop an undergraduate mentoring program that focuses on diversity. In addition, we will submit a personnel preparation grant to the U.S. Department of Education that focuses on experiential learning as a means of expanding multicultural learning opportunities for graduate students. We will be utilizing the American Speech-Language-Hearing Association minority listing as we conduct future faculty searches.

**Measurement of Success**

Creating real change in the diversity of our student population and faculty is largely dependent on factors beyond our control. Measurement of our success in meeting this goal will focus on our efforts to increase diversity in all aspects of our Department. Submission of the above-mentioned grants and the additional efforts put forth in faculty recruitment will demonstrate our commitment to fulfilling this goal.

**11. Pursue specialty certification program and continuing education opportunities**

**Rationale**

Rapidly changing technology and evolution in the health care industry demands increasingly efficient and specialized care of individuals with communication impairments. National professional organizations and state licensing agencies are requiring continuing education credits to maintain credentials or to acquire board certifications. Our Department's faculty and network of supporting community facilities are prepared to address these needs.

**Implementation**

Specialty certifications would be established within the existing Guidelines of Graduate Certificate Programs. Surveys of interest and need would be conducted on a regional basis to determine areas for specialization. For example, specialty certification in the area of pediatric aural rehabilitation is currently under development. This program is designed to meet the needs of the profession in early intervention with infants and young children with hearing loss. Several certification programs could be implemented at the same time. Specialty certification programs require collaboration with community agencies so that experiential learning complements didactic teaching. Affiliations also would be secured with the appropriate national organizations to offer accredited continuing education. Summer term and other non-traditional scheduling of courses would be considered. Committees of existing faculty would develop and administer these programs. Local facilities with which we have established relationships would be asked to participate in practical training experiences.
Measurement of Success
Success of these certification and continuing education programs will be measured by the number of applicants to the programs, the number of participants enrolled in the programs, and by exit questionnaires which evaluate the content and value of the offerings.

12. Develop and strengthen bonds with alumni and community

Rationale
The Department of Speech and Hearing Sciences relies, in part, on state funding to support its education, research, and service programs. In addition, procurement of federal funds through grants supports a portion of our research efforts. These sources of support, however, do not fully cover our direct and indirect costs. The pursuit of alternative avenues of funding is important for our continued success as a vital, productive department. We must establish an active development program within our Department and expand upon our sources of revenue through outreach efforts to alumni and the community at large.

Implementation
We will establish a Speech and Hearing Sciences Development Committee and an Advisory Board. The primary responsibility of the committee will be to identify areas of need and to assist in acquiring donations. The Advisory Board will work in concert with the College of Arts and Sciences and the Speech and Hearing Sciences Development Committee to establish a development plan with the initial goal of increasing fiscal support for Department of Education, research, and service activities. To strengthen communication with alumni and the community, we will publish the Speech and Hearing Sciences newsletter, the "Eagleson Eagle," twice annually and identify Departmental activities that encourage alumni participation. Using our web site, we will provide updates on alumni activities and community news, and create a development module. In this way we can report on achievements of alumni and "friends of the department and clinic." We can also recognize gift contributions and encourage on-line support of our research, education, and service activities. Further, we will advance our current marketing program to include new informational materials about the Department and to identify on-going needs.

Measurement of success
The products of our efforts will enable us to measure our success. These will include, but are not limited to: outcome data from the alumni survey, publication of the Eagleson Eagle, alternative funding, the number of hits to our news and information web pages, development of Departmental informational materials, and the record of committee and advisory board activities.

13. Create opportunities for international exchanges for faculty and students

Rationale
The University is committed to expanding its international connections. These connections are usually structured in some type of exchange program, where faculty and students from UW go abroad, and their counterparts from abroad come to the UW. These educational opportunities have been steadily growing over the past decade, with extremely successful outcomes. They provide exposure to new ideas in research and teaching, as well as cultural diversity. Faculty and students who participate in such programs benefit as do their home departments and the University at large.

Implementation
Department-to-department agreements for exchange of faculty and students will be developed. Individual agreements with selected institutions abroad will be created to develop programs of exchange for faculty and students. Our first approach will be to develop programs that allow for one-to-one exchanges. Faculty
exchanges will be for teaching and research. Student exchanges will be for undergraduate and graduate students engaged in coursework and research in the areas of speech/language pathology and audiology as well as in normal processes of speech, language, and hearing. Our first agreement is currently being pursued with the University of Sydney, School of Communication Sciences and Disorders, Sydney, Australia, using a "home tuition" model. This will serve as a model for future exchanges. Another vehicle for international faculty exchange is the Visiting Scholars Program sponsored by the Virginia Merrill Bloedel Hearing Research Center. This program is available to affiliates for the purpose of research training and collaboration.

Measurement of success
Success in the area of international exchange will be judged by the number of future agreements established with other universities and in the number of students and faculty who participate in the exchanges.

14. Expand the Department's contribution to the University's teaching mission

Rationale
As part of the vision and mission of this University, it is the responsibility of the Department of Speech and Hearing Sciences to promote awareness and understanding of human communication development and disability. Curricular offerings in this domain are relevant to students in allied areas such as health, education, linguistics and psychology. Presently, the majority of Departmental courses are designed for students seeking a degree in Speech and Hearing Sciences. In addition, the Department needs to strengthen its campus-wide "service" courses.

Implementation
This goal will be met by expanding current courses and introducing new ones. A first step would be to provide additional enrollment slots in SPHSC 100 (Voice and Articulation Improvement), SPHSC 250 (Human Communication and Its Disorders), SPHSC 261 (The Nature of Sound), and SPHSC 425 (Mind, Brain, and Language). Additional steps would include adding a class in American Sign Language; expanding SPHSC 111 (American English Sounds, a course for non-native speakers) to include more advanced material; and offering an introductory class on first and second language acquisition.

Measurement of success
Success in this goal will be measured in two ways: increased enrollment in campus-wide curricular offerings and the addition/expansion of classes that attract students from other disciplines.

STRENGTHS AND CHALLENGES

The ability of the Department of Speech and Hearing Sciences to meet the goals of our strategic plan depends on maintaining our strengths and meeting our challenges. Our major strengths lie in the quality of faculty and staff, students, and our research and educational collaborations. Challenges limiting the Department's ability to proceed with the strategic plan stem from fiscal obstacles and structural barriers.

STRENGTHS

• Faculty and Staff. The overall quality of the faculty in the Department of Speech and Hearing Sciences is evident in recent #2 and #4 rankings of the graduate programs in Speech/Language Pathology and Audiology (based on the rankings of 111 graduate programs in this field, U. S. News and World Report, 2000). The recent addition of new faculty in Audiology will likely improve these rankings in future years. This is a faculty devoted to excellence in teaching and committed to programmatic research in both normal processes and clinical application. None of the goals stated in this document could be
accomplished without an outstanding faculty to move these efforts forward. Further, our faculty would not be able to accomplish their teaching and research missions without the support and knowledge of the departmental staff. Recent staff hires have been dedicated to strengthening our student advising and student support. Moreover, two recent staff additions to support our department in technical areas (computer support services and web site development) have been very important to our teaching and research program.

- **Students.** As one of the premier graduate programs in the United States, the Department of Speech and Hearing Sciences attracts the top applicants in the country to its programs. The Department has a strong tradition of training outstanding doctoral students who graduate and join the national ranks of creative and productive scientists and university faculty and/or as active members of the clinical profession. Graduates of our master's program in the areas of Speech Language Pathology and Audiology are sought out as well-prepared, clinically adept individuals who can move directly into clinically responsible positions.

- **Collaborations.** Additional strength is derived from two centers on campus that are intimately involved with the Department's teaching and research missions: The Center on Human Development and Disability (CHDDD) and the Virginia Merrill Bloedel Hearing Research Center. These centers are an abundant source of collaboration and over the years have produced three collaborative NIH program project grants and two NIH contracts. Further, strong partnerships have been forged with the Department of Rehabilitation Medicine in the form of graduate student training and research collaboration. Similar connections with the Departments of Psychology and Linguistics, and the College of Education have been established over the past twenty years. These collaborations have been a great source of strength in support of the Department's mission.

**CHALLENGES**

- **Faculty salaries.** Salaries in the Department of Speech and Hearing Sciences are not competitive. This has a negative impact on faculty morale and productivity and increases the likelihood that institutions offering higher salaries will recruit outstanding faculty members away from the Department.

- **Equipment.** Budget reductions over the past several years have eroded the prospect for future growth and achievement of key goals in this strategic plan. For example, instrumentation for instruction and research is aging, and in many instances is not adequate for state-of-the-art productivity. Much of our equipment dates back to the original purchase when the Department moved into its new building (1980) or exists as a result of the residual instrumentation inherited at the end of research grants.

- **Support for clinical training.** Our master's level clinical education programs in Speech-Language Pathology and Audiology are expensive in that intensive instruction, typically by lecturer faculty, in one-to-one or small group context is required. Approximately 40% of our clinical instruction is funded through our release-recapture budget, restricting our ability to use these funds to support our research program and other avenues for growth.

- **Structural problems.** The Departmental faculty and staff are housed in Eagleson Hall which was built in the 1920s and in the Speech and Hearing Clinic which is now 20 years old. Both of these buildings are in serious need of renovation. As the Department moves in the direction of expanded utilization of web-based technology, the infrastructure of Eagleson Hall presents significant challenges. For example, the low ceilings, multiple non-horizontal levels, and over-capacity communications closets with poor ventilation create major obstacles for installing new wiring to support high-speed, wide bandwidth connections. Additionally, there are recurrent leaks and floods that undermine the structural integrity of the building. The Speech and Hearing Clinic has original carpeting and furniture and most rooms have the original paint. The entrances are devoid of handrails, creating problems for clients with impaired
mobility. The clinic is an area of high public visibility and utilization; its current state presents numerous health and safety problems.

- **Accessibility.** The Speech and Hearing Clinic and our research laboratories are located along 15th Avenue NE between 41st and 42nd streets and are housed in the Social Work Building (under the Social Work Library). For ongoing preservation of federally funded research activity and delivery of clinical education programs, we are dependent upon the facility being accessible to individuals with physical disabilities, families with infants and small children, and the elderly. Over 400 patients and research subjects come through our facility each month, many of whom have physical disabilities. Currently, these individuals have three parking options: one of two handicap spaces directly adjacent to the clinic (in the alley), on-campus visitor parking, or metered parking on the street that is often difficult to find. This situation will worsen as the new Law School building and Sound Transit remove the N1 parking option and relocates those users to the underground parking garage. The accessibility problem has reached a crisis state and severely undermines the Department's strategic plan.

**In Conclusion**

The Department of Speech and Hearing Sciences has many unique and valuable resources including a stellar faculty and an extremely talented staff. The support available from the network of community facilities is another very important asset. Individuals within the Department, and the Department as a whole, are regarded as leaders in the field and accordingly, we are responsible for shaping the future of the discipline. The process of preparing this Strategic Plan allowed us to identify and applaud our strengths but also revealed the magnitude of the challenges that lie ahead. We are optimistic that with continued University and community support, the Department of Speech and Hearing Sciences will be successful in meeting these challenges and in achieving the goals we have set.