



SPEECH & HEARING SCIENCES

UNIVERSITY *of* WASHINGTON

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# SPHSC FIVE YEAR STRATEGIC PLAN

2024-2029

University of Washington  
College of Arts and Sciences  
Department of Speech & Hearing Sciences



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# UNIVERSITY OF WASHINGTON OVERVIEW

## UW VISION

The University of Washington educates a diverse student body to become responsible global citizens and future leaders through a challenging learning environment informed by cutting edge scholarship. **Discovery is at the heart of our university.** We discover timely solutions to the world's most complex problems and enrich the lives of people throughout our community, the state of Washington, the nation and the world.

## UW MISSION

Founded 4 November 1861, the University of Washington is one of the oldest state-supported institutions of higher education on the Pacific coast. The University is comprised of three campuses: the Seattle campus is made up of sixteen schools and colleges whose faculty offer educational opportunities to students ranging from first-year undergraduates through doctoral level candidates; the Bothell and Tacoma campuses, each developing a distinctive identity and undergoing rapid growth, offer diverse programs to undergraduates and to graduate students.

The primary mission of the University of Washington is the preservation, advancement, and dissemination of knowledge. The University preserves knowledge through its libraries and collections, its courses, and the scholarship of its faculty. It advances new knowledge through many forms of research, inquiry and discussion; and disseminates it through the classroom and the laboratory, scholarly exchanges, creative practice, international education, and public service. As one of the nation's outstanding teaching and research institutions, the University is committed to maintaining an environment for objectivity and imaginative inquiry and for the original scholarship and research that ensure the production of new knowledge in the free exchange of facts, theories, and ideas.

To promote their capacity to make humane and informed decisions, the University fosters an environment in which its students can develop mature and independent judgment and an appreciation of the range and diversity of human achievement. The University cultivates in its students both critical thinking and the effective articulation of that thinking.

As an integral part of a large and diverse community, the University seeks broad representation of and encourages sustained participation in that community by its students, its faculty, and its staff. It serves both non-traditional and traditional students. Through its three-campus system and through educational outreach, evening degree, and distance learning, it extends educational opportunities to many who would not otherwise have access to them.

The academic core of the University of Washington Seattle campus is its College of Arts and Sciences; the teaching and research of the University's many professional schools provide essential complements to these programs in the arts, humanities, social sciences, and natural and mathematical sciences. Programs in law, medicine, forest resources, oceanography and fisheries, library science, and aeronautics are offered exclusively (in accord with state law) by the University of Washington. In addition, the University of Washington has assumed primary responsibility for the health science fields of dentistry and public health, and offers education and training in medicine for a multi-state region of the Pacific Northwest and Alaska. The schools and colleges of built environments, business, education, engineering, environment, information, nursing, pharmacy, public affairs, and social work have a long tradition of educating students for service to the region and the nation. These schools and colleges make indispensable contributions to the state and, with the rest of the University, share a long tradition of educating undergraduate and graduate students toward achieving an excellence that well serves the state, the region, and the nation.



## UW CORE VALUES

Shared values are the commitments made by the University community in how we conduct our work. We value:

- Integrity
- Diversity
- Excellence
- Collaboration
- Innovation
- Respect

## UW FUTURE VISION

The University of Washington of the 21st Century is:

- Competitive
- Collaborative
- Technology-reliant
- Nimble
- Diversified

## UW GOALS – Long Term

Three long-term, institution-wide goals are fundamental to the University's vision, mission and future success:

1. Sustain: Academic excellence and mission; financial stability.
2. Compete: Attract the best students, faculty, and staff; increase and diversify funding.
3. Transform: Embrace technology and interdisciplinary collaboration to meet needs of a diverse and dispersed student body; invest in people and infrastructure to meet 21st century challenges.

## UW GOALS – Short Term

We plan to reach our long-term goals by pursuing five short-term goals:

1. Increase revenues: balancing revenue streams, tackling big research, and disseminating discoveries.
2. Decrease costs: using resources efficiently and strategically.
3. Invest in people: attracting and supporting the best students, faculty and staff.
4. Invest in infrastructure: providing the academic and administrative tools to support students, faculty, and staff.
5. Access: keeping tuition affordable and UW degrees accessible.

## SPEECH AND HEARING SCIENCES OVERVIEW

The Department of Speech and Hearing Sciences holds a long-standing history at the University of Washington. The first speech clinic was established in 1936, and in 1941 the Department of Speech was established under the direction of Professor Orr. Today, the Department of Speech and Hearing Sciences (SPHSC) is one of the top-ranked departments in the field. SPHSC 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 extramural grant funds. It has an outstanding faculty, engaged in a variety of teaching and research activities, as well as service to the University and scholarly community. 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 33 faculty members and 220 students across all levels. The Department offers a wide range of undergraduate courses that prepare students for graduate study or to enter the workforce. Graduate students are given the opportunity to develop scholarly and professional competence in various areas of specialization including

- cognitive communication disorders
- community-based research
- clinical procedures involved in communication disorders
- language processing
- psychoacoustics
- physiological processing of acoustics
- speech, language and hearing development
- speech and language disorders
- speech perception
- speech production
- swallowing function and disorders
- vestibular function and disorders

The Department's academic programs are concerned primarily with the processes and disorders of human communication. Research, teaching, and clinical activities are focused on four major areas: 1) the nature of speech, language, and hearing as related to neurotypical development and 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) developing and implementing technologically oriented solutions to support communication functions.

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/or to provide clinical services to people with communication impairments.

## **SPEECH AND HEARING SCIENCES VISION**

The Department of Speech and Hearing Sciences is committed to advancing the scientific understanding of human communication and its disorders, and to improving the lives of people with communication and associated challenges across the life span.

## **SPEECH AND HEARING SCIENCES MISSION**

As a center of excellence, we are committed to innovative education, cutting-edge basic and translational research, evidenced-based clinical services for speech, language, swallowing, hearing and balance disorders, and impactful community outreach and education. We strive to align our unique strengths in basic and translational sciences with our educational and research goals.

To achieve these goals we strive to:

### **1. Expand and enhance our research efforts as worldwide leaders, by achieving**

- Widespread dissemination of high caliber research
- Collaborative disciplinary and interdisciplinary research initiatives
- A diversified portfolio of sponsored research

### **2. Expand and enhance our educational programs, by facilitating the development of:**

- Critical thinkers who are steeped in theory and evidence across disciplines
- Problem solvers who create innovative solutions for the benefit of humanity
- Pioneering pedagogy that is responsive to the diverse needs of our university, community, state, and nation

### **3. Optimize and enrich our clinical service delivery and community outreach, by developing**

- Robust pathways for dissemination of evidence-based practice
- Effective channels to educate and advocate on behalf of our community
- A client population that reflects the diverse community in which we live

We strive to achieve this vision and mission by maintaining fiscal responsibility, increasing sources of revenue, and fostering collaborations across campus. We also pledge to make social justice a driving force in decision making in our department in order to better serve our increasingly diverse community.

# STRATEGIC PLANNING PROCESS

The Strategic Plan was guided by input from the SPHSC Executive Committee and greater faculty. This strategic plan builds on the Strategic Plan 2019-2024 document by examining how much was achieved in the past 5 years despite unprecedented disruptions caused by a global pandemic, as well as outlining a roadmap for the next 5 years. In July 2023, the Executive Committee met for a retreat and began the process of developing our new Strategic Plan and this work has continued through to Winter quarter 2024. The Strategic Plan was taken to the greater faculty for their review and input in Spring quarter 2024.

The Strategic Plan outlined below represents how the goals of SPHSC align with the goals of the University of Washington and the University of Washington Graduate School.

## UW AND SPHSC AREAS OF FOCUS

University of Washington	University of Washington Graduate School	Department of Speech & Hearing Sciences and Strategic Plan Aims
Sustain: Academic excellence Transform: Embrace interdisciplinary collaboration	Lead intellectually on pressing issues in graduate education and highlight the value of graduate education for the public good  Enact policies, programming and priorities that are data-driven	Advance educational programs Advance research programs Advance clinical training and clinical service delivery
Sustain: Fiscal stability	Deploy resources – both human and fiscal – that has a positive impact on graduate education	Ensure fiscal stability and growth
Compete: Increase and diversify funding	Support and seed efforts that focus on the entirety of the educational and training lifecycle	Create a network of engaged stakeholders and expand development efforts
Compete: Attract the best students, faculty, and staff	Advance a culture of excellence, inclusion, and equity by reexamining policies and procedures	Promote diversity and inclusion

# AIM 1: ADVANCE EDUCATIONAL PROGRAMS

## Undergraduate and Post-Baccalaureate Program (degree granting)

Pillar	Goal	Objective(s)	Action Steps	Schedule	
Promote excellence, innovative experiences, and stability of the state-funded BS programs	Recruit and attract students with strong academic potential to the BS program to raise the caliber of the learning environment, enhance diversity, and to filter into the MS and/or doctoral programs	Strategically increase our presence and visibility on campus	Develop a streamlined and targeted plan to attend and sponsor selected UW and community events to promote degree programs	2024-2025	
		Enhance our presence and visibility locally and nationally	Integrate students and registered student organizations into outreach/recruitment events to reduce burden of recruitment on staff and faculty	2024-2025	
		Strategically enhance our standing as a competitive major on campus			
		Sustain economically accessible in-person postbacc program for WA state students	Sustain 3- and 6- quarter state-supported post-bacc program as one that is economically accessible and delivers high-quality in-person education	2024-2029	
	Innovate, update, and grow the programs' learning experiences and opportunities to expand student exposure to the field, the professions, and scope of practice	Update B.S. curriculum to reduce redundancy, enhance course sequencing, and reflect changes in scope and nature of practice		Update sequencing so that all basic science coursework precedes disorder coursework	2024-2025
				Consider adding a major track for those not intending to apply to professional programs	2026-2027
		Create new opportunities for <b>non-major</b> enrollment to expand exposure to the field, the professions, and serve as a possible recruitment tool for the major (Note: could include under recruitment goal above)		Update SPHSC 100 course for non-majors	2024-2025
				Investigate SPHSC minor	2026-2027
				Explore opportunities to develop a SPHSC course that could meet UW <b>diversity</b> course requirements for graduation	2025-2026
				Explore opportunities to create new coursework showcasing interdisciplinary nature of speech, language, and hearing sciences	2027-2028

		Diversify opportunities for clinical practice experiences at the undergraduate level	Create a new 2-credit SLP clinical course for undergrads and 6-quarter postbaccs completing their final year (SPHSC 496)	2025-2026	
			Develop strategies to support clinical experiences in audiology	2026-2027	
		Add new guided observation experiences to meet ASHA observation certification requirements	Create and implement an asynchronous, online SLP guided observation course (SPHSC 495A)	2023-2024	
			Create new SLP guided observation course via UW SPHC clients (SPHSC 495B)	2024-2025	
			Develop strategies to maintain support for clinical observation experiences in audiology (e.g., in coordination with development of audiology rotation course SPHSC 379 - see Audiology Education section of SPHSC strategic plan)	2024-2026	
		Enhance research experiences for undergraduates	Provide faculty advisor and student support and education to facilitate a more standardized approach to undergraduate research experiences (honors and other)	2025-2026	
			Integrate undergraduate and postbacc research into annual "research day" event/retreat (see SPHSC research programs plan)	2024-2029	
			Explore opportunities for developing SPHSC coursework to enhance UG honors (e.g., research methods)	2028-2029	
			Streamline advising and counseling	Modify student advising by integrating and leveraging technology	2023-2026

## Master of Science Degree Program

**Clinical Research Speech-Language Pathology (CoreSLP) Track**

**Medical Speech-Language Pathology (MedSLP) Track**

**Educational Speech-Language Pathology (EdSLP) Track**

Pillar	Goal	Objective(s)	Action Steps	Schedule
Transform master's program systems to promote excellence, growth, stability, and equity in students' experiences and in the field.	Recruit, support, retain, promote, and place into leadership roles exceptional faculty to enhance diversity and to solidify expertise in necessary content areas.	Hire for tenure-track and teaching professor positions.	Purposefully follow hiring plan to fill critical gaps in faculty that have arisen over the last 10 years due to retirements and departures.	2024 - 2025
		Increase capacity for multilingual service provision/clinical education.	<p>Increase bilingual and multilingual skill sets among clinical faculty.</p> <p>Explore strategies to increase access and ease of use for interpreters and translators.</p> <p>Increase clinic access through translated clinic forms and assessments/treatment tools in languages other than English.</p>	2025-2026
		Increase clinical education faculty capacity.	Utilize the stability of a first-year clinic model to build flexibility and time for creative problem-solving and clinical education transformation among clinical faculty and leadership.	2026-2027
	Recruit, admit, support, retain, and graduate exceptional students to the master's program to raise the caliber of the learning environment, to enhance diversity, and to filter into doctoral programs.	<p>Refresh MedSLP clinical education.</p> <p>Reinforce the state-based CoreSLP track as a pipeline from MS to PhD.</p> <p>Stay in step or in advance of changes related to the clinical doctorate in speech-language pathology.</p>	<p>Review and adjust the first-year clinical rotations for MedSLP students.</p> <p>Strengthen and adjust CoreSLP curriculum and alignment with PhD programs.</p> <p>React creatively in response to ASHA's guidelines and movement in the field towards the clinical doctorate in SLP.</p>	2027-2028

	<p>Increase visibility, outreach, and impact of the master's program.</p>	<p>Develop a marketing plan for the UW Speech and Hearing Clinic</p> <p>Increase master's program presence at ASHA and/or CAPCSD.</p> <p>Increase awareness of CSD and caliber of students at the undergraduate level and for non-matriculated students.</p>	<p>Optimize web search for UW Speech and Hearing Clinic.</p> <p>Increase community accessibility and presence of UW Speech and Hearing Clinic through alternate session times (evenings/weekends), remote capability, and responsive service provision.</p> <p>Bolster community-facing events such as education fairs (typical speech and language development, vocal hygiene, etc.) or screenings (e.g., Child Find).</p> <p>Present at national forums on UW's unique approach to clinical training that emphasizes practice settings, the program's strategies for combating inequity in higher education and CSD, and the impact of the CASE Scholars training program and other specialized opportunities at UW.</p> <p>Promote program and clinic through CAS newsletter, UW Today, and student spotlights on SPHSC website.</p>	<p>2028-2029</p>
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<b>Doctorate of Philosophy</b>				
<b>Pillar</b>	<b>Goal</b>	<b>Objective(s)</b>	<b>Action Steps</b>	<b>Schedule</b>
Promote stability, excellence, and growth in the quality and experience of our doctoral program	Innovate and grow the program's learning experiences	Curriculum review	Review effectiveness of professional development training through DRF and IDF (SPHSC 567, 563) in context of professional landscape and student outcomes. Consider the addition of a yearly Professional Development Forum (PDF).	2024-2025
			Update list of interdisciplinary course offerings for electives; integrate information including student feedback from DSA-maintained repository as appropriate	2024-2025
			Evaluate elective didactic courses in SPHSC course catalog – identify opportunities for updates, in consultation with Program faculty and students	2025-2026
		Curriculum expansion	Pilot offering of Professional Development Forum, if supported by 24-25 review	2025-2026
			Generate new SPHSC PhD elective course offerings, leveraging expertise of Program faculty, pending 25-26 review	2027-2029
			Formalize Professional Development Forum, pending outcomes of pilot and feedback received	2027-2029
		Augment opportunities for research training	Pilot optional Summer Quarter lab rotations	2024-2026
			Pending faculty and student feedback, formalize optional lab rotations as part of doctoral Program Plan	2027-2028

			Advertise and encourage student engagement with institutional doctoral training grants (e.g., ITHS; ANTG; TBD)	2024-2029
Augment pool of applications and recruitment to the PhD Program	Increase applications to the PhD program		Curate / update outward-facing information on SPHSC website, PhD Application page; increase reach of online information sessions	2024-2025
			Increase advertisement of Program, e.g. through professional organizations.	2024-2029
	Improve recruitment of top applicants		Offer coordinated virtual 'campus visit' following offer of admission, with details specified in offer letter.	2024-2025
			Explore opportunities to fund in-person visits.	2026-2029
Increase recruitment of underrepresented students	Attract students with strong financial support packages		Actively recruit students who would qualify for administrative supplements and educate faculty on how to obtain that funding.	2024-2029
	Leverage the rich resources available through UW to recruit and support a diverse student body		Utilize resources including GSEE and ARCS Diversity recruitment funding and fellowship programs	2024-2029
Support student well-being	Promote inclusion and sense of belonging		Hold annual one-on-one meetings between Program Director and each current student to discuss progress, goals, and any concerns	2024-2029
			Regular coordination with DSA and Graduate Advising to promote student events, workshops, engagement with SHACS	2024-2029

Generate corresponding growth in resources that support the experience of students in the doctoral program	Improve fiscal stability of student support model	Address potential funding gaps for current and admitted students	Improve coordination of Annual Student Review information and Admissions process to ensure sufficient TA support; maintain fiscally conservative approach in admissions decisions	2024-2025
			Pilot summer rotations (pool of RA positions) as source of summer support	2024-2026
			Bolster summer RA rotations model, or explore other models, as indicated based on pilot	2027-2029
	Increase grant funding to support student research	Increase grant funding to support student research	Incentivize and support research grant submission by Program Faculty	2024-2029
			Support drafting and submission of NIDCD T32 in Language Science	2024-2029
		Tap industry and community opportunities for training and funding	Disseminate a list of faculty-generated opportunities to students annually	2024-2029
	Increase outreach for advancement	Connect with SPHSC alumni and community	Share past and current successes of our PhD students for advancement	2024-2029

<b>Online Programs</b>				
<b>Pillar</b>	<b>Goal</b>	<b>Objective(s)</b>	<b>Action Steps</b>	<b>Schedule</b>
Create innovative and flexible, online educational opportunities to expand our reach and build student diversity	Expand existing undergraduate programming into the online educational space with new asynchronous offerings	Create a high quality asynchronous, online leveling certificate program for students seeking to qualify for graduate study in SLP and AuD	Conduct market research and analysis of online leveling space for SLP, including meeting with various “experts” on asynchronous online instruction and certificate program mgmt.	Winter - Spring 2022
			Develop online leveling certificate curriculum and program proposal	Summer 2023
		Recruit more diverse students to enhance the pool of qualified graduate school applicants and SPHSC professionals.	Purchase equipment & establish recording room for asynchronous course development.	Summer 2023
			Develop and refine budget and deployment models.	Summer - Autumn 2023
			Obtain institutional approvals for program and new online courses	2024
			Develop a national marketing campaign and new web presence.	2024
			Design and develop 9 courses according to best practices.	2023- 2025
			Create admissions protocols and enrollment logistics.	2023- 2025
			Create orientation and student support structure.	2023- 2025
			Open admissions and launch certificate program.	Spring & Summer 2025
Survey/Data Collection.	2025-2026			
	Create new online postgraduate educational offerings to working speech and hearing professionals	Create a “bridge” certificate aimed at SLPs transitioning to hospitals/medical settings	Conduct market research and analysis of clinical professional didactic and skill needs Discuss and develop partnership with UW Medicine facilities/faculty/clinicians Develop online leveling certificate curriculum and program proposal Design courses according to best practices Create offering schedule, marketing plan & web presence	2027-2029

			<p>Development enrollment logistics</p> <p>Open admissions and launch certificate program.</p> <p>Survey/Data Collection.</p>	
		<p>Create a “bridge” certificate aimed at SLPs transitioning to school settings.</p>	<p>Conduct market research and analysis of clinical professional didactic and skill needs</p> <p>Discuss and develop partnership with WA school districts/professionals</p> <p>Develop online leveling certificate curriculum and program proposal</p> <p>Design courses according to best practices</p> <p>Create offering schedule, marketing plan &amp; web presence</p> <p>Development enrollment logistics</p> <p>Open admissions / launch certificate program.</p> <p>Survey/Data Collection</p>	<p>2026-2028</p>
		<p>Create a specialty certificate for school-based SLPs</p>	<p>Conduct market research in WA state schools and analysis of clinical professional didactic and skill needs</p> <p>Discuss and develop partnership with WA school districts/professionals</p> <p>Develop online leveling certificate curriculum and program proposal</p> <p>Design courses according to best practices</p> <p>Create offering schedule, marketing plan &amp; web presence</p> <p>Development enrollment logistics</p> <p>Open admissions and launch certificate program.</p> <p>Survey/Data Collection</p>	<p>2026-2028</p>

<b>Audiology Education</b>				
<b>Pillar</b>	<b>Goal</b>	<b>Objective(s)</b>	<b>Action Steps</b>	<b>Schedule</b>
Provide a flexible educational program to address the need of the emerging OTC delivery model for hearing aids	Establish an online certificate program on OTC Hearing Technology that reaches a broad audience	Design an innovative online program, in which students achieve real-world learning objectives via a self-paced, fully-asynchronous program.	Collaborate with stakeholders on curriculum design of the program.  Establish an online ecosystem for certificate holders.	2024-2025
		Enhance the presence and visibility of audiology education at UW	Conduct a broad launch marketing campaign for the certificate program, including establishing an Advisory Council with academic, clinical and industry reps.	2024-2025
		Minimize the financial risk and enhance the financial sustainability of the program	Explore a diverse funding structure for the certificate program, including industry sponsorship, employer sponsored training, and research grant.	2024-2025
Integrate audiology education into the curricula of the department's educational programs	Provide experiential learning opportunities for the department's educational programs	Create an audiology rotation course (SPHSC 379)	Design the course to be appropriate for both state and fee-based programs, e.g., with a modularized assessment structure for UG, master's, and PhD students.  Standardize and automate the procedures for clinical observation to reduce the administrative burdens.  Integrate live cameras and session recordings into the course design.	2024-2026
Re-envision the audiology clinic	Develop the audiology clinic as a living laboratory and a community resource center for hearing wellness	Integrate clinical research into the operation of the clinic	Develop the administrative infrastructure (e.g., IRB approval, consent/HIPAA protocols) to conduct clinical studies with minimal disruptions to typical clinical operations.	By Spring 2025

			Host research-focused 4th year audiology externs.	2024-2029
		Optimize the staffing of the audiology clinic and improve the efficiency of clinical operation	Staff the clinic with a mixture of (1) professional staff with a research focus, (2) lecturer with an education focus.	2024-2027
			Exploring the use of audiology assistants to boost clinical productivity.	2026-2027
			Expand telehealth services provided by the clinic.	2025-2029
		Diversify the revenue streams for the clinic	Systematically evaluate and update the charges/fees for audiological services	2024-2025
			Prepare the clinic to take on external contracts of clinical studies and clinical trials	2025-2026
			Broaden the range of devices carried by the clinic, including ALDs, OTC hearing aids, and prescription hearing aids.	2024-2029
		Maintain consistent outreach efforts to promote accessible hearing healthcare at both local and national levels	Participate interdisciplinary effort in promoting hearing wellness and healthy aging	2024-2029
			Build trusting connections to local communities where audiological services are less accessible	2024-2029
Maintain the presence of hearing-related graduate education at UW	Assess the feasibility of re-entering graduate education space in audiology	Evaluate the feasibility of course/program offerings at the graduate level	<p>Conduct market research to capture the ever-changing status of graduate education in audiology</p> <p>Develop and critically review a plan for audiology training with a stacked credentialing model.</p>	2026-2027

## AIM 2: ADVANCE RESEARCH PROGRAMS

Pillar	Goal	Objective	Action Steps	Schedule
To support and enhance a robust research portfolio both at the principal investigator and department levels	To enhance interdisciplinary research	Within department	Lightning presentations of selected research-related achievements in faculty meetings.	2024-2029 continue
			Organize annual “research day” event/retreat, which include showcasing SPHSC research achievements to faculty, students, donors, and distinguished alumni, and re-assessing the research needs and opportunities.	2024-2029
			Use Doctoral research forum to bring faculty together to discuss research around PhD student talks	2024-2029
			Facilitate collegial support in research development through monthly Lunch-and-learn meetings and weekly writing group meetings.	2024-2029
		Outside dept	Continue to leverage SHACS as a platform for interdisciplinary conversations (e.g. develop incentives, involved in the life of the department)	2024-2029
	To enhance department research infrastructure	To optimize existing resources	Establish an equipment inventory database to optimize resource allocation across labs	2025-2026
			Identify and operationalize shared laboratory space	2026-2028
		Facilitate the development of externally funded research programs	Establish a support structure for developing grant applications and facilitate peer support. Develop digital infrastructure for research ideation and tracking/coordinating the upcoming grant submissions within the department. Explore opportunity for pursuing a language-themed training grant	2024-2025
			Junior faculty career support	Use research round tables for identifying funding, grant writing and career development conversations
		Continue faculty mentorship program and legacy planning for senior faculty support		2024-2029 continue
		To enhance outward facing presence of our research	Increase funding opportunities	Marketing for donors through department newsletter
	Promote Research to Broader Scientific Community		Maintain awareness of the research achievements in SPHSC from the scientific community and general public. Employ frequent and current communication of research achievements on Dept. website and through Dept./lab social media channels.	2024-2029

## AIM 3: ADVANCE CLINICAL TRAINING AND CLINICAL SERVICE DELIVERY

Pillar	Goal	Objective(s)	Action Steps	Schedule		
Transform the client experience provided by SPHSC clinical programming through inclusive and responsive pedagogy and preparation to serve a diverse world.	Re-envision programs' learning experiences and opportunities to center equity and to serve clients of backgrounds that have been historically marginalized.	Re-envision program curricula and pedagogy to address systemic bias in higher-ed and CSD.	Strengthen existing and grow additional fieldwork opportunities, including through alumni channels and with community supervisors with underrepresented perspectives.	2025-2026		
			Support licensure of clinical faculty in additional states to increase scope of tele-practice opportunities.			
			Enhance IPE and IPP opportunities within first-year clinical rotations.			
			Develop community-engaged learning opportunities within first-year clinical rotations.			
			Evaluate clinical-research collaborations and opportunities.			
Foster and develop local and broader connections to equitably serve master's students, citizens of Washington State, and the professional community associated with the field of communication sciences and disorders.	Increase collaboration with allied health practitioners and with education faculty to facilitate equity-focused cross-training.	Refine collaborative IPE experiences with colleagues in rehab sciences, OT, and PT.	Consider shared IPE/IPP state or fee-based experiences.	2026-2027		
			Increase community-engaged research and teaching to increase the value of the master's program to the community and to students.	Create community partnerships that would serve genuine needs and provide valuable training experiences for students.	Evaluate previous community engagement activities and community screenings (e.g., in preschools). Seek and sustain partnerships that would meet community needs.	2028-2029
					Obtain faculty resources to make student involvement in community-engaged activities a reality.	
Broaden the network of UW partnerships that support didactic and clinical education	Connect with additional interdisciplinary faculty related to CSD	Utilize alums as mentors, supervisors, instructors, and networkers. Leverage LinkedIn account w/good news committee.	2025-2026			

## AIM 4: ENSURE FISCAL STABILITY

Pillar	Goal	Objective(s)	Action Steps	Schedule
To be agile with external fiscal challenges	Adapting to the Finance Transformation changes	Using the new reconciliation process to provide fiscal reports that can best inform the department on spending projections	Familiarizing with the reconciliation process after the transition to Workday. Tracking projections and actuals across years to verify a success roll-out of Finance Transformation.	2024-2026
	Working with the trend of centralized resources	Engage in conversations with CAS and other service vendors to effectively balance shared staffing or maintaining our own.	Work with the College to understand their timeline of centralizing administrative job tasks so that we can anticipate / plan for unit-based staff activities.	2025-2026
	Ensure fiscal vitality	Maintaining consistent revenue streams	Develop new online courses that serves different populations of our profession / academic pipeline that focuses on access as well as meeting the unmet needs of our ever-changing profession	2026-2028
Establish mutual understanding for the roles CAS and UWCC play in our non GOF-funded programs (SLP, online postbac / certification programs)	Provide a fiscally responsible approach in balancing the overhead charged by UWCC and their services provided in the backdrop of CAS subsuming any financial risks	Educate CAS and UWCC why the current overhead charging model is detrimental to programs that are required to have high faculty/student ratios	Provide information and evidence to CAS such that they can advocate for our department regarding our experiences with UWCC	2024-2025
			Work with UWCC to understand the exact services they are providing based on their cost center models	2024-2025
			Work with UWCC and CAS to roll out other non GOF-funded programs that would provide fiscal stability to our unit as well as expanding educational programs to meet the need and the ever more diverse population in our profession.	2025-2027

## AIM 5: PROMOTE DIVERSITY AND INCLUSION

Pillar	Goal	Objective(s)	Action Steps	Schedule
Transform the student experience provided by SPHSC academic programs through inclusive and responsive pedagogy and preparation to serve a diverse world.	Re-envision programs' learning experiences and opportunities to center equity and to serve students of backgrounds that have been historically marginalized.	Re-envision program curricula and pedagogy to address systemic bias in higher-ed and CSD.	Systematically assess the impact of changes in curriculum and pedagogy via quantitative and qualitative outcome measures and be responsive to continued needs.	2024-2025
	Ensure a culture of awareness, compassion, humility, integrity, activism, and openness to learning.	Center students' well-being and mental health.	Publicize available supports for well-being on/off campus via program webpages and quarterly emails (e.g., crisis connections; national grad crisis line.)	2024-2025
	Become a leading example in pedagogy for multilingual services	Prepare students to serve clients with diverse language backgrounds.	Formalize multilingual clinical approaches	2026-2028
			Create a didactic classes at the undergraduate or doctoral level address topics related to multilingual development and services	2025-2027
Contribute significantly to the CSD field in addressing social justice issues	Identify areas where health disparities need to be addressed in our field	Collaborate with our peer institutions to find a voice to advocate these issues	Present at national meetings on the findings our work in this space and listen to the new challenges arise from our peers	2027-2029
		Collaborate with our clinical partners to understand how these issues arise in their own clinics	Provide continuing education for our partners to help them advocate social justice issues in their local environments	2027-2029
		Identify topics that have not been adequately addressed in our fields (e.g., audism, ableism) and hold national / global seminars to foster discussion of these issues	Convene expert panels and manage annual seminars / workshops on these topics	2026-2029