

STRATEGIC PLAN 2007

To develop a strategic plan that is responsive to the CAA Standards, the department conducted a self-study of the programs' strengths, weaknesses, opportunities, and threats (**SWOT**) as they relate to; (1) Administrative Structure and Governance, (2) Faculty, (3) Curriculum, (4) Students, (5) Assessment and (6) Program Resources. From this process, key action items were developed and are displayed in this bulleted five-year plan.

	1-year	3-year	5-year
Administrative Structure & Governance	<ul style="list-style-type: none"> • Hire 2 Faculty Specialists with expertise in clinical supervision/coordination • Successful site-visit and reaccreditation • Transition graduate coordination/advising responsibilities to new or existing faculty 	<ul style="list-style-type: none"> • Recruit and hire additional audiologist for AuD (initial proposal) • Develop mechanism for 12-mo. Graduate coordination/advising 	<ul style="list-style-type: none"> • Capital campaign support for Endowed Faculty position in fluency • Secure additional Faculty Specialist position
Faculty	<ul style="list-style-type: none"> • Initiate review of graduate and undergraduate curriculum; UG major criteria; faculty coverage of courses • Mentor clinical supervisor with expertise in fluency 	<ul style="list-style-type: none"> • Develop interdisciplinary relationships relative to undergraduate coursework in CHHS • Develop collaborative interdisciplinary research projects and identify target funding sources 	<ul style="list-style-type: none"> • Secure external funding for research and training grants
Curriculum	<ul style="list-style-type: none"> • Examine graduate SLP curriculum sequence, content, and coverage by departmental faculty • Continue refinement of audiology 	<ul style="list-style-type: none"> • Develop plan to implement new instructional methodology for gerontology/geriatric content • Review undergraduate curriculum in changing pre- 	<ul style="list-style-type: none"> • Pilot new methods for evaluating knowledge/skill competencies such as problem-based learning

	<p>curriculum; examine elective course options</p> <ul style="list-style-type: none"> • Develop relationships with faculty/practicum sites in varied locations • Expanding ASL offerings 	<p>professional landscape; incorporate research experiences</p> <ul style="list-style-type: none"> • Develop a model of integrated research and clinical practice 	
Students & Assessment	<ul style="list-style-type: none"> • Increase recruitment efforts by holding graduate information sessions in conjunction with graduate visitation programming • Increase number of students applying for scholarship support (e.g., AMBUCS, ASHA) • Increase recruitment of culturally diverse students and those with research interests 	<ul style="list-style-type: none"> • Develop pre-requisite programming (“leveling”) for students from diverse backgrounds/populations • Develop methods for evaluating knowledge/skill competencies covered in courses 	<ul style="list-style-type: none"> • Develop financial support for students from other sources (private sector, service organizations, training grants)
Resources	<ul style="list-style-type: none"> • Advocate for change in policy for funding of graduate assistantships for out-of-state students 	<ul style="list-style-type: none"> • Pursue gift contributions to the Department (campaign) • Develop mechanisms for replacement and maintenance of equipment 	<ul style="list-style-type: none"> • Secure training grant • Develop relationships with alumni and friends of the department in support of academic, clinical, and/or research components of SPPA