

## Strategic Plan 2013-2018

### Strategic Goals

*The over-arching goal for speech and hearing science at ASU's College of Health Solutions is to become recognized as one of the best speech and hearing programs in the country. The long-term plans to accomplish this include the following:*

- *Improve the program's national visibility.*
- *Grow enrollment in programs as faculty and staff growth permits. Develop new programs to highlight new faculty expertise and trends in health and healthcare.*
- *Improve funding model through mechanisms available (program and class fees), summer revenues, clinic revenues and fund raising*
- *Enhance the culture of research within the programs and faculty*

Speech and hearing science conducted a review of current programs and faculty research through faculty retreats in 2013. As a result, the following goals were developed to guide speech and hearing in achieving the long-term goals:

*Improve the program's national visibility.*

- Enhance opportunities to present in local, national and international conferences and workshops to highlight clinical and research expertise of the SHS faculty.
- Continue to maintain and improve our national rankings for audiology and speech-language pathology.

*Grow enrollment in programs as faculty and staff growth permits. Develop new programs to highlight new faculty expertise and trends in health and healthcare.*

- Maintain and enhance, where possible, excellence in providing clinical training in its Master of Science in communication disorders and Doctor of Audiology programs. Determine maximum capacity for these two programs and work toward that goal.
- Enhance the undergraduate major to provide a solid scientific understanding of speech, language, and hearing.
- Consider development of an interdisciplinary undergraduate major in rehabilitation science.
- Develop a system for tracking PhD student progression and enhance funding to recruit quality students.
  - 2017: added goal to write at least one training grant a year
  - Increase faculty grant proposals and funding to assist with PhD funding
- Consider new clinical doctorate in speech-language pathology based on national trends.
- Consider opportunities for online programs.

- Improve expertise and number of staff to support the clinic, research and teaching needs of the programs

*Improve funding model for speech and hearing through mechanisms available (program and class fees), summer revenues, clinic revenues and fund raising*

- Review program and class fees yearly for national trends
- Consider online instruction
- Expand summer class offerings
- Enhance clinic billing, contracts and other locations
- Fund raising
  - Improve contact with alumni
  - Develop innovative options for fund raising i.e., grateful patient and pay it forward
  - Develop more CEU opportunities for the professional community
  - Work with college and ASU Foundation staff to explore other opportunities

*Enhance the culture of research within the programs and faculty*

- Increase funding for PhD students and post-doctoral fellows through increased training grants, start-ups and grant funding to support training of future faculty and underpinning the research enterprise of the faculty.
- Provide more opportunities for clinical faculty and graduate students to engage in research.
- Continue to support the advanced research experience (ARES) and Honors college students who engage in research at the undergraduate level.
- Provide events for faculty and students to share current research.
- Increase research grant submissions and expenditures from the faculty.

## Executive Summary

(2/8/19, Submitted by Nancy J Scherer, PhD.)

### *1. Improve the program's national visibility.*

The speech and hearing science faculty present their research at local, national and international conferences in speech-language pathology, audiology, psychology, education, engineering and neuroscience conferences and collaborate with colleagues at ASU, national and international universities. The national rankings moved from 14 to 9 for audiology and 22 to 14 for speech-language pathology.

- 2. Grow enrollment in programs as faculty and staff growth permits. Develop new programs to highlight new faculty expertise and trends in health and healthcare.*

Our MS in communication disorders had grown from 67 in 2014 to 89 in 2018 while the audiology program grew from 46 in 2014 to 51 in 2016 but has fallen to 45 in 2018. Staffing the clinical programs has been a challenge during the college restructuring. Audiology has an approved growth plan with associated faculty positions but the MS program has to complete a five-year plan to provide for current growth in enrollment.

At the same time our immersion BS in speech and hearing science has slowly been losing enrollment from 350 to 300. In 2018 we started the online BS degree and we currently have 120 enrolled. It has some start up challenges but we plan to add the postbaccalaureate certificate to the online offering this coming year. The PhD program has lost enrollment from 18 in 2013 to 14 in 2018. It has been impacted by reduced college funding of TA's. We have one training grant currently and plan to write more. The college is still working out funding support for the future but we expect the funding to be limited and will need to rely on faculty start up and grants to supplement more that in the past. We have developed a new non-clinical MS degree in auditory and language neuroscience that will begin in fall 2019. The clinical doctorate in speech-language pathology is being considered.

- 3. Improve funding model for speech and hearing science through mechanisms available (program and class fees), summer revenues, clinic revenues and fund raising.*

Program fees were increased in 2015 and they are evaluated regularly relative to national trends. Clinic revenues have increased from <\$200,000 in 2013 to >400,000 in 2018. We added new clinic staff to facilitate HIPPA and billing. A clinic observation system was added to facilitate the educational mission of the clinic. Summer revenues have increased with additional summer course offerings but there are still more opportunities for more classes offered in the summer. With the online BS degree we will have increased online offerings. Fundraising has focused on student scholarships and awards. We have added the Sid Bacon Memorial Research Scholarship and received scholarship gifts for three consecutive years to support MS graduate students who plan to work in the areas of adult rehabilitation. These funds were given by the Ronald Youngberg family and the program and development office are actively working with this family to establish an ongoing endowment. The Scottish Rite has donated scholarship funds for children who are unable to attend our summer literacy camp and they also donated a sound booth and equipment to the audiology program for a student lab.

*Enhance the culture of research within the programs and faculty*

Faculty expertise has expanded to include craniofacial disorders, signal processing and machine learning, genetics, neuroscience, neural feedback and stimulation since 2013. Speech and hearing science was in transition with several faculty retirements and new junior

faculty. The number of grant proposals submitted has increased by 30% and number of awards has likewise increased; however, the overall amount of the grants is smaller and research expenditures have decreased.

Our PhD enrollment has declined which affects the research mission of speech and hearing science programs and ultimately the college. Speech and hearing will need to adjust to new college funding structure for PhD by funding more PhDs within training and research grants. We currently have 4 post-doctoral fellows, two funded on F32s where we had none in 2013. The faculty have started a monthly meeting to present current and proposed research by faculty, students and colleagues called Coffee and Cognition. This meeting provides an opportunity for faculty and students to hear what research is going on in speech and hearing science and to receive input about research topics. The college has also developed mechanisms to facilitate interprofessional research and collaboration. Affinity Networks and Translational Teams provide structure to support collaboration for teaching and research across the college.