

**Cal State East Bay  
Speech, Language, and Hearing Sciences  
Strategic Plan, Fall 2018**

**Mission Statement**

The Department of Speech, Language, and Hearing Sciences provides students pre-professional and professional training in speech-language pathology and audiology, which is founded on state and national standards, evidence-based practice, research, and science and technology, to prepare them to serve persons with communication disorders and their families in an ethical and culturally competent manner.

**Vision**

The Department of Speech, Language, and Hearing Sciences at Cal State East Bay will deliver innovative instruction, excel in research, and expand community-based collaboration to create a vibrant and supportive learning community that engages and inspires students, faculty, staff, and clients with communication disorders.

**Strategic Goals**

**Goal 1: Build departmental strength through recruitment and retention of qualified faculty.**

**Goal 2: Enhance growth in faculty scholarship and productivity**

**Goal 3: Enrich the academic and clinical training experience through innovative instruction that meets the needs of our pluralistic communities.**

**Goal 4: Provide comprehensive academic and career advising to our diverse study body to support student success and transition to a successful professional career.**

**Goal 5: Develop and enhance external collaborations and resources for academic and clinical faculty and programs.**

The department will work on these strategic goals guided by department leadership with input from all department stakeholders as it relates to their specific role and responsibilities in the department.

Strategic Goals	Issue	Outcomes	Indicators of Success	Strategies
<p><b>Build departmental strength through recruitment and retention of qualified faculty.</b></p>	<p>The Department of Speech, Language, and Hearing Sciences at Cal State East Bay presently has four tenure track faculty, two of whom are tenured. Shubha Kashinath has served as Interim Chair from 2015-17 and will begin a 3-year term as Chair starting Fall 2017. There is shortage of senior faculty to provide stable leadership for the department.</p>	<p>Successful recruitment, retention and tenure for junior faculty. Department faculty will vote on a plan of succession for 2021-22 and beyond to ensure that the leadership of the department is secure. New faculty members achieve tenure and promotion and are successful in obtaining grants for research and/or training.</p>	<ul style="list-style-type: none"> <li>· There will be a net gain in faculty until we reach the target size of seven full time academic faculty.</li> <li>· Availability of a succession plan for position of department chair to ensure continuity of leadership.</li> <li>· Incoming faculty will be mentored to support their scholarly activity, instructional achievements and service requirements to meet Retention, Promotion, and Tenure requirements.</li> </ul>	<ul style="list-style-type: none"> <li>· Request new faculty lines.</li> <li>· Create Faculty Development Plans annually with each junior faculty member to support their progress towards meeting the retention promotion and tenure requirements of the university.</li> </ul>
<p><b>Enhance growth in faculty scholarship and productivity</b></p>	<p>Support a departmental culture of research and scholarship to enhance faculty success, provide students with opportunities to engage in high impact learning opportunities, and further the mission of the department.</p>	<p>Faculty and students will engage in research and scholarly activity documented by presentations, publications, grants, and recognitions. Students will gain increasing exposure and mastery of research skills.</p>	<ul style="list-style-type: none"> <li>· Faculty will engage in research with evidence in the form of publications, presentations and internal/external grants.</li> <li>· The number of students participating in research through the university's Center for Student Research will increase.</li> <li>· The number of students choosing to complete a M.S. thesis will increase.</li> <li>· Faculty will explore opportunities to serve on doctoral committees in Ed. Leadership to promote interdisciplinary research.</li> </ul>	<ul style="list-style-type: none"> <li>· Advisors and faculty will promote research participation.</li> <li>· Students will be informed regularly of research opportunities in faculty research clinics/labs.</li> <li>· Incoming faculty will receive startup funds (as budget allows) in addition to Provost release time for new faculty in support of their research and scholarship.</li> <li>· Development of Undergraduate research coursework to promote research involvement and engagement.</li> </ul>

<p><b>Enrich the academic and clinical training experience through innovative instruction that meets the needs of our pluralistic communities.</b></p>	<p>Given the university's impending transition from quarters to semesters in 2018, the department has developed a semester-based curriculum that continues to meet the training needs of undergraduate and graduate students. There is a need for the graduate curriculum to be responsive to the constantly changing professional landscape (new regulations, standards, community needs, job market demands) as well as the diverse society in which we live.</p>	<p>Increase visibility of our profession and major to incoming undergraduate students. Develop connections with other professional programs across campus to enhance opportunities for interprofessional training. Engage in curriculum planning to systematically coordinate academic and clinical instruction through appropriate scaffolding and sequence of coursework that prepares students to work with specific clinical populations.</p>	<ul style="list-style-type: none"> <li>· New coursework will be developed at the graduate and undergraduate levels (including General Education) to provide students with an opportunity to explore the breadth of the profession.</li> <li>· Clinical education opportunities will be systematically scaffolded to ensure student success.</li> <li>· Increase in opportunities for innovative training opportunities (such as interprofessional training opportunities, focus on cultural and linguistic diversity, increased coursework in aging and dementia, serving transgender populations).</li> <li>· Expand diversity of clinical training programs that provide training opportunities that reflect the scope of practice of our profession.</li> </ul>	<ul style="list-style-type: none"> <li>· Development of Clinical Rounds to support student learning in clinical practice.</li> <li>· Increasing the diversity of elective course offerings at the undergraduate and graduate level.</li> <li>· Engage in interdisciplinary training opportunities with other professional programs on campus.</li> <li>· Develop diverse training programs to provide more exposure to students about specific populations and settings.</li> <li>· Evaluate and develop the on-campus clinic's resources to provide services to diverse clients.</li> <li>· Explore development of a bilingual certificate program.</li> </ul>
<p><b>Provide comprehensive academic and career advising to our diverse study body to support student success and transition to a successful professional career.</b></p>	<p>Students in the graduate program report inconsistencies in advising process and support. The advising issues stemmed primarily from a dire shortage of faculty in the last 3 years.</p>	<p>With the addition of new faculty, SLHS will develop effective advising systems and resources via multiple approaches to meet the unique needs of our diverse student body, many of whom are first generation students, students of color, and students experiencing multiple challenges including homelessness, food insecurities and financial distress. These will</p>	<ul style="list-style-type: none"> <li>· Increase self support advising resources on department website.</li> <li>· Provide regular cohort/group advising by faculty mentors.</li> <li>· Increase opportunities for faculty student interactions outside of classroom settings.</li> <li>· Development of career advising and resources for undergraduates with an SLHS major.</li> <li>· Better utilization of on-campus programs and supports for vulnerable students.</li> <li>· Clear documentation of advising</li> </ul>	<ul style="list-style-type: none"> <li>· Advising using the department's web-based self-support/advising tools to increase awareness/knowledge of program expectations and milestones.</li> <li>· Creating liaisons with on-campus resources (at student orientation)</li> <li>· Career/Job Fair for graduates and undergraduates.</li> <li>· Consistent group advising once a term.</li> <li>· Community building</li> </ul>

		include– group/cohorted advising with follow-up individual advising for special circumstances, expansion of advising resources and roadmaps on the department website, creating designated faculty advisor roles by cohorts (e.g. undergraduates, first-year grad students, second-year grad students, graduate students without a Bachelor’s in CSD).	is present in all student files.	activities to promote student-faculty engagement.
<b>Develop and enhance external collaborations and resources for academic and clinical faculty and programs.</b>	The need for systematic and frequent assessment of adequacy of current resources and anticipated needs is critical to ensure that program quality is maintained. The CSD department receives income from both university and self-generated sources such as clinic fees, grants, and donations. Given the recent focus on Medicare implementation has resulted in the university clinic moving from a fees-based system to a free clinic. This has significantly impacted departmental revenue and funds.	There will be an increase in grant support for clinical research programs in the department. In conjunction with higher administration, an alternative funding model will be developed with a focus on long-term sustainability and institutional support. Department will obtain contracts and grants and/or non-traditional sources of revenue to support clinical programs.	<ul style="list-style-type: none"> <li>· Development of a certificate program through self-support (under the aegis of the Division of Continuing Education) to offset hourly supervisory pay.</li> <li>· The department chair will collaborate with the clinic director and director of clinical programs such as the Aphasia Treatment Program (ATP) to develop alternate models of funding.</li> <li>· In collaboration with Advancement, grants will be sought for clinical programs.</li> <li>· Contracts will be pursued with community agencies to provide resources for our clinical training program.</li> </ul>	<ul style="list-style-type: none"> <li>· Faculty will receive support (time and/or resources) to complete successful extramural grant applications.</li> <li>· The Department Chair will work with University Advancement to explore funding sources to support the department, its students and/or programs.</li> <li>· Departmental staff will work with the department to ensure timely monitoring of income and expenditure to ensure best utilization of funds.</li> <li>· The Department Chair will explore community based collaborations that support student training as well as generate revenue to meet departmental needs.</li> </ul>