



STRATEGIC PLAN 2022 - 2026

Mission:

Our mission is to be a model program driving the generation, dissemination and application of knowledge in the science and practice of audiology and speech-language pathology.

<p>UNIVERSITY GOAL</p> <p>PEOPLE</p>	<p>STRATEGIC GOAL #1: EQUITY JUSTICE AND INCLUSION PROGRAM</p> <p>1.1: CREATE AN INCLUSIVE AND EQUITABLE CAMPUS ENVIRONMENT—ONE THAT WELCOMES, VALUES AND EMBRACES THE DIVERSE PERSPECTIVES OF EVERY MEMBER OF OUR COMMUNITY.</p>
<p>SHRS INITIATIVES</p>	<ul style="list-style-type: none"> • Develop and implement a multi-faceted plan for the recruitment/admission of underrepresented students to SHRS undergraduate and graduate professional programs. • Leverage partnerships with the Community Engagement Centers, Pittsburgh Public Schools, rural school districts, and regional campuses to increase access for underrepresented students.
<p>CSD GOALS:</p> <p>Identify and eliminate barriers that hamper the recruitment and/or retention of underrepresented students into CSD.</p> <ul style="list-style-type: none"> - EJI Program Director will identify and resolve known issues relating to the recruitment and retention of underrepresented students. <ul style="list-style-type: none"> - Average at least one monthly SREJI-directed student outreach effort by Spring 2023. - Develop and implement an advising checklist to guide conversations and identify needs relating to individual student retention and success by Fall 2024. <p>The Program Director for EJI, the Vice Chair for Academic Affairs, and individual Program Directors in CSD will build EJI content into the Pitt CSD curriculum.</p> <ul style="list-style-type: none"> • Make a minimum of three programmatic updates to at least 75% of each program’s major courses by the 2023-2024 academic year. E.g., <ul style="list-style-type: none"> • EJI Syllabus Statements • EJI Course Checklist • EJI Curriculum Report <p>The Program Director for EJI, Vice Chair of Academic Affairs, and the Chair of each annual Admissions Committee will shift admissions processes to ensure that underrepresented and non-traditional applicants are competitive with well-represented traditional applicants.</p> <ul style="list-style-type: none"> • Make programmatic changes to recruitment and admissions processes and procedures that result in a 25% increase in underrepresented students’ applications rising to the level of consideration for admissions by the 2024 application season. <p>The Program Director for EJI and colleagues promoting recruitment and outreach in CSD and SHRS will increase the number of annual outreach and recruitment activities that leverage existing resources.</p> <ul style="list-style-type: none"> • Develop and implement an annual PPS-based outreach program to be implemented in student outplacements, by the 2023-2024 academic year. • Develop and implement an annual CEC-based outreach program to be implemented by student groups, by the 2024-2025 academic year. 	

<p>UNIVERSITY GOAL</p> <p>PROGRAM</p>	<p>STRATEGIC GOAL #2: UNDERGRADUATE EDUCATION</p> <p>2.1: ENHANCE GRADUATE AND PROFESSIONAL OFFERINGS IN TERMS OF THEIR REPUTATION, RELEVANCE AND IMPACT.</p> <p>2.4: BROADEN OUR ACADEMIC OPPORTUNITIES TO INCLUDE MORE NON-TRADITIONAL STUDENTS AND SETTINGS.</p>
<p>SHRS INITIATIVES</p>	<ul style="list-style-type: none"> • Develop and make available credit-bearing and non-credit bearing online and hybrid post-professional degree and certificate programs. • Develop and implement a multi-faceted plan for the recruitment/admission of underrepresented students to undergraduate and graduate professional programs.
<p>CSD GOALS:</p> <p>Development and implementation of an online post-baccalaureate program to meet the increasing demand for entry into audiology and speech-language pathology graduate programs among non-traditional students (e.g., non CSD undergraduate majors).</p> <ul style="list-style-type: none"> • New program will budget for the expenses of 2 new faculty to teach in this program, with projected program revenue to cover expenses for the program within 2 years, and a projected 50% increase in post-bac FTE enrollment and an increase in net tuition revenue, beginning in the program's 3rd year. <p>Increase communication science undergraduate student participation in the SHRS Champion's Program and SHRS Wellness Pavilion initiative at the Community Engagement Center (CEC) in Homewood to meet the increasing demand for diversification of audiology and speech-language pathology graduate programs among students traditionally underrepresented in the professions.</p> <ul style="list-style-type: none"> • Undergraduate Program director will work with student organization leaders and chapter faculty advisors (e.g., NSSHLA, SAA, Pitt Audiology Club) to increase engagement of undergraduate students in SHRS community engagement and diversity, equity, and inclusion initiatives by 50% by FY22/FY23. <p>Increase communication science undergraduate student participation in funded mentored research experiences in CSD laboratories to meet the increasing demand for diversification of audiology and speech-language pathology graduate programs among students traditionally underrepresented in the professions.</p> <ul style="list-style-type: none"> • Undergraduate Program director will work with Vice Chair for Research and Director of EJI Program in CSD to increase the participation of communication science undergraduate students in mentored research experiences in CSD department laboratories, with an anticipated 30% increase in participation among students traditionally underrepresented in the profession by FY23. 	

UNIVERSITY GOAL PROGRAM	STRATEGIC GOAL #3 RESEARCH 2.3: INCREASE OUR PARTICIPATION AND PRESENCE IN MULTI-DISCIPLINARY, SOLUTION-SIZED RESEARCH PROJECTS.
SHRS INITIATIVES	<ul style="list-style-type: none"> Strengthen and advance collaborative networks and data sharing to support widespread implementation of effective wellness and rehabilitation interventions in health systems and community- based settings.
<p>CSD GOALS:</p> <p>Development and submission of an NIH-NIDCD Program Grant (P50) to meet the increasing demand for large-scale multidisciplinary solution-sized research activities in the department to increase the sustainability of research operations and produce research of the highest impact.</p> <ul style="list-style-type: none"> Pitt CSD will serve as Prime on \$11M NIDCD Program Grant submission (P50) during FY23/FY24 that will leverage our clinical partners at VAMC and UPMC and key institutional resources, including Pitt CTSI, SHRS Data Center, and CATAPULT. The program will budget for the expenses of 2 research coordinators and a CSD Implementation/Dissemination Core. The departments multi-PI research initiatives will be used to serve as incubators for interprofessional, multi-disciplinary activities within the program, with a projected increase of \$250K in indirect cost (IDC) recovery to the department within the first 3 years of the program to be re-invested to cover new faculty startup package expenses, laboratory renovations, research operating expenses, and seed funding for future strategic research initiatives in the department. <p>Increase faculty research participation in established SHRS community-based partnerships to support the implementation of effective wellness and interventions in health systems and community-based settings (e.g., DePaul, SHRS Wellness Pavilion, Pittsburgh Public Schools).</p> <ul style="list-style-type: none"> CSD Office of Research will work with the Chair’s Office to develop a request for proposals (RFP) in FY23 to provide a 10K seed grant to fund a multi-investigator team’s participation in a project that includes one or more SHRS community-based partner sites (DePaul, SHRS Wellness Pavilion, Pittsburgh Public Schools). The team will be expected, upon project completion, to submit a Pitt Scaling Grant through the Office of the Provost to competitively scale their research efforts in targeted pursuit of larger-scale external funding. CSD Office of Research will prioritize and provide administrative support for the submission of a Scaling Grant that aligns with the Office of the Provost Pitt Momentum Funds initiative to a multi-investigator team in the department for a project that includes one or more SHRS community-based partner sites (DePaul, SHRS Wellness Pavilion, Pittsburgh Public Schools and involves investigation into social determinants of health (SDOH). The team will be expected, upon project completion, to submit an extramural application to one of the funding opportunities and announcements related to the NIH UNITE Initiative to address health disparities. 	

UNIVERSITY GOAL PROGRAM	STRATEGIC GOAL #4: CLINICAL DOCTORAL PROGRAM IN SLP 2.1: ENHANCE GRADUATE AND PROFESSIONAL OFFERINGS IN TERMS OF THEIR REPUTATION, RELEVANCE AND IMPACT.
SHRS INITIATIVES	<ul style="list-style-type: none"> • Develop and make available credit-bearing and non-credit bearing online and hybrid post-professional degree and certificate programs. • Develop and make available credit-bearing and non-credit bearing online and hybrid post-professional degree and certificate programs.
<p>CSD GOALS:</p> <p>Development and implementation of an online clinical doctoral program in speech-language pathology to meet the increasing demand for advanced professional training in speech-language pathology and to be responsive to the demographic changes facing higher education—today (e.g., shrinking undergraduate student population, individuals pursuing second careers, working families, growing need for SLP services in developing countries).</p> <ul style="list-style-type: none"> • Program to receive approval from Provost during FY23 with matriculation of the first cohort of students during FY25. • New program will budget for the expenses of Director of CScD program, 3 new appointment stream faculty, and 1 new CScD program clinical coordinator to teach and direct national clinical placements in the program; SHRS marketing, distance education development, travel, professional services, an adjunct instructor pool, and other operating expenses for administration of the program, with projected program revenues to cover expenses for the program within the first 2 years, and a projected 100% increase in FTE enrollment and an increase in net tuition revenue, beginning in the program’s 3rd year. <p>Development and implementation of online non-degree certificate options in speech-language pathology that align with specialty concentrations within the CScD curriculum, to meet the increasing demand for just-in-time advanced professional training in speech-language pathology and to be responsive to the increasing demand for specialty certification and non-degree professional development and continuing education in working professionals.</p> <ul style="list-style-type: none"> • Program to receive approval from the Provost during FY24 with matriculation of the first cohort of students during FY26. 	

UNIVERSITY GOAL PROGRAM	STRATEGIC GOAL #5 AUD PROGRAM 2.2: CREATE MORE PREEMINENT TEACHING, LEARNING, SCHOLARSHIP AND RESEARCH EXPERIENCES.
SHRS INITIATIVES	<ul style="list-style-type: none"> • Evaluate and implement technology-based solutions to enrich residential and online/hybrid learning (e.g., simulations, virtual patients, telehealth). • Engage students in personalized professional development opportunities and mentorship relationships.
<p>CSD GOALS:</p> <p>Develop and implement a Hearing and Balance Simulation Laboratory to support and accelerate clinical learning through in-person and virtual activities.</p> <ul style="list-style-type: none"> • Accelerated learning will support the current format of the AuD program and will be critical to a 3-year program and/or a hybrid program. • Requirements: This will require space and physical resources as well as human resources to schedule, support, and supervise learning as well as supporting faculty in the integration of simulation into their course offerings to target key learning objectives. Ongoing expenses would be expected to support new and improved simulations. • This goal also ties to Pitt People, 1.5: Update our physical and operational environment to encourage risk-taking, exploration and collaboration. With SHRS: Advocate for the short- and long-term physical plant, space and technology needs to support SHRS academic, research, service and operational functions through the campus master planning process, the SHRS facilities master plan and financial pro forma. <p>Successful submission and funding of an R25 proposal: Research Experiences to Enhance Clinician-Scientists' Participation in NIDCD's Research PAR-21-188: Research Experiences to Enhance Clinician-Scientists' Participation in NIDCDs Research TRANSLATES: "TRanslational Auditory NeuroScience: LAB-based Training for Empowered Self-efficacy"</p> <ul style="list-style-type: none"> • Our goal is to create a research enhanced curriculum option that a diverse subset of AuD students will participate in, supporting their interest and ability to advance patient care and move the profession of audiology forward throughout their careers. This will include coursework in translational auditory neuroscience, a research skills bootcamp, and focused research experiences in NIDCD-funded laboratories. This option will provide a scaffolding for independent and collaborative research projects. Success in this endeavor could take the form of these students ultimately pursuing a research degree (PhD) or being a significant collaborator or leader on a research team, with an audiologist's perspective. • This goal also ties to Pitt People 1.2 Enrich the student experience with transformative opportunities to learn, grow, and thrive. With SHRS: Develop and sustain a culture of shared and supportive learning and collaboration that invites and engages multiple perspectives towards common goals of understanding and respect. 	

<p>UNIVERSITY GOALS</p> <p>PROGRAM</p>	<p>STRATEGIC GOAL #6 MASTER’S PROGRAM IN SPEECH-LANGUAGE PATHOLOGY</p> <p>2.1: ENHANCE GRADUATE AND PROFESSIONAL OFFERINGS IN TERMS OF THEIR REPUTATION, RELEVANCE AND IMPACT.</p>
<p>SHRS INITIATIVES</p>	<ul style="list-style-type: none"> • Enrich the student experience with transformative opportunities to learn, grow, and thrive. • Create more preeminent teaching, learning, scholarship, and research experiences. • Enhance graduate and professional offerings in terms of their reputation, relevance, and impact. • Develop and make available credit-bearing and non-credit bearing online and hybrid post-professional degree and certificate programs. • Create an inclusive and equitable campus environment – one that welcomes, values, and embraces diverse perspectives of every member of our community.
<p>CSD GOALS:</p> <p>MA SLP Curriculum Committee (including the Director of Clinical Education in SLP) will develop and integrate new experiences within academic and clinical curriculum including simulation experiences and skills labs to accelerate learning.</p> <p>Increase SLP MA students' participation in IPE opportunities (e.g., existing opportunities and development of new opportunities) as a critical element of the MA-SLP curriculum.</p> <p>Explore development of an online Master’s in SLP program to increase access MA SLP programs and to be responsive to demographic changes in higher education (e.g., decreased enrollment in undergraduate programs, changes in student population, growing need for SLP services in underserved areas).</p> <ul style="list-style-type: none"> • Complete a market research survey and competitive analysis related to implementing an online MA-SLP program. • Determine CAA guidelines for submission of a new online MA SLP program (targeted at 2026). <p>Develop and make available credit-bearing and non-credit bearing online and hybrid post-professional degree and certificate programs in collaboration with the CScD program.</p>	

<p>UNIVERSITY GOALS</p> <p>PEOPLE</p> <p>PROGRAM</p>	<p>STRATEGIC GOAL #7 PHD PROGRAM</p> <p>1.1 CREATE AN INCLUSIVE AND EQUITABLE CAMPUS ENVIRONMENT—ONE THAT WELCOMES, VALUES AND EMBRACES THE DIVERSE PERSPECTIVES OF EVERY MEMBER OF OUR COMMUNITY.</p> <p>1.2 ENRICH THE STUDENT EXPERIENCE WITH TRANSFORMATIVE OPPORTUNITIES TO LEARN, GROW AND THRIVE.</p> <p>2.2 CREATE MORE PREEMINENT TEACHING, LEARNING, SCHOLARSHIP AND RESEARCH EXPERIENCES.</p>
<p>SHRS INITIATIVES</p>	<ul style="list-style-type: none"> • Develop and implement a multi-faceted plan to recruit, matriculate and retain a diverse student body that is representative of the demographics of the country and includes students of different races, cultures, genders, ages, ethnicities, socioeconomic experiences, abilities, religions, gender identities and expressions, sexual orientations and includes students from veteran’s and military group. • Develop programs that connect students to immersive experiences that involve community stakeholders, alumni, potential employers and various perspectives external to the University. <ul style="list-style-type: none"> • Support and advocate for individualized clinical experiences for undergraduate and graduate-level students based on their interests (experiences such as internships, fieldwork, supervised practice, student research collaborations/laboratory exchanges at other institutions, etc.). • Create partnerships with international/multinational institutions to establish global collaborations for research, service and training activities.
<p>CSD GOALS:</p> <p>Successful submission and award of an R25 and T32 Training grant that will incorporate the following goals.</p> <ul style="list-style-type: none"> • Aligned with T32: (i) By AY23-24, all CSD PhD program faculty and students will complete Diversity and Inclusion Certificate Program; (ii) By FY24-25, <u>at least 33% of PhD interviewees</u> will be from underrepresented backgrounds • Aligned with T32: By AY24-25, offer a hybrid version of T0-T2 (Fall) and T2-T4 (Spring) Y1 PhD seminars, leading to graduate micro-credential in translational research in CSD (proposal to be submitted in AY24-25) • By AY25-26, develop a <u>research and training partnership with at least one MSI</u> (in partnership with CSD Office of Research, aligned with R25 proposal) • Aligned with T32: By AY23-24, implement at least one <u>PhD-focused community-engagement opportunity (science communication)</u> at Homewood CEC • By AY24-25, 100% of dissertations involving research with vulnerable or marginalized groups (people with hearing loss, aphasia; people who stutter) will have <u>community consultants (stakeholders) to serve as mentor team members</u> • Aligned with T32: By AY23-24, implement at least one <u>cross-institutional cross-training program</u>, providing Pitt PhD students immersive clinical-exposure training in partner healthcare institutions (UMPC; VAPHS) 	