

**Department of Speech Pathology and Audiology  
2017-2022 Strategic Plan**

The Department of Speech Pathology and Audiology (SPPA) in the College of Health Sciences at Marquette University has identified the following strategic goals to be addressed during the 2017-2022 timeframe. These goals are consistent with the mission of the College and the SPPA department, that is “to prepare future speech-language pathologists and audiologists who have the research-based knowledge and analytical skills to competently evaluate and treat individuals with a wide range of communication and swallowing disorders. We seek to promote excellence in education, research, and service to the community within the value-oriented, Jesuit, Catholic, Christian perspective of the University.” These goals also embrace the mission of the college and goal themes of University Strategic Plan Beyond Boundaries (1) Pursuit of Academic Excellence; (2) Research in Action; (3) Culture of Inclusion; (4) Social Responsibility through Community Engagement; (5) Formation of Minds and Hearts; and (6) Sustainability of Valuable Resources.

**Focus Area: High Impact Educational Experiences**

Goals	Strategy	Outcomes	Status
Provide quality student learning experiences and training in the classroom and clinic	Increase use of technology in the classroom and clinic and maintain/update current equipment	Implemented Teams for classes, Zoom for teletherapy, MARVL, Disorder database (Aphasia Bank), Theta audiology simulator	Met
	Develop alternative course delivery methods for select courses	Implemented Simucase, MBSimP, MCN, Kahoot, Mentimeter, Pre-recorded lectures	Met
	Explore opportunities for Alternative Clinical Experiences for low incidence disorders	Implemented Simucase, MBSimP, MCN	Met

Support professional development activities for students, faculty, staff and community partners	Identify additional sources of travel funding for students	Mechanisms identified include: Dept. level support, grad school, NSSLHA	Met
	Increase grant support for student-faculty co-presentations at conferences	Both external (OUAT, NIH, ASHA) and internal funding (RRG, AHPRC) led to student faculty presentations	Met
	Accommodate student attendance at off-campus professional activities	Facilitated attendance at local and national conventions. Allowed for excused absence from classes and clinic to present/attend	Met

Strategic Issue: **Research and Scholarly Activities**

Goals	Strategy	Outcomes	Status
Promote student and faculty research	Increase undergraduate student participation in research (e.g., Summer research Program, McNair's Scholars)	Students regularly participated in SRP, McNair, Honor's program, AHPRC student fellowship, NIH R15 training grant, SPPA 4956 research lab course, volunteer positions	Met
	Increase graduate student theses completion	Barriers identified: 6 credits is not feasible due to other required coursework	Not met
	Offer student orientations to explain the thesis option and viability of thesis completion Explore with Graduate School administration options for defraying the cost of exercising a thesis option at the Masters degree level	Barriers identified: Discussed on case by case basis but many top students chose ADP	Not met

	Increase participating and full faculty research collaborations	Multiple clinically focused case studies (Berry/Cording, Berry/Czelatdko Berry/Valla, Moyle/Valla, Dalton/Reudinger)	Met
Promote faculty grant writing to support research endeavors	Increase research active faculty grant submissions to at least one individual grant application annually	Barriers identified: lack of Ph.D. students, continuous rollover of graduate assistants, and grants spanning multiple years requiring time to disseminate findings.	Met by some faculty
	Identify opportunities for participating faculty grant submissions to facilitate a target of at least one collective grant application annually	Barriers identified: cohorts larger than target required faculty load dedicated to student supervision of clinical education	Not met

Strategic Issue: **Diversity and Inclusion**

Goals	Strategy	Outcomes	Status
Recruit students from under-represented populations in the profession	Allow additional consideration for demographic characteristics in the admission process (i.e., ethnicity, cultural background, representation in the profession)	A holistic admissions process led to an increase in graduate students identified as a racial/ethnic minority consistently represented as 20-30% of total cohort.	Met
	Give preference to at least one eligible minority student for GA selection	Met within the department and also through support from the university diversity fellowship	Met
	Give preference to at least one eligible minority student for BIES program	Heritage speakers of Spanish were given preference during the admissions process to the BIES program	Met

	Increase faculty participation in recruitment activities, specifically encouraging under-represented populations to consider a speech pathology or audiology major	Attended a McNair program on student support to learn about resources and potential avenues for recruitment at Marquette. Participated in discovery days and local HS recruitment, met with undecided students to talk about the profession, recommended students from diverse backgrounds serve as ambassadors, one faculty attended a CAPCSD session on recruiting underrepresented students.	Met
	Assist potential student recruits in locating and applying for funding specific to under-represented populations	Provided information about diversity fellowship, ASHA/WSHA scholarships, grad school scholarships (polish, for ex, Real scholarship)	Met
Provide support for recruited students from under-represented populations in the profession	Increase faculty mentoring of under-represented populations once recruited to the program	Several faculty participated in diversity advocate training, all faculty participated in continuing education related to DEIB topics, invited speakers presented to faculty on holistic admissions, culturally inclusive classroom, several faculty participated in Making Marquette Inclusive workshop, one faculty participated in CAPCSD DEI Summit	Met
	Identify peer-mentors to tutor students in the program who are from under-represented populations	Peer mentor program established for freshman/juniors and 1 <sup>st</sup> year grad students/juniors	Met

Strategic Issue: **Community Partnerships**

Goals	Strategy	Outcomes	Status
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Establish relationships with community agencies for placements and clinical experiences	Identify professional development needs of community partners to offer partnership incentives via workshops and/or continuing education activities by department faculty	Memberships offered to <a href="http://speechpathology.com">speechpathology.com</a> for placement supervisors, invited local agencies to attend career fair to help support their recruitment	Met
	Identify sources and secure funding to offset costs of off-campus practicum experiences	Hired clinical placement coordinator for Illinois and southern WI for students to have placements closer to primary residence, recommend students for paid VA traineeship	Met
Expand Interprofessional Education (IPE) opportunities for students	Increase community placements for student IPE experiences	Collaborated on campus with education, psychology, dental, OT, and PT; CORE 4 IPE workshop series, Bluebird IPE workshop, interdisciplinary collaboration with onsite PT and OT clinics, school and medical sites all provided opportunities for IPE experiences	Met

	Increase faculty participation in recruitment activities, specifically encouraging under-represented populations to consider a speech pathology or audiology major	Attended a McNair program on student support to learn about resources and potential avenues for recruitment at Marquette. Participated in discovery days and local HS recruitment, met with undecided students to talk about the profession, recommended students from diverse backgrounds serve as ambassadors, one faculty attended a CAPCSD session on recruiting underrepresented students.	Met
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Strategic Issue: **Service to Others**

Goals	Strategy	Outcomes	Status
Participate in Community Outreach	Explore additional faculty service opportunities in the community	Established relationship with Gerald L. Ignace Indian Health Center, presented to enABLE group	Met
	Increase student and faculty participation in service activities	Collaboration with GiGi's playhouse, provided audiology outreach with free community clinic collaborative, offered	Met

		hearing screenings on campus, offered assessments to the Jesuit community	
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Strategic Issue: **Sustain and Promote Resource**

Goals	Strategy	Outcomes	Status
Develop sustainable relationships with partners of interest	Engage with alumni to promote the program	Increased number of alumni serving as external placement supervisors	Met
	Identify alumni (whether for awards or to University Advancement for philanthropy) related to professional achievement, recognition, service	Submitted alumni for consideration of recognition	Met

\*The Department of Speech Pathology and Audiology Strategic plan is discussed with outcomes updated at faculty meetings throughout the academic year, and annually during the fall faculty in-service. In addition, the department participates in a [program review](#), conducted by the Office of the Provost. Applicable to this plan, a program review was completed in Spring 2021 (see attached).

**Plan concluded at the end of the 2022-2023 academic year. A new strategic plan will be implemented during the 2023-2024 academic year.**



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MEMORANDUM

TO: Emily Patterson, Assistant Chair of the Department of Speech Pathology and Audiology  
Kim Halula Interim Chair of Department of Speech Pathology and Audiology  
FROM: John J. Su, Vice Provost for Academic Affairs  
RE: Academic Program Review three-year follow-up meeting  
DATE: 5/9/21  
CC: Kimo Ah Yun, Provost  
William Cullinan, Dean of the College of Health Sciences

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This memo signifies **confirmation** of the three-year follow-up to the Department of Speech Pathology and Audiology action plan and the continued success of the department's work to implement program review recommendations.

- The materials your program has submitted to the Council on Academic Accreditation and Audiology and Speech-Language Pathology accreditation process satisfy the requirements of the previous stages of the Marquette University academic program review process.

The proposed updates to the action plan are responsive to changing circumstances at Marquette and in higher education nationally, concretely defined, and actionable. It is particularly noteworthy that all but one of the identified action steps have been met or are ongoing.

The Department of Speech Pathology and Audiology is to be congratulated for continued academic excellence. The three-year follow-up meeting highlighted in particular:

- Increased national rankings from 69th and 2018 to 55th in 2021 according to U.S. News & World Report;
- Strong enrollments on a year-to-year basis during the period in which universities nationally have experienced significant admissions challenges..

Thanks again to you and our colleagues for participating in the academic program review process. Assuming that there are no changes to the process, the next point of contact will be the new review cycle, beginning with your Provost Summit to be scheduled in alignment with your next reaccreditation cycle. Based on what you have indicated for that process, we will schedule for Fall 2024 and can align timelines accordingly.