SLHS Vision, Mission, and Strategic Plan for 2024-2029

Vision

The School of SLHS prepares reflective learners to positively impact diverse and dynamic communities while promoting well-being in speech, language, and hearing.

Mission

The School of SLHS engages with students, colleagues, and community members to develop and implement inclusive, research-based practices in speech, language, and hearing sciences. We believe that communication is a human right and strive to ensure that our work is grounded in evidence and centered on the people we serve.

Strategic Plan 2024-2029

The School of Speech Language and Hearing Sciences (SLHS) developed the current 5-year strategic plan during the 2022-2023 academic year and during the Fall 2023 semester. Three themes were identified as high priorities for the School during the next 5 years. The School Director will lead the evaluation of progress towards the goals under each theme and will be presented at relevant regularly-scheduled faculty meetings and retreats. Goals will be revised on an ongoing basis.

The strategic plan aligns closely with the San Diego State University's (SDSU) current [mission](#) and [strategic plan](#), SDSU's College of Health and Human Services' (CHHS) current [purpose, mission, and values](#), and SLHS' [diversity, equity, and inclusion plan](#).

Theme A: Student Success

Goal 1. Increase financial support for students and SLHS programs
- Increase student awareness about funding opportunities for research and academic endeavors
  - *Measurable outcome:* Advisors and faculty will provide self-reports of the communication with students regarding student funding opportunities

       ◦ *Dates:* At least once per year

2026	Advisors provided communication (email, social media, announcements, posts) regarding: ● Aztec Scholarships (university-wide opportunities) ● Scholarships from various foundations, including CAPCSD, Foundation for Developmental Developmental Disabilities, ASHA, ASHF, CSHA, CA Teachers Association ● University funding mechanisms, including Instructional-Related Activities, Student Success Fee, Summer Undergraduate Research Fellowships, Graduate Student Travel awards
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● Increase attempts toward and attainment of internal and extramural sources for funding for student support
    ◦ *Measurable outcome:* Advisors and faculty will provide self-reports of student efforts (e.g., applications) for student funding
    ◦ *Dates:* At least once per year

2026	SLHS students were awarded: ● Numerous Aztec Scholarships (university-wide opportunities) ● Two undergraduate students were provided training fellowships from San Diego LEND ● One undergraduate student obtained the ASHA PROGENY award ● Two undergraduate students obtained the CSHA Foundational First Scholars award ● One MA student obtained the ASHA SPARC award ● One PhD student obtained the CSU Chancellor's Doctoral Incentive Program fellowship ● Travel funds from the Student Success Fee program to send students to the ASHA, CSHA and AAA conventions ● Funds to support a speaker series ● Instructionally-Related Activities funds to support students' exploration of research career pathways and for interprofessional practice in which Au.D. students work with BFA/MFA music students to obtain custom hearing protection

	Dr. Teresa Giralomo and her colleagues in the Dept. of Special Education received a training grant to support M.A. students and students from Special Education (Project INCLUDE: Interdisciplinary collaborative learning for neurodiversity affirming special and speech education service providers)
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- Increase supplemental revenue streams to support School programs and initiatives
  - *Measurable outcome:* School Director will provide a report of revenue streams
  - *Dates:* At least once per year

2026	The SLP Essentials post-baccalaureate program, run in collaboration with SDSU Global Campus, increased enrollment, representing a 25% increase in revenue to the School from this program. A partnership with University Development has helped to establish a new scholarship for SLHS students. A final installment for the Paul Pfaaf memorial scholarship was received and will increase the number of awards that can be made from that scholarship.
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Goal 2. Improve preparation of undergraduate students for post-graduation goals (e.g., grad school, CA workforce)
- Increase the percentage of students accepted to graduate school
  - *Measurable outcome:* Undergraduate advisors will survey graduating senior students to identify the number of students applying to graduate programs, in what field(s), and success rate of these applications
  - *Dates:* At least once per year

2026	Data analysis from students graduating in Spring, Summer, and Fall 2025 is ongoing.
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- Increase percentage of students successfully employed or pursuing desired post-graduation goals
  - *Measurable outcome:* Advisors will survey recent alumni to identify the number of students successfully employed, and in what fields
  - *Dates:* At least once per year

2026	Data analysis from undergraduate students graduating in Spring, Summer, and Fall 2025 is still ongoing. M.A. and Au.D. graduating students have a 100% employment rate. All graduating Ph.D. students obtained positions.
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- Address equity gaps in student achievement through targeted initiatives
  - *Measurable outcome 1:* School Director will use data from SDSU's Analytic Studies and Institutional Research to identify equity gaps (defined as the student outcomes, such as final grades in specific courses and graduation rates)
  - *Measurable outcome 2:* School Director will summarize targeted initiatives from the past academic year
  - *Dates:* At least once per year

2026	Data analysis is still ongoing.
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Goal 3. Enhance and refine the curriculum
- Refine interprofessional education within SLHS (between SL and AuD)
  - *Measurable outcome:* Program Directors for the M.A. and Au.D. programs will summarize efforts from the past academic year to conduct interprofessional education
  - *Dates:* At least once per year

[See objective below]

- Expand interprofessional education with other professions across the University
  - *Measurable outcome:* School Director will summarize efforts to initiate and/or conduct interprofessional education within the University
  - *Dates:* At least once per year

NOTE: Due to a new interprofessional education program established by the College of Health and Human Services, this objective and the one immediate above have been combined.

2026	Faculty from the School of Speech Language and Hearing Sciences, particularly Dr. Peter Torre, have led efforts to develop an interprofessional education program for the College of Health and Human Services. The initial pilot, which was conducted in spring and fall of 2025, included students from Speech-Language Pathology, Audiology, Physical Therapy, Nursing, and Athletic Training. The qualitative feedback indicated students were highly satisfied with that program and found it valuable to learn about each others' respective fields while obtaining experience in working with those from a wide range of professions. The program will be expanded to include every student from the above clinical training programs and to also incorporate Social Work students. Dr. Peter Torre and his students obtained Instructionally-Related Activities funding to have Au.D. students work with BFA/MFA music students to obtain custom hearing protection.
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- Infuse content on diversity, equity, and inclusion as it pertains to our professions into courses throughout the curriculum at the undergraduate, graduate, and doctoral levels
    - *Measurable outcome:* Audiology and Speech-Language Division Heads will evaluate the diversity, equity, and inclusion content throughout the curricula
    - *Dates:* At least once per year

2026	Data analysis for 2025 is ongoing.
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- Enhance training through invited speakers and other supplemental opportunities for learning
    - *Measurable outcome:* School Director, in cooperation with the Program Directors and Division Heads will track the invited speaker and supplement opportunities for students, and will summarize efforts
    - *Dates:* At least once per year

2026	In AY25-26, a total of 8 speakers were invited to SLHS to cover a range of topics including aphasia, neural control of speech production, sensory perception in autism, childhood apraxia of speech, bilingualism, and cultural responsiveness in healthcare.
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- Faculty searches: Conduct a faculty search to expand clinical and research training in the area of Speech Science that can expand current training opportunities in low incidence disorders
    - *Measurable outcome:* School Director and Personnel Committee chair will summarize efforts to obtain a faculty line in Speech Science and the search for this position
    - *Dates:* At least once per year, until position is obtained and filled

2026	The School completed a search in this area and has welcomed Dr. Hatun Bengin-Zolatkale to the faculty. Dr. Zengin-Bolatkale brings expertise in the area of stuttering to the School. Objective completed.

Goal 4: Enrich on-campus clinical learning opportunities
- Deepen and strengthen existing partnerships with various community agencies
    - o *Measurable outcome:* School Director, in cooperation with Division Heads, Program Directors, and Clinic Directors, will summarize new and existing community agency partnerships and the efforts to strengthen those relationships
    - o *Dates:* At least once per year

2026	The clinics have continued to expand opportunities for clinical placements. In the past year we have expanded to one school district, and numerous private practices. Discussions with other potential partners are ongoing.
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- Increase number and variety of service delivery options (e.g., small group treatment, intensive therapy options, telehealth)
    - o *Measurable outcome:* Audiology and Speech-Language Clinic Directors will summarize service delivery options in their respective clinics
    - o *Dates:* At least once per year

2026	Data analysis is still ongoing.
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Goal 5. Enrich off-campus clinical learning opportunities

- Increase number of clinical placement sites for both speech-language and audiology
  - *Measurable outcome:* Audiology and Speech-Language Clinic Directors will summarize clinic placement sites and efforts to create new community partnerships
  - *Dates:* At least once per year

2026	S-L Clinic was able to expand their partnerships to include an additional school district and one new private practice.
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- Increase number of speech-language clinical placement sites with multilingual supervisors
  - *Measurable outcome:* Speech-Language Clinic Director will summarize the clinical placement sites with multilingual supervisors
  - *Dates:* At least once per year

2026	Bilingual students worked with SLPs in 4 school districts (12 schools), 1 private practice, and 1 hospital. A total of 18 bilingual students participated in these bilingual placements.
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Theme B: Research and Creative Endeavors

Goal 1. Increase extramural research funding
- Increase the number of federal grants awarded to faculty
  - *Measurable outcome:* School Director, in collaboration with the CHHS Associate Dean for Research, will summarize the amount of federal funding awarded to SLHS faculty in the prior AY

    ○ *Dates:* Every Fall semester

2026	In AY 24-25, new extramural funding included a K23, R21, and an OSEP training grant.
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- Increase the number of grant dollars awarded to SLHS
  - *Measurable outcome:* School Director, in collaboration with the CHHS Associate Dean for Research, will summarize the amount of grants and contracts funding awarded to SLHS faculty in the prior AY
  - *Dates:* Every Fall semester

2026	Data analysis is ongoing.
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- Establish community-research partnerships
  - *Measurable outcome:* School Director, in cooperation with the Division Heads, will summarize the number of community-research partnerships
  - *Dates:* At least once per year

2026	Data analysis still ongoing
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Goal 2. Increase the number of research publications
- Increase the number of high-quality, peer-reviewed publications authored by faculty

- *Measurable outcome:* School Director, in cooperation with the Division Heads, will summarize the number of peer-reviewed publications from the prior year
- *Dates:* At least once per year

2026	Data analysis for 2025 is ongoing.
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- Increase faculty-student collaborative research publications
    - *Measurable outcome:* School Director, in cooperation with the Division Heads, will summarize the number of peer-reviewed publications with student from the prior year
    - *Dates:* At least once per year

2026	Data analysis for 2025 is ongoing.
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- Increase intra-faculty collaborative research publications
    - *Measurable outcome:* School Director, in cooperation with the Division Heads, will summarize the number of peer-reviewed publications with 2 or more faculty from the prior year
    - *Dates:* At least once per year

2026	Data analysis for 2025 is ongoing.
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Goal 3: Enhance the Ph.D. training program.
- Expand funding opportunities for Ph.D. students
  - *Measurable outcome:* The Director for the Joint Doctoral Program in Language and Communicative Disorders (JDP-LCD) or designee will summarize the funding for Ph.D. students
  - *Dates:* At least once per year

2026	In AY 25-26, there are 20 students in JDP-LCD. All 20 have funding for this AY including School funding, University funding from UCSD and SDSU, and from two training grants (T32 from NIH-NIDCD, Office of Special Education Programs).
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- Expand mentorship opportunities and structures for faculty who are developing mentorship skills of Ph.D. students
  - *Measurable outcome:* Advisors and faculty will provide self-reports of professional training workshops focused on issues of student mentoring and other professional development opportunities for student mentoring
  - *Dates:* At least once per year

2026	Data analysis for 2025 is ongoing.
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Goal 4. Increase student (B.A., M.A., Au.D., Ph.D.) attendance and presentations at university, local, national, and international research meetings.
- Seek out funding to support student travel to conference venues
  - *Measurable outcome:* Advisors and faculty will provide self-reports of known funding opportunities to support student travel for conferences
  - *Dates:* At least once per year

2026	Students obtained funds to travel to a number of conferences, including ASHA, CSHA, AAA
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- Seek out funding mechanisms to support competitive student research grants
  - *Measurable outcome:* Advisors and faculty will provide self-reports of known funding opportunities to support student research
  - *Dates:* At least once per year

2026	At least 1 undergraduate student obtained funding from the SDSU Summer Undergraduate Research Program.
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- Seek out funding to support presentations for lecture series and colloquia
  - *Measurable outcome:* Advisors and faculty will provide self-reports of known funding opportunities to support speaker series
  - *Dates:* At least once per year

2026	For AY 25-26, SLHS received funding from external partners, including Once Upon a Time…, and funding from the University (Rising Stars program, Student Success Fee funding) to host lecture series.
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Theme C: Diversity, Equity, Inclusion, and Community Outreach

Goal 1. Expand and the linguistic and cultural diversity of our student cohorts
- Increase student recruitment and outreach activities at the School, University, and community levels
    - *Measurable outcome:* Advisors and faculty will provide self-reports of outreach activities
    - *Dates:* Ongoing

2026	Data analysis is still ongoing.
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- Encourage participation and engagement of diverse student voices through active student groups focused on justice, equity, diversity and inclusion as well as cultural and linguistic diversity in our field
    - *Measurable outcome:* School DEI committee will provide reports of activities related to engaging diverse students in School-related activities
    - *Dates:* At least once per year

2026	The DEI committee hosted two student-centred meetings to provide students with an opportunity to provide feedback and input about DEI topics related to their learning, the curriculum, and the general climate on campus.
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- Maintain mindful and sustained faculty leadership and growth on issues related to diversity, equity, and inclusion
    - *Measurable outcome:* School DEI committee will provide reports of activities related to faculty professional development and leadership in this area
    - *Dates:* At least once per year

2026	In AY 24-25, SLHS faculty obtained a total of
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Goal 2. Nurture community partnerships to meet the needs of the greater San Diego community.
- Engage members of the professional community in activities relevant to student training by increasing professional development opportunities at SDSU that align with the activities, interests, and availability of local professionals
  - *Measurable outcome:* Division Heads/Program Directors will provide reporting of professional development opportunities offered to the professional community
  - *Dates:* At least once per year

2026	Audiology provided two talks that were aimed at both students and professionals in the community.
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- Expand our alumni network and create a culture of alumni engagement to support the SLHS mission
  - *Measurable outcome:* School Director and Division Heads/Program Directors will provide reporting of activities, communication, and outreach to School alumni
  - *Dates:* At least once per year

2026	Data analysis is ongoing.
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- Cultivate awareness around the professions and school through community outreach
  - *Measurable outcome:* School Director and Division Heads/Program Directors will provide reports of outreach activities
  - *Dates:* At least once per year

2026	In Fall 2025, the College of Health and Human Services (CHHS) has obtained a workforce development grant to, in part, to conduct community outreach. Efforts for this objective will be completed in coordination with CHHS.
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Goal 3. Develop students' abilities to deliver patient-centered care using principles of evidence-based practice and cultural humility.
- Enhance training opportunities for students to work with interpreters and cultural mediators
  - *Measurable outcome:* Clinic Directors and Division Heads/Program Directors will provide reports of student training opportunities to provide patient-centered care using principles of evidence-based practice and cultural humility
  - *Dates:* At least once per year

2026	Data analysis is ongoing
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- Ensure ongoing training on universal design and equity-minded teaching
  - *Measurable outcome:* School DEI committee and School Director will provide reports of activities related to faculty professional development and leadership in this area
  - *Dates:* At least once per year

2026	The School invited faculty from the university Center for Teaching and Learning to provide a workshop on how best to use AI in classrooms to support student learning outcomes for a wide range of students. Discussions at faculty meetings also discussed how materials posted online (e.g., via the LMS) can be more accessible.
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