

Strategic Plan 2024-2029

Doctor of Audiology

Last update: July 5, 2024
Baseline data as of July 5, 2024

MISSION STATEMENT:

Our mission is to educate students with the knowledge, skills, and clinical experience necessary to become competent, compassionate, and ethical audiologists who are dedicated to improving the lives of individuals with hearing and balance disorders.

STRATEGIC GOAL 1: Educate students with the foundational skills and knowledge to attain immediate competency upon graduating, while also nurturing their potential to practice at the highest level of their licensure as future professionals

OBJECTIVE 1A:

Achieve full accreditation status

STRATEGIES

- 1A1. Engage stakeholders, including faculty, students, alumni, advisory board, and external preceptors in the accreditation process
- 1A2. Identify deficiencies in capital equipment, operating budget, and infrastructure and other resources, for qualifying for full accreditation status
- 1A3. Initiate a thorough self-study process involving internal stakeholders to assess the program's strengths and areas of improvement
- 1A4. Create action plans to address identified areas of improvement

OBJECTIVE 1B:

Formative and summative assessments across the duration of program

STRATEGIES

- 1B1. Develop critical thinking skills through case-based problem solving
- 1B2. Develop the ability to express comprehensive thoughts verbally
- 1B3. Identify areas of growth required to master core-content areas as identified through individualized reflective analysis of cases

STRATEGIC GOAL 2: Enable students and faculty to thrive in an evolving academic, professional, and clinical environment

OBJECTIVE 2A:

Increase the visibility and recognition of the doctor of audiology program and faculty accomplishments through strategic communication, highlighting of achievement, scholarly awards, and impactful contributions to the field

STRATEGIES

- 2A1. Obtain ASHA and AAA CEU provider status and provide at least one opportunity per year
- 2A2. Faculty participate in local, state, and national committee membership
- 2A3. Presentations by faculty and/or students at local, state, and national venues
- 2A4. Participation in community events or popular press
- 2A5. Program newsletter to engage all stakeholders in scholarship, clinical news, and other events/accomplishments
- 2A6. Organize events, such as research impact seminars, where faculty can showcase the real-world impact of their research on society
- 2A7. Develop faculty profiles for each faculty member, highlighting their key contributions, publications, service and projects

OBJECTIVE 2B:

Enhance the research capabilities of faculty through workshops, training sessions, and identifying funding sources

STRATEGIES

- 2B1. Identify a team of mentors for those developing research proposals and grant applications
- 2B2. Investigate existing internal resources and ways to extend beyond existing resources for identifying funding sources
- 2B3. Develop a plan of support (including advocating for workload release) for faculty members in developing high-quality research proposals

OBJECTIVE 2C:

Provide opportunities for students to engage with local, state, and national organizations and the profession

STRATEGIES

- 2C1. Increase student involvement (e.g., membership, conference attendance, etc) with local, state, and national professional groups/organizations
- 2C2. Provide extracurricular educational opportunities to students on current topics

STRATEGIC GOAL 3: Enhance DEI to foster a learning environment that reflects and celebrates different backgrounds and perspectives

OBJECTIVE 3A:

Promote DEI initiatives through program activities

STRATEGIES

- 3A1. Track the number of affinity-group organizations on campus to which students/faculty identify or use resources.
- 3A2. Require implicit bias training for all faculty and students
- 3A3. Complete required Health Compliance trainings
- 3A4. Offer DEI orientations and workshops throughout the program

OBJECTIVE 3B:

Promote mental health awareness and create a supportive environment for students and faculty

STRATEGIES

- 3B1. Share information with students/faculty about the GVSU Counseling Center and other resources
- 3B2. Syllabi include supportive language related to mental and physical health
- 3B3. Offer expert-led mental health talk
- 3B4. Address with faculty/students the importance of maintaining workload balance with class/clinic and service/research needs