



Department of Speech and Hearing Science

College of Arts and Sciences
Division of Social and Behavioral Sciences
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Department's Mission

The mission of the OSU Department of Speech and Hearing Science is to serve and advocate for persons affected by communication disorders through advancing knowledge of normal and disordered communications and promoting excellence by educating leaders in Speech-Language Pathology and Audiology.

Department's Vision

Strive to be universally recognized and respected for diversity, innovation and inspiration in our synthesis of science and practice.

Department's Goals

- *To conduct and disseminate scholarly research in normal and disordered communication;*
- *To develop outstanding professionals (researchers and clinicians) in speech-language pathology, audiology, speech science and hearing science;*
- *To exemplify the synthesis of science and clinical practice that promotes diversity and innovation;*
- *To distinguish itself as a national/international leader in communication sciences and disorders;*
- *To provide leadership in diversity (e.g., developing and educating young scholars from a variety of ethnic and cultural backgrounds);*
- *To provide and promote an inspiring and challenging learning environment for students (from undergraduates to doctoral students) which will include alumni support and involvement and outreach for the benefit of society;*
- *To serve and advocate for persons affected by communication disorders by advancing knowledge of normal and disordered communication and by educating state and national leaders in audiology and speech-language pathology.*

Relationship to the Goals of the University

The Mission of the Department contributes to President Gee's Six Strategic Goals for the University, as follows:

- *Forge One Ohio State University. As will be documented later in this report, the Department is very interdisciplinary in terms of its research and its education of students. Many faculty conduct collaborative research with other faculty members and research scientists across many different colleges at Ohio State. Similarly, our clinical instruction involves units in other colleges (including the Medical School). We are significant partners in several different Graduate Interdisciplinary Specializations that have either been created or are being developed as well as interdisciplinary undergraduate minors. A number of faculty members across campus have*

adjunct no-salary appointments in the department which reflects their involvement with our program.

- *Put Students First. We have sought to provide unique and compelling educational experiences for our undergraduates, our professional students (in the MA-SLP and AuD programs) and our PhD students. For example, we have a very large number of honors students completing honors theses in faculty research labs each year, we have an innovative 4-year professional doctorate program in Audiology and, we provide training opportunities (supported by Department of Education Funds) for our MA-SLP students in language and literacy).*
- *Focus on Faculty Success. In the past year, we recruited and hired three new senior faculty members (Bourgeois, McCauley and Healy) each of whom have outstanding research credentials and national/international reputations. Each faculty member has individual research space. Traditionally, the teaching load for each regular faculty member was 5 courses/year; however, the Department is moving to make the standard load for research-productive faculty members to be 4 courses/year.*
- *Recast our Research Agenda. The creation of new knowledge by our faculty will be evident in a review of material related to faculty productivity.*
- *Commit to Our Communities. We provide significant support to Ohio taxpayers and the citizens of Ohio in at least two ways: Through graduation of highly trained students and direct community service through our Speech-Language-Hearing Clinic. In particular, we take pride in graduating extremely competent students in both speech-language pathology and audiology. Given the current demand (far in excess of the number) for speech-language pathologists and audiologists in the Ohio schools, we are providing a significant community service in generating professionals in both of these areas. Of course, one of the biggest contributions to “direct community outreach” that our Department provides is the provision of high-quality speech-language pathology and audiology services at reasonable cost (through our Speech-Language-Hearing Clinic with students in supervised clinical practica) to the people of central Ohio.*
- *Simplify University Systems and Structures. The Department is committed to a focus on performance and accountability (in terms of research productivity, provision of instruction, and provision of services) that would satisfy the public trust. The administration, faculty, clinical staff and department staff are willing to make our administrative practices as transparent and efficient as possible under the current University Administration guidelines and constraints.*

Placed against the backdrop of our Department’s Mission, Vision and commitment to President Gee’s Strategic Goals, the Department has keen interest in the development of a culture of excellence in terms of instruction, research and service. In terms of instruction (including clinical instruction), we seek excellence in our undergraduate, graduate professional programs and the PhD program. We also strive to produce excellence in both basic and clinical research directed at understanding the nature of both normal and disordered communication and developing appropriate approaches to addressing communication disorders. We also seek to provide quality service to the University, the Central Ohio community, and to the discipline of communication disorders and sciences. As part of this interest, the Department has attempted to both recruit and hire world-class faculty, and to have demanding expectations in the promotion and tenure process. In addition, the Department employs a differential teaching and reward structure (a model fostered by the College Office) to help direct resources effectively. This differential structure would be even more effective if the Department had more resources to allow faculty to spend less time in service related responsibilities and to teach fewer classes.