Goal 1: To locate Kean University as a focal point of ongoing and transformational educational engagement for all by offering undergraduate and graduate (including doctoral) programs that are responsive to local and national needs while building upon our strengths, and utilizing best practice in the disciplines/professions

1.1 Grow strategically Kean programs that have or have the potential for regional and national distinction, including the development of national centers of excellence that highlight Kean University’s unique strengths

Actions:

1.1.1. Establish 3-4 new doctoral programs in applied professional fields (e.g., Speech, Counseling, Physical Therapy) by 2020

Implementation/Timeline:

1.1.1.1. Conduct a feasibility study of Doctor of Speech Therapy (DST) degree (to be completed by 12/13); degree established fall 2014, graduates by 2016

(Dr. Mary Jo Santo Pietro will lead this initiative for the School of Communication Disorders and Deafness. As of January 1, 2014, she is analyzing the results of the 5000 feasibility surveys that were sent to ASHA members in the tri-state area. After our CAA reaccreditation site visit, she will lead the faculty efforts in developing our doctoral program!).

1.1.2. Re-shape master’s and post-baccalaureate programs to address regional and national needs

Implementation/Timeline:

1.1.2.1. Review and clarify master’s and post-baccalaureate programs to address regional and national needs (TBC [to be completed] 2013-2014)

(As a result of this particular section of an earlier strategic plan, our school embarked on an initiative to enhance the multicultural/multilingual aspect of our graduate program as we adapt it to the very rich diversity of our geographical region, i.e., the need for culturally-sensitive bilingual SLPs in our surrounding communities where upwards of 45 different languages and dialects are spoken. In 2010, we hired a multilingual CDD faculty member who is developing a multicultural/multilingual concentration within our MA program so that we can continue to train not only excellent SLPs but also excellent bilingual SLPs. Actually, the need for bilingual SLPs is also of national concern, not just regional).
1.1.2.2. Identify new opportunities and develop strategic plan (TBC 2014)
(After a full year of collaborative planning, our students will be offered the opportunity to enroll in our first graduate TravelLearn program, one which will take them to China in May 2014. This initiative was coordinated among the graduate programs in SLP, OT and Nursing and is serving as a pilot program for future opportunities. Dr. Alan Gertner represents CDD in this effort.)

1.1.2.4. Establish Physician’s Assistant program by 2017
(In January, 2014, Graduate Dean Dr. Jeffrey Beck constituted a search committee to find a director of this planned program. Dr. Barbara Glazewski will serve on this committee. Our faculty has visibility and regard on the campus, and is motivated to participate in university initiatives and governance. The PT and PA programs are welcome additions to our University and part of a move to make Kean a Center of Excellence for the Healthcare Professions, an initiative in which we want very much plan to participate).

1.1.3. Align undergraduate programs to address regional and national needs

Implementation/Timeline:
1.1.3.1. Identify alignment opportunities to meet regional and national needs (TBC 2014)
(Two opportunities were identified to be of interest to the CDD undergraduate program. First of all, an undergraduate concentration in ASL was determined to be necessary and viable. Another opportunity that was identified was the development of programs at the community college level to offer some of the prerequisite courses for those students who want to transfer to Kean for their final two years).

1.1.3.2. Align undergraduate programs and communicate importance of undergraduate programs to regional and national needs (TBC 2015-2016)
(Actually, the ASL concentration has just been approved and will begin to be offered in Fall 2014. With regard to the second opportunity is currently at the discussion/negotiation stage with Brookdale Community College in Lincroft, NJ).

1.1.4. Increase the number of programs with the highest and most comprehensive certifications of excellence (i.e. special/subject accreditation) at the departmental level, college or school level, and university level where appropriate

1.1.4.3. Implement short, mid, and long-term plans for acquisition and maintenance of external certifications of excellence, overseeing a regular schedule of initial designation and renewal (TBC 2015 and annually, following)
(As a program of excellence at Kean, the graduate program in SLP will participate in this planning effort to ensure that support support for our future renewals)
1.1.5 Support and build further the existing Centers of Excellence where appropriate and develop new Centers

1.1.5.2. Identify best practices and designate new Centers of Excellence, as needed in response to regional and national needs. (TBC 2015, ongoing)

(The graduate program/faculty in SLP are actively participating in the ground floor development of the new Allied Health and Wellness Center which we will ultimately join. Currently it includes SLP, OT, Nursing, Social Work and Psychology; our Executive Director, Dr. Martin Shulman, is serving on the search committee for the Director of Physical Therapy/Executive Director and Dr. Barbara Glazewski, Graduate SLP Coordinator is serving on the search committee for a Director of The Physician Assistant program).

1.2 Increase the number and type of relevant and responsive certificate programs, lifelong learning, continuing education and practice-based opportunities for our students

Actions:
1.2.1 Develop standard cross-disciplinary affiliation agreements (MOUs) to support new partnerships (e.g. hospitals, healthcare systems, schools, non-profits)

(As opportunities for externships become more competitive, it is critical for those disciplines involved to collaborate and develop cross-disciplinary contracts, which we are doing more and more, to the benefit of all of the programs).

Implementation/Timeline:
1.2.1.1. Establish the Office of Affiliation and Internships (OAI) (TBC 2013-2014) if financially feasible

(Due to the concerted effort of such programs as SLP, OT, Nursing and Social Work, Kean has now hired an Associate Vice President and General Counsel and administrative assistant to oversee the entire externship contract process, a very necessary and welcome initiative which we all look forward to utilizing).

1.2.1.2. Using OAI as the focus, strategically grow affiliations and partnerships in support of undergraduate and graduate opportunities and Centers of Excellence.

(TBC 2015, ongoing)

(The new VP/Counsel has already met individually with all of the stakeholder programs at the University and has arranged a group meeting to facilitate closer working relationships with each other as well as the OAI. This is such a critical step for Kean, since we are a public institution and cannot compete financially with one of our neighboring private institutions that is attempting to buy exclusivity for their externs with very large financial grants to hospitals that are willing to agree to their unethical terms).

1.2.2 Increase the number of international and national internship opportunities

Implementation/Timeline:
1.2.2.1. Review and clarify master’s and post-baccalaureate programs to address regional and national needs (TBC [to be completed] 2013-2014)
(As a result of this particular section of an earlier strategic plan, our school embarked on an initiative to enhance the multicultural/multilingual aspect of our graduate program as we adapt it to the very rich diversity of our geographical region, i.e., the need for culturally-sensitive bilingual SLPs in our surrounding communities where upwards of 45 different languages and dialects are spoken. In 2010, we hired a multilingual CDD faculty member who is developing a multicultural/multilingual concentration within our MA program so that we can continue to train not only excellent SLPs but also excellent bilingual SLPs. Actually, the need for bilingual SLPs is also of national concern, not just regional).

1.3 Provide support mechanisms for all programs consistent with regional, professional and national measures

Actions:
1.3.1 Increase online learning opportunities in skills-based and developmental courses, or where online learning can be utilized as an important supplement to the core academic program to improve student learning/the student experience (The School of CDD recently initiated a Pre-Professional Program, developed and managed by Dr. Christina Luna, that offers the eight required prerequisite classes online for those students without undergraduate degrees in SLP/CD so that they are prepared to apply to graduate programs and, if accepted, are able to begin graduate classes immediately).

Goal 2. To attract and retain more full-time, first-time undergraduate students, transfer and graduate students

2.1 Attract more students to Kean through increased marketing in our region and globally, with an emphasis on raising visibility, building reputation, using and improving on Kean’s unique academic programs and approach to the classroom to promote the institution, and extending our marketing ‘power’ through diversified and innovative marketing techniques

Actions
2.1.1 Unique academic programs, such as sustainability, health sciences as well as our outstanding education programs will be promoted extensively integrated into marketing plan timeline to be determined by University Relations (Our graduate program in SLP is being considered for participation in the annual Kean University marketing/recruitment initiative at the New Jersey Education Association Convention in Atlantic City in 2014. Our program’s application numbers are excellent; however, participation in this initiative will enhance not only Kean’s status as NJ’s premier university for education, but also heighten our program’s visibility among teachers who might be considering enhanced training and/or career changes).

Goal 3: To retain and further attract world class faculty and non-teaching staff

3.1 Expand full-time faculty (tenure-track and others) to match best practices in institutions across the nation
3.1.2 Increase hiring of full time faculty to meet the accreditation, academic, disciplinary and staffing needs of existing and new programs and in furtherance of student retention and graduation rate goals
*(If the decision is made for us to pursue the Ph.D. program, it will be critical for us to have institutional support for several new faculty lines and perhaps a staff/manager line to support the initiative).*

**3.2 Support faculty recruitment and retention through professional development opportunities necessary to build an ever-evolving career at Kean**

3.2.3. Improve/provide support for faculty research and scholarship, grant acquisition, pedagogical innovation, and use of technology in research and instruction by creating active communities of teachers, scholars and professionals on campus

**Implementation/Timeline:**
3.2.3.1 Increase number of internally supported scholarly faculty activities on campus including colloquia, public forums, conferences, workshops, orientation programs, etc. by September 2016
*(Our School of Communication Disorders and Deafness has been holding an annual CDD Graduate Student Research Forum for 18 years for our MA students to present the results of their thesis research. They also participate along with faculty from the program and entire university in the annual Kean Research Day. Twice a year, our school holds a CDD Symposium which brings in an outside expert for a day-long presentation on a current topic and our students and faculty all attend).*

**Actions:**
3.3.1 Create clear institutional policies and commitment to the resources and professional time needed for important career goals for faculty such as research and scholarly activity and pedagogical innovation

3.3.1.2 Increase the number of awards of research support for full-time faculty via existing programs such as the Released Time for Research and Creative Works Program wherever appropriate based on the quality of the proposals submitted
*(Several of our tenured faculty members have received internal research support grants prior to receiving outside funding, e.g., Dr. Santo Pietro for the Kean University Institute for Adults Living with Communication Disorders and Drs. Glazewski and Mandel for the Social Skills Program. Dr. Gertner has also received funding for his APD/ADHD/SLI differentiation study).*

3.3.1.3 Increase the number of awards of research support for untenured faculty via existing programs such as the Untenured Faculty Research Initiative Program wherever appropriate based on the quality of the proposals submitted
*(In particular, Dr. Namazi has received several support grants through the URFI program, one of which was to support a student-faculty research project).*
3.4 Retain and further attract talented and professionally qualified adjunct faculty and support their work through professional development and enrichment opportunities

Actions:
3.4.1 Provide adjunct faculty with the training and the professional development opportunities useful to incorporate emerging technologies into their teaching by September 2015.
(While resident faculty have abundant training in technology, adjunct faculty are also eligible for this support. In our school, Dr. Sheree Reese assumes the role of technology mentor for our adjunct faculty. We are lucky to have Dr. Reese in our school, as her skills are really cutting-edge and her affiliation/participation with the technology department at Kean is notable).

Implementation/Timeline:
3.4.1.1 Invite adjunct faculty to professional development activities (Center for Professional Development), training opportunities, and assessment training programs by September 2014.
(In such a highly-specialized field as ours, with our scope of practice expanding so rapidly, having adjuncts with cutting-edge expertise is critical. We respect and treat our adjuncts very well because we are grateful for what they are able to share with our students).

3.4.1.2 Ensure that office space is available for adjunct faculty by 2016.
(Our adjunct faculty who teach on campus have always had office space within which to work and/or meet with students. For those adjunct faculty who teach our specialization classes at their own facilities, e.g., Marilyn Abrahamsen who teaches Advanced Dysphagia at CentraState Medical Center or Eileen Ryan who teaches TBI at the JFK Center for Head Injuries, clerical support is always available).

Goal 4: Recognizing our historical excellence in diversity, to build further a campus environment that reflects our institutional commitment to equity, inclusivity and social justice

4.1 To continue to cultivate a University community that is diverse and inclusive based on our social principles

Actions:
4.1.1 Shape the academic and administrative services of Kean University to provide for the specific and changing needs of a growing and heterogeneous Kean University student population to the best extent possible.
(Our school will continue to contribute to this goal as we have in the past. We house the NJ DOE Teacher Speech and Hearing Screening in our school, and also have a fully-equipped computerized accent modification facility along with the option for individual clinical services).

Implementation/Timeline:
4.1.1.1 Complete an evaluation by the conclusion of the 13-14 AY of the Kean University academic programs and administrative departments to determine a
baseline of specialized student needs, e.g., Spanish-speaking services, etc., that currently might require improvement  
(As close allies of the Department of Special Education and Literacy, we continue to advocate for all students with specialized needs, regardless of the nature of those needs).

Goal 5: To provide world-class external opportunities to members of the Kean University community, thereby widening our community beyond the physical campuses, by substantially augmenting our academic, cultural, economic and community partnerships at three distinct levels: the local; regional and national; and international*

5.1 Build the Kean University local extended community of students, parents, alumni, and surrounding residents such that all Kean sites become centers of value-added activities that educate, inform, enliven, and entertain

5.1.2 Explore new “episodic” learning opportunities to the extended university community with consideration of the diverse community in which Kean Union is situated (e.g., lectures for senior citizens, lectures for various ethnic groups, special continuing education opportunities)  
(This is something that we will continue to do through our clinic, the Kean University Center for Communication Disorders, which serves the surrounding communities. We offer a specialized social skills training program for school-aged children who are on the autism spectrum. Through our Institute for Adults Living with Communication Disorders, we not only offer a spouse support group, but also have had group lectures on nutrition and safety – the latter done by a former county sheriff who himself suffered a stroke. In addition, we offer both adult and adolescent stuttering support groups which meet monthly and are led by graduate students supervised by Dr. Reese. We are currently developing a program to support armed service veterans on campus, and we have many. This initiative was suggested by and is being spearheaded by one of our MA SLP students whose husband suffers from PTSD subsequent to deployments to Iraq. We are indeed sensitive to the needs of our diverse community and welcome the opportunity to fulfill any emerging needs).

5.8.2 Encourage members of the Kean community to participate and assume leadership roles in regional organizations and national associations as a venue for building professional partnerships  
(Our school is home to four Past Presidents of the New Jersey Speech-Language-Hearing Association, five current or past NJSHA EB members, the former Legislative Affairs chairperson and PAC founder, an ASHA Fellow, a Past President of CSAP, a Perspectives editor and SIG Coordinator, two former ASHA Legislative Councilors, and members of several ASHA committees/task forces. We have been and continue to be committed to role-modeling professional leadership to our students. All of our graduate students are members of NJSHA and most belong also to ASHA).

Goal 6: To become a globalized university: uniquely global, uniquely Kean
6.2 Provide a world of opportunities to our students and faculty: building and implementing an internationalization abroad strategy

6.2.2 Turn our TraveLearn program into an opportunity for university partnerships (In Spring-Summer, 2014, we will offer our students an opportunity to participate in a planned travel-learn visit to China).

**Implementation:**

6.2.2.1 Evaluate successful and current Travelearn programs to identify strengths and create models for implementation

6.2.2.2 Gather data on which overseas institutions have strong and renowned academic programs which would be appealing to our students