Department of Communication Sciences and Disorders
The University of Utah

Mission Statement, Goals, and Five-Year Strategic Plan (2017-2021)

Approved by the CSD Faculty February 10 2017

RELEVANT ASHA ACCREDITATION STANDARDS (CAA): EFFECTIVE AUG 1, 2017:

1.3 The program has a mission and goals that are consistent with preparation of students for professional practice.
Requirement for Review:
- The mission statement and the goals of the program (including religious mission, if relevant) must be presented.
- The program must describe how the mission statement and program goals are used to guide decision making to prepare students for entry level into professional practice in audiology or speech-language pathology.

1.4 The program faculty must regularly evaluate the congruence of program and institutional missions and the extent to which the goals are achieved.
Requirement for Review:
- The program monitors its mission and goals to ensure that they remain congruent with those of the institution.
- The program periodically reviews and revises its mission and goals.
- The program systematically evaluates its progress toward fulfillment of its mission and goals.

1.5 The program develops and implements a long-term strategic plan.
Requirement for Review:
- The plan must be congruent with the mission and goals of the program and the sponsoring institution, have the support of the administration, and reflect the role of the program within its community.
- The plan identifies long-term goals, specific measurable objectives, strategies for attainment of the goals and objectives, and a schedule for analysis of the plan.
- The plan must include a mechanism for regular evaluation of the plan itself and of progress in meeting the plan’s objectives.
- An executive summary of the strategic plan or the strategic plan must be shared with faculty, students, staff, alumni, and other interested parties.
CSD MISSION STATEMENT:

The Department of Communication Sciences and Disorders mission is to prepare highly competent and caring professional Audiologists and Speech-Language Pathologists. The department provides undergraduate students a strong background in the basic processes underlying typically developing speech, language, and hearing and graduate students world-class pedagogical and clinical experiences. As a preeminent research and teaching department with national and global reach, we are committed to providing an academic environment in which the highest standards of scholarship and clinical service are practiced. All faculty, staff, and students promote a climate of respect and equity that cultivates and sustains transformative practices in the classroom, clinic, and community.

CSD GOALS:

1. Advance knowledge through innovative basic and clinical research and scholarship.
2. Provide outstanding pre-professional training in speech, language and hearing science.
3. Train competent and caring speech-language pathologists, audiologists, educators, and research scientists.
4. Provide compassionate, comprehensive, evidence-based clinical services to the community.
5. Raise awareness of the professions of audiology and speech-language pathology and to recruit exceptional students to our programs.

CSD STRATEGIC PLAN:

1. **Sustain and increase outstanding faculty and student scholarly productivity.**
   - Maintain an “above average” number of faculty and student presentations at regional, national and international conferences from current levels over the next five years. The previous five-year average was 55 presentations per year.
   - Increase MS thesis students by 25% over the next five years. The previous five-year average was three theses per year.
   - Maintain an “above average” number of faculty (and student) publications from current levels over the next five years. The previous five-year average was 35 publications per year.
   - Maintain an “above average” number of externally funded research grants from current levels over the next five years. The previous five-year average was five funded grants per year.
   - Continue/expand funding sources for top students.
   - Grow the number of highly qualified potential scholars who apply to the PhD program so that we have a cohort of five to eight doctoral students in training at any one time. The average number of PhD students over the past five years was five students per year.
   - Increase our PhD graduation rate. Over the past five years, we graduated two doctoral students (average of .4 per year)
• Formalize our combined MS/Ph.D. SLP degree and the combined AuD/PhD degree so student are eligible for NIDCD F30 funding.

2. Continue to market the Department in order to (1) increase the number of highly qualified applicants and (2) improve regional, national, and international awareness of our program.

• Determine the distinctive aspects of CSD to brand and market the department regionally, nationally, and internationally.
• Identify and market distinctive areas of content, clinical practice, and externship opportunities.
• Develop high quality marketing materials (i.e., posters, flyers, etc.) for regional and national distribution.
• Continue to improve the “look and feel” and usability of the department website.
• Continue/expand our CEU course offerings to our faculty, externship supervisors, alumni, and regional clinicians.
• Increase community engagement through continued use of focus groups, CEU offerings, and development of a clinical advisory board.

3. Enhance the undergraduate curriculum to better prepare students for graduate school and future careers as Audiologists and Speech-Language Pathologists.

• Develop lab options across the curriculum to support understanding of critical concepts. These may take the form of “in-house” guided labs (by TAs) or remote access to “virtual labs.”
• Ensure student understanding and use of current technology in both laboratory and clinical settings.
• Continue to increase online, or hybrid, course offerings to improve course accessibility and thereby improving degree completion and timely graduate school prerequisite completion. Online courses should be offered that will increase undergraduate enrollment and diversity.
• The CSD Curriculum Committees will meet on a regular basis (at least once per semester) to monitor the scope and sequence of the undergraduate curriculum to insure continuous quality improvement.

4. Enhance the graduate curriculum and clinical education opportunities in order to maintain relevancy and to ensure adequate depth and breadth of the graduate education.

• Ensure that graduate course offerings support the scope of practice of Audiologists and Speech-Language Pathologists. This review will be conducted annually by the Undergraduate Curriculum Committee, the Graduate Audiology Curriculum Committee, and the Graduate SLP Curriculum Committee.
• The CSD Curriculum Committees (UG, SLP, and AuD) will meet on a regular basis (at least once per semester) to monitor the scope and sequence of the curriculum to insure continuous quality improvement.
• Continue to expand offerings related to multicultural issues in CSD, bilingual issues, counseling in CSD, telemedicine in CSD, literacy, and lab options (i.e., for one credit).
• Provide family-focused intervention by expanding parent education and parental involvement in the treatment sessions. Expand collaboration with educators in the school settings.
• Expand opportunities for students to adhere to evidence-based clinical practice.

5. **Support students in their pursuit of high quality educational experiences.**
• Continue to provide advising at multiple times throughout the program to guide students in meeting departmental and ASHA requirements in a timely manner. Review advising yearly.
• Continue to provide student access to clear written guidelines regarding program requirements, policies, and procedures.
• Continue to refine and fully implement Typhon, an electronic, student accessible, version of the Knowledge and Skills Assessment (KASA) tracking form.
• Continue to engage students, faculty, and staff in creating, and taking ownership, of a positive learning environment.

6. **Enhance opportunities for students to increase their cultural competence and mutual respect of diverse societies.**
• Continue to infuse diversity and inclusion information throughout the curriculum.
• Provide opportunities for students to explore, discuss, and experience delivery of services to culturally and linguistically diverse populations.
• Continue to recruit and support diverse faculty and students. The previous five-year average of undergraduates reporting minority race/ethnicity status was 16%. The previous five-year average graduate students reporting of minority race/ethnicity status was 13%.
• Encourage study abroad. Support students in seeking and participating in relevant study abroad experiences.
• Increase international collaboration. Continue/expand faculty participation in international committee work and international research collaborations.
• Recruit and admit more UG and Grad international students to our program. The average number of international students enrolled over the past five years was five per year.

7. **Continue to hire and support faculty who are committed to excellence in innovative and clinically relevant teaching, high quality research, and service to the department, university, and community.**
• Continue to support faculty travel as it relates to developing innovative teaching, conducting research and presenting at regional, national, and international conferences.
• Continue to support faculty participation in opportunities that will enhance teaching and student learning.
• Continue to support faculty in seeking internal and external funding for innovative teaching and research.
• Encourage service that both relates to faculty areas of expertise and fosters leadership skills within the department, university, profession, and community.
• Support and reward excellence through promotions and merit-based salary increments above cost of living.

8. Continue to hire and support clinical educators who are committed to excellence in teaching clinical skills while demonstrating evidence-based practices.
  • Support and require participation in continuing education.
  • Provide opportunities for development of innovative clinical education strategies.
  • Support participation in the review, enhancement, and expansion of clinical programs.
  • Require student evaluations of all clinical educators, with evaluations being reviewed by the clinical educator, the clinic director(s), and the department chairperson.
  • Support and reward excellence through promotions and merit-based salary increments above cost of living.

9. Practice effective use of resources including management of department finances, full utilization of clinical capability, environmental stewardship, and sustainable practices.
  • Continue to seek public and private funding to supplement state provided resources that support the missions of the department.
  • Continue to practice and model the careful treatment of clinic materials, equipment, and departmental furnishings and space.
  • Restrict printing and copy duplication to essential materials that would not be effectively stored and retrieved electronically.

Mechanism for Regular Evaluation of the Strategic Plan:

• Review the mission statement, department goals, and strategic plan every year and update as necessary. An annual progress report will be presented annually to the faculty, students, and public. A comprehensive review of the strategic plan will occur every five years.

Mechanism for Regular Evaluation of Progress Toward Meeting the Strategic Plan’s Objectives:

• Faculty/clinical educator feedback will be reviewed annually by the department chair, and/or the assistant chair or clinic director(s).
• Full curriculum review will be conducted biannually.
• Progress across all objectives will be reviewed by all departmental members annually.
• Progress will be discussed and documented in the department chair’s annual meeting with the college dean.
• Progress will be summarized and reported in the annual report to the Council on Academic Accreditation in Audiology and Speech-Language Pathology.
• The plan and the results of the regular evaluation of the plan and its implementation will be available for all faculty, students, staff, alumni, and other interested parties.