

**Department of Communication Sciences and Disorders
The University of Utah**

**Mission Statement, Goals, and Strategic Plan
Approved September 7, 2012**

Status Update as of December, 2016

PREAMBLE:

ASHA Accreditation Standards (CAA)

1.3 The program develops and implements a long-term strategic plan.

The plan must be congruent with the mission of the institution, have the support of the university administration, and reflect the role of the program within the community. Components of a plan may include long-term program goals, specific measurable objectives, strategies for attainment, a schedule for analysis, and a mechanism for regular evaluation of the plan itself and of progress in meeting the plan's objectives. The plan and the results of the regular evaluation of the plan and its implementation must be shared with faculty, students, staff, alumni, and other interested parties.

CSD MISSION STATEMENT:

The mission of the Department of Communication Sciences and Disorders is to prepare highly competent and caring Audiologists and Speech-Language Pathologists and to provide pre-professional undergraduate students with a strong background in the basic processes underlying speech, language, and hearing. 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.

CSD GOALS:

1. To advance knowledge through innovative basic and clinical research and scholarship,
2. to provide outstanding pre-professional training in speech and hearing science,
3. to train competent and caring speech-language pathologists, audiologists, educators, and research scientists,
4. to provide compassionate, comprehensive, state-of-the-art clinical services to the community, and
5. to raise awareness of the professions of audiology and speech-language pathology and to recruit exceptional students to our programs.

CSD STRATEGIC PLAN:

1. Continue to expand faculty and student scholarly productivity.

- Increase faculty and student presentations at regional, national and international conferences by 20% from current levels over the next 5 years.
 - 2011-12: 36
 - 2012-13: 34
 - 2013-14: 38
 - 2014-15: 72
 - 2015-16: 97 (269% increase)
- Increase MS thesis students by 25% over the next 5 years.
 - 2011-12: 1
 - 2012-13: 4
 - 2013-14: 2
 - 2014-15: 3
 - 2015-16: 6 (600% increase)
- Increase faculty (and student) publications by 20% from current levels over the next 5 years.
 - 2011-12: 22
 - 2012-13: 32
 - 2013-14: 40
 - 2014-15: 36
 - 2015-16: 45 (205% increase)
- Increase the number of externally funded research grants by 50% from current levels over the next 5 years.
 - 2011-12: 2
 - 2012-13: 2
 - 2013-14: 5
 - 2014-15: 7
 - 2015-16: 10 (500% increase)
- Continue/expand funding sources for top students.
 - Improved funding sources from grant monies, differential tuition, clinic revenue, and scholarships have been used some of these funding mechanisms for graduate student recruitment incentives.
- Increase the number of highly qualified potential scholars who apply to the PhD program so that we have a cohort of 5-8 doctoral students in training at any one time.
 - 2011-12: 2 enrolled (0 graduated)
 - 2012-13: 4 enrolled (0 graduated)
 - 2013-14: 4 enrolled (1 graduated)
 - 2014-15: 9 enrolled (1 graduated)
 - 2015-16: 13 enrolled (0 graduated)
 - 2016-17: 11 enrolled (1 graduated)
- Have the combined MS/PhD SLP degree available by the 2013/14 academic year and the combined AuD/PhD degree available by the 2014/15 academic year.
 - Achieved.

2. Market the Department in order to (1) increase the numbers 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.
 - 2013: 2 AUD advertising posters were developed. One was sent North America wide and one was distributed to WICHE eligible universities with specific information about the WICHE program.
 - 2012 & 13: Clinic brochures were mailed to pediatricians in the local area – particularly promoting the Child Language Group and early intervention.
 - 2014: On campus hearing aid payroll deduction flyer sent to all U of U faculty and staff.
 - 2014: Audiology Clinic brochure sent to all medical practices in 200 mile radius.
 - 2015 & 2016: Held bi-annual focus groups with regional Public School Speech-Language Coordinators to collaborate on clinical training with a focus on preparing students to meet shortages of SLPs in the Utah public schools.
 - 2016:
- Create a uniform departmental look for posters, power-point presentations, etc.
 - A College of Health / CSD power-point template has been disseminated (2014). Further uniformity may be unrealistic.
- Identify distinctive areas of content, clinical practice, and externship opportunities.
 - These areas are highlighted in graduate school information meetings held every fall. In 2014 we increased our number of informational meetings from 1 to 2.
 - We have nationally and internationally recognized researchers in most major areas of speech-language pathology and in multiple areas of audiology.
 - Clinical training practice opportunities in our on-campus clinic are numerous and diverse. In both audiology and speech-language pathology we serve both pediatric and adult clients. We have specialized clinics in aural rehabilitation, stuttering, social communication groups, preschool language groups, ALS and TBI groups, etc.
 - Our off-campus externship clinical training opportunities are also numerous and diverse.
- Develop high quality marketing materials (i.e., posters, flyers, etc.) for regional and national distribution.
 - AuD Program poster was created in 2013.
 - Poster for SLP MS program still needs to be completed.
 - New clinic brochures were created in 2013.
- Continue to improve the “look and feel” and usability of the department website.
 - New scalable (mobile friendly) and streamlined website went live in 2014. Improvements are still needed and we have been working with Josh Sims to continue this process.
- Continue/expand our CEU course offerings to regional clinicians.
 - 2012: Offered Lidcombe Program Training (CEUs available)
 - 2013: Offered CEUs for Hanen Program (CEUs available)
 - 2014: Multicultural Issues (Dr. Liz Pena) (no CEUs offered)
 - 2015: Critical Thinking as a Professional Competency (Dr. Patrick Finn; CEUs)

- 2016: Language (Dis)Ability and Youth in Crisis: How SLPs Can Work with Juvenile Delinquents (Dr. Gwyneth Rost; CEUs offered).

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.”
 - 2012: CSD 4500 (Intro to Audiology) – hands-on demonstrations initiated.
- Ensure student understanding and use of current technology in both laboratory and clinical settings.
 - 2012: CSD 4500 (Intro to Audiology) – initiated lab component to course
 - 2014: CSD 6400 (Augmentative and Alternative Communication) – Hands on training with numerous assistive devices incorporated into class.
- Expand writing intensive options in order to improve academic and clinical writing skills.
 - “Clinical Methods” course achieved writing-intensive status
- Increase online 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.
 - Speech Science was added in 2012
 - Anatomy & Physiology added Spring 2015.
 - Language Development added Fall 2015
 - Language Science added Summer 2016
- The *CSD Curriculum Committee* 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.
 - Meetings have been on an “as-needed” basis.

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.
 - Review is conducted by the Director of the AuD program, the Director of Graduate Studies, and the Department Chair, the Clinic Director, and the Curriculum Committee. *The Review has not been standardized.*
- 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).
 - Counseling class has been added (2012)
 - Audiology is exploring telemedicine options for some of our rural clients (2014)
 - Multicultural Seminar was offered (Liz Pena) in 2014.
 - Plan for a possible “Bilingual Issues” class in 2017.
 - CSD 6900: Developing Cross-Cultural Competence using Interpreters (2016)
- Expand the onsite preschool group program and expand specialty clinical offerings (i.e., those that provide early intervention services to individuals with language-learning disorders, AAC, autism-spectrum disorders, fluency disorders, and hearing disorders

(including children with cochlear implants). Expand group programs for adults with communication disorders (i.e., TBI / brain injury / stroke groups).

- As of 2014, a number of specialty clinics and unique clinical training opportunities have been added: ALS group at Sugarhouse Clinic (Pam), Swallowing rotations at the VA, School-Based Services (St. Francis Xavier), expanded Children's Center contract (Salt Lake & Kearns).
- Provide family-focused intervention by expanding parent education and parental involvement in the treatment sessions. Expand collaboration with educators in the school settings.
 - 2013: The Hanen Program training was offered to our entire clinical faculty. This approach supports and encourages family-focused intervention for language delay in young children.
 - 2014: Site visits to our externship placements have been initiated. Our goal is to have the Clinic Director or an assignee visit at least 20% of our externship sites each year to discuss clinical training strategies and discuss/problem solve any issues that may be present.
- Explore the feasibility of telepractice service-delivery in order to assess, diagnose, and treat communication disorders to individuals in underserved areas, or place-bound settings.
 - 2014: Dr. Lobdell is exploring the feasibility of telepractice with some of our audiology clients in southern Utah. An initial planning meeting with Castleview Hospital in Price has occurred.
 - 2015: Audiology telepractice clinic opened in Price.
- Provide multiple opportunities for students to adhere to evidence-based clinical practice.
 - Evidenced-based clinical practice is discussed in all academic classes and reinforced in clinical treatment planning and during scheduled clinic meetings.
- The *CSD Curriculum Committee* 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
 - *As of 2014, meetings have been on an "as needed" basis. A more consistent meeting schedule should be established.*

5. Support students in their pursuit of high quality educational experiences.

- Provide advising at multiple times throughout the program to guide students in meeting departmental and ASHA requirements in a timely manner.
 - UG advising has been enhanced.
 - New graduate student "on-boarding" has been expanded significantly. Orientation day has been expanded to orientation week.
- Provide student access to clear written guidelines regarding program requirements, policies, and procedures.
 - 2013 & 2014: Department Handbook updated and streamlined.
- Increase student awareness of and access to multiple means of financial support.
 - Various sources of funding are discussed at various grad school meetings.
- Fully implement an electronic, student accessible, version of the *Knowledge and Skills Assessment (KASA)* tracking form.
 - 2014: Typhon rollout completed.

- Engage students, faculty, and staff in creating a positive learning environment.
 - 2012, 2013, 2014, 2015, 2016: Topics of “professionalism,” “successful graduate school experiences” and “protocols for problem resolution” are now discussed during orientation week.
 - Michael & Susan have held annual meetings with the student leaders to discuss problems and solutions.
 - We are holding our first Town Hall meeting for first year SLP grad students December 9th, 2016.

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.
 - *2013: Faculty are encouraged to incorporate issues of cultural competence and mutual respect into their classes. Progress still to be documented.*
 - *The COH Inclusion and diversity committee is working on a statement to be included in all COH syllabi (2016)*
- Provide opportunities for students to explore, discuss, and experience delivery of services to culturally and linguistically diverse populations.
 - Clinical training opportunities have been added in areas with relatively greater diversity (e.g., West-side schools and preschools: St. Xavier School, Child Development Center – Magna)
- Continue to recruit and support diverse faculty and students.
 - 2011:
 - Faculty: 6 males and 13 females. All employees Caucasian.
 - UG reporting minority race / ethnicity status: 13%
 - Graduate reporting minority race / ethnicity status: 10%
 - 2012
 - Faculty: 6 males and 13 females. All employees Caucasian.
 - UG reporting minority race / ethnicity status: 21%
 - Graduate reporting minority race / ethnicity status: 14%
 - 2013
 - Faculty: 6 males and 14 females. All employees Caucasian.
 - UG reporting minority race / ethnicity status: 22%
 - Graduate reporting minority race / ethnicity status: 9%
 - 2014
 - Faculty: 7 males and 15 females. All employees Caucasian.
 - UG reporting minority race / ethnicity status: 13%
 - Graduate reporting minority race / ethnicity status: 14%
 - 2015
 - Faculty: 7 males and 15 females. All employees Caucasian.
 - UG reporting minority race / ethnicity status: 12%
 - Graduate reporting minority race / ethnicity status: 18%
 - 2016
 - Faculty: 6 males and 16 females. 5% minority / ethnicity.
 - UG reporting minority race / ethnicity status: 19%
 - Graduate reporting minority race / ethnicity status: 12%

- Encourage study abroad. Support students in seeking and participating in relevant study abroad experiences.
 - June 2014: In collaboration with Youthline Salt Lake, Anne Lobdell led a small group of audiology students to Peru.
 - Oct 2014: Susan Johnston from College of Education presented to our UG students on study abroad opportunities through the Global Engagement initiative of the University of Utah.
- Increase international collaboration. Continue/expand faculty participation in international committee work and international research collaborations.
 - 2012-15: Partnered with National University of Rwanda and Rwandan Ministry of Health to provide education for a student from Rwanda.
 - 2012-2016: Dr. Blomgren on *International Association of Logopedics and Phoniatrics* (IALP) board
 - 2013-16: Dr. Blomgren on *International Fluency Association* (IFA) Board
 - 2014: Collaboration with Hugo Quene, University of Utrecht (Ferguson, S. H., & Quene, H. (2014). Acoustic correlates of vowel intelligibility in clear and conversational speech for young normal-hearing and elderly hearing-impaired listeners. *Journal of the Acoustical Society of America*, 135(6), 3570-3584.)
 - 2015: Collaboration with Ali Dehqan, Department of Speech Therapy, University of Social Welfare & Rehabilitation Sciences, Tehran, Iran (Dehqan, A., Yadegari, F., Blomgren, M., Scherer, R. (2016). Articulatory transitions in the fluent speech of Farsi-speaking people who stutter. *Journal of Fluency Disorders*
- Recruit and admit more UG and Grad international students to our program.
 - 2011: 3
 - 2012: 7
 - 2013: 7
 - 2014: 5
 - 2015: 3
 - 2016: 5

7. 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.

- Support faculty participation in opportunities that will enhance teaching and student learning.
 - 2014: Began CTLE guided individual faculty evaluations of teaching.
- Support faculty travel as it relates to developing innovative teaching, conducting research and presenting at regional, national, and international conferences.
 - 2011-12 Travel / CE funds: \$1900
 - 2012-13 Travel / CE funds: \$2100
 - 2013-14 Travel / CE funds: \$2500
 - 2014-15 Travel / CE funds: \$2500
 - 2015-16 Travel / CE funds: \$2500
 - 2016-17 Travel / CE funds: \$3000 travel if presenting / \$2500 for CE
- Support faculty in seeking internal and external funding for innovative teaching and research.

- CoH research support has been expanded over the past three years. Associate Dean for Research position instituted 2014.
- 2013: One VPCATS scholar
- Provide research and teaching spaces that support innovative teaching and high quality research.
 - 2010-2014: Over one million dollars invested to upgrade research labs, clinical service and learning spaces, research equipment, and classrooms.
- Encourage service that both relates to faculty areas of expertise and fosters leadership skills within the department, university, profession, and community.
 - Encourage participation in University Leadership seminars and trainings.
- Securing funding for a new audiology faculty position.
 - 2014: Position approved by Dean, search is underway
 - 2015: Julie Jeon, Ph.D. hired. Start date Jan 2017.
- Support and reward excellence.
 - 2012-2016: We have been able to provide numerous merit-based increments above cost of living.
 - 2012-2016: Numerous promotions processed.

8. Hire and support clinical educators who are committed to excellence in teaching clinical skills and in understanding/demonstrating best practices and evidence-based treatments.

- Support and require participation in continuing education.
 - 2014-16: CE funds are \$2500/year for clinical faculty. CE opportunities provided through guest speakers. Continuing education tracked through FAR.
- Provide opportunities for development of innovative clinical education strategies.
 - 2013-2014: Numerous changes have been implemented such as: *To be detailed...*
- Support participation in the review, enhancement, and expansion of clinical programs.
 - Regular clinical meetings are held to meet these objectives.
 - *Focus groups with current externship supervisors and past student have not yet been implemented, but we hope to conduct these meeting later in 2015.*
- Require student evaluations of all clinical educators, with evaluations being reviewed by the clinical educator, the clinic director(s), and the department chairperson.
 - 2014: Current U of U online teaching assessment system does not allow for individual evaluations of clinical instructors.
 - 2015 & 2016: Held bi-annual focus groups with regional Public School Speech-Language Coordinators to collaborate on clinical training with a focus on preparing students to meet shortages of SLPs in the Utah public schools.
- Support and reward excellence.
 - TA/RA support, lab improvements, equipment grants, statistical support, and office upgrades have been provided using department funds to those with a record of excellence in research, teaching, and/or service.

9. Practice effective use of resources including management of department finances, full utilization of clinical capability, environmental stewardship, and sustainable practices.

- Expand the clinic schedule to better serve the needs of our clients.

- 2012: The clinic schedule was expanded by three weeks. As of Fall 2012, the clinic is operational through the entire fall, spring, and summer semesters (inclusive of fall and spring breaks and finals week).
- Seek public and private funding to supplement state provided resources that support the missions of the department.
 - 2012-2016: External grants (e.g., NIH, Americleft, Allergan Pharmaceuticals, Harold Burton Foundation, Dumke Foundation) and Private Donations (e.g., Simmons Foundation) have increased and we have initiated or expanded a number of revenue generating clinical contracts with various public and governmental agencies (e.g., The Children’s Center, St. Xavier School, Miner’s Hospital, The Salt Lake VA Healthcare System).
- Practice and model the careful treatment of clinic materials, equipment, and departmental furnishings and space.
 - 2012-2014: Numerous monitoring and training sessions by staff and faculty have been conducted to increase student awareness and accountability of equipment and supplies.
- Restrict printing and copy duplication to essential materials that would not be effectively stored and retrieved electronically.
 - 2012-2014: Reminders have been provided at faculty meetings. No tracking system has been implemented.
- Encourage electronic submission/feedback when reviewing student reports, projects, and papers.
 - 2015: We implemented a new Electronic Medical Record System (NuMed).
- Expand online tracking of students’ *Knowledge and Skills Assessment* (KASA) documentation.
 - 2014: Goal achieved with Typhon.
- Continue to encourage recycling by all students, staff, and faculty.
 - Paper recycling bins are available by all department copiers and in all faculty offices as of 2012.
 - Dedicated “Paper,” “Plastic,” and “Aluminum” recycling bins were added to the 12th Floor of Soc Beh Sci in 2013

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, the assistant chair, or the 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.