

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

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

**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.
  - 2017: 90
  - 2018: 75
  - 2019: 55
- Increase MS thesis students by 25% over the next five years. The previous five-year average was three theses per year.
  - 2017-18: 2
  - 2018-19: 3

- 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.
  - 2017: 34
  - 2018: 22
  - 2019: 34
- 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.
  - 2017: 17 external sources of funding (8 NIH/government grants & 9 other deposits of \$1000 or more).
  - 2018: 14 external sources of funding (8 NIH/government grants & 6 other deposits of \$1000 or more).
- Continue/expand funding sources for top students.
  - 2017-18: Provided 17 scholarships, employed 19 hourly / work-study students, and provided 24 Graduate Tuition Benefits.
  - 2018-19: Provided 16 awards, employed 22 hourly / work-study students, 25 Graduate Tuition Benefits.
- Grow the number of highly qualified potential scholars who apply to the Ph.D. program so that we have a cohort of five to eight doctoral students in training at any one time. The average number of Ph.D. students over the past five years was five students per year.
  - 2017-18: 7 applied, 6 accepted, 4 new students started Fall of 2017 (including 3 MS/Ph.D.).
  - 2018-19: applied, 6 accepted, 3 new students began Fall of 2018 (including 1 MS/Ph.D.).
- Increase our Ph.D. graduation rate. Over the past five years, we graduated two doctoral students (average of .4 per year)
  - 2017-18: 2
  - 2018-19: 1
- Formalize our combined MS/Ph.D. SLP degree and the combined AuD/Ph.D. degree, so students are eligible for NIDCD F30 funding.
  - 2017-18: In progress
  - 2018-19: combined program information added to our Ph.D. Guidelines.

**2. Continue to market the Department 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.
  - 2017-18: in progress
  - 2018-19: A faculty meeting was dedicated to brainstorming aspects of our competitive advantage. The next goal is to turn those strengths into a marketing strategy.

- Identify and market distinctive areas of content, clinical practice, and externship opportunities.
  - 2017-18: These areas are highlighted in graduate school information meetings held every fall. We have nationally and internationally recognized researchers in most major areas of speech-language pathology and 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.
  - 2017-18: Audiology Clinic brochure sent to all medical practices in 200-mile radius. On-campus hearing aid payroll deduction flyer sent to all U of U faculty and staff.
  - 2018-19: In progress.
- Continue to improve the “look and feel” and usability of the department website.
  - 2017-18: Numerous improvements completed.
  - 2018-19: Several content improvements were implemented. Additional organizational changes are needed.
- Continue/expand our CEU course offerings to our faculty, externship supervisors, alumni, and regional clinicians.
  - 2018: May 18, Dr. Kurt Eggers gave a one-day course entitled “Working with Temperament Styles in Children who Stutter and their Families.” CEUs offered.
  - 2018: July 27, Dr. Carolyn Baylor gave a one day course entitled “Life Participation: Measuring, Mapping, and Magnifying our Services” CEUs offered
  - 2019: June 21, Pam Mathy & Lee Robinson presented “The Future of Supervision is Now: Essential Knowledge and Skills in Supervision in Audiology and Speech-Language Pathology.”
- Increase community engagement through continued use of focus groups, CEU offerings, and development of a clinical advisory board.
  - 2017-18: in progress
  - 2018-19: focus groups and CEU offerings continued. No progress on the 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 the understanding of critical concepts. These may take the form of “in-house” guided labs (by TAs) or remote access to “virtual labs.”
  - 2017-18: Speech Science Lab section going live in 2018-19 academic year.
  - 2018-19: Hearing Science Lab in development.

- Ensure student understanding and use of current technology in both laboratory and clinical settings.
  - 2017-18: in progress
  - 2018-19: progress in terms of increased lab options.
- 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.
  - 2017-18: in progress
  - 2018-19: in progress
- The *CSD Curriculum Committees* will meet regularly (at least once per semester) to monitor the scope and sequence of the undergraduate curriculum to ensure continuous quality improvement.
  - 2017-18: Curriculum Committee meeting on ad hoc basis
  - 2018-19: Continuing

**4. Enhance the graduate curriculum and clinical education opportunities 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.
  - 2017-18: in progress. 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.
  - 2018-19: Continuing.
- The *CSD Curriculum Committees* (UG, SLP, and AuD) will meet regularly (at least once per semester) to monitor the scope and sequence of the curriculum to ensure continuous quality improvement.
  - 2017-18: Curriculum committees meeting on ad hoc basis
  - 2018-19: Continuing
- 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).
  - 2017-18: in progress. CSD 6900: Developing Cross-Cultural Competence using Interpreters began summer 2017
  - 2017-18: Counseling class is continuing.
  - 2017-18: Audiology telemedicine clinic is fully functional
  - 2018-2019: Worked with the University Telemedicine Department to develop a hybrid outreach/telemedicine pediatric speech-language pathology clinic with Utah Navajo Health Clinics. Our first outreach clinic is scheduled for September 20, 2019. Telemedicine visits will begin in October 2019.

- Provide family-focused intervention by expanding parent education and parental involvement in the treatment sessions. Expand collaboration with educators in the school settings.
  - 2017-18:
    - Family members routinely observe treatment sessions and questions answered. Education is provided following sessions. Parent training is provided with parents in the room for Early Intervention clients. Spouses and other family members are invited to participate and learn strategies to support functional communication in our Aphasia Wellness Groups.
    - Parents are asked to provide IEPs/IFSPs for children seen in our clinic. With parent permission, educators and SLPs are contacted to consult on treatment planning.
  - 2018-19: continuing
- Expand opportunities for students to adhere to evidence-based clinical practice.
  - 2017-18: Students learn evidence-based practice (EBP) methods related to communication and swallowing disorders in academic classes. In the Scientific Methods class, students complete learn single-case design methods and use them to develop a study to track progress for one of their clients in the campus clinic. In their clinical practicum each semester, students are required to use EBP methods to research appropriate treatment approaches for their assigned clients as part of Lesson and Treatment Planning.
  - 2018-19: continuing

## 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 promptly. Review advising yearly.
  - 2017-18: in progress
  - 2018-19: continuing. Student feedback concerning advising is positive.
- Continue to provide student access to clear written guidelines regarding program requirements, policies, and procedures.
  - 2017-18: in progress
  - 2018-19: continuing
- Continue to refine and fully implement Typhon, an electronic, student accessible version of the *Knowledge and Skills Assessment (KASA)* tracking form.
  - 2017-18: Nearly complete
  - 2018-19: Numerous updates and expanded use of Typhon were implemented this year.
- Continue to engage students, faculty, and staff in creating and taking ownership of a positive learning environment.
  - 2017-18: in progress. : Topics of “professionalism,” “successful graduate school experiences,” and “protocols for problem resolution” are discussed with graduate students during orientation week.
  - 2018-19: Continuing. Additional topics of “professionalism” are presented during clinical meetings and a special summer seminar for SLP students. Clinical Faculty conduct “mock interview” sessions with students to prepare them for interviews for their externship placements and employment interviews.

**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.
  - 2017-18: in progress
  - 2018-19: We continue to encourage faculty to expand on this area.
- Provide opportunities for students to explore, discuss, and experience delivery of services to culturally and linguistically diverse populations.
  - 2017-18: Clinical training opportunities include the relatively diverse West-side school of St. Xavier School
  - 2018-19: Clinical training opportunities at St. Xavier School have been expanded. As mentioned previously, we are initiating a hybrid onsite/telemedicine clinic with Utah Navajo Health Clinics.
- 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%.
  - 2017-18: in progress
    - Faculty: 6 males and 16 females. 5% minority / ethnicity.
    - UG reporting minority race/ethnicity status: 19%
    - Graduate reporting minority race/ethnicity status: 12%
  - 2018-19: No change.
- Encourage study abroad. Support students in seeking and participating in relevant study abroad experiences.
  - 2017-18: Dr. Kraemer in discussions with Study Abroad office. Developing a course for students to travel to the Dominican Republic in 2019.
  - 2018-19: Dr. Kraemer designed a new Learning Abroad course entitled “Communication and Culture in Health Professions.” This course will involve students spending a week in Oaxaca, Mexico. They will spend 2 hours per day in Spanish immersion classes followed by engagement projects with educational or medical agencies.
- Increase international collaboration. Continue/expand faculty participation in international committee work and international research collaborations.
  - 2017-18: Dr. Blomgren on *International Association of Logopedics and Phoniatics* (IALP) board
  - 2018-19: Five faculty reporting eight different international 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.
  - 2017-18: 7
  - 2018-19: 6

**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.
  - 2017-18: Travel / CE funds: \$3000 travel if presenting / \$2500 for CE
  - 2019-19: Travel / CE funds: \$3200 travel if presenting / \$2600 for CE
- Continue to support faculty participation in opportunities that will enhance teaching and student learning.
  - 2017-18: Faculty required to have course assessments conducted through the Center for Teaching & Learning Excellence (CTLE).
  - 2018-19: continued dissemination of courses offered through the CTLE.
- Continue to support faculty in seeking internal and external funding for innovative teaching and research.
  - 2017-18: CoH research support has been expanded over the past three years. Associate Dean for Research position instituted 2014.
  - 2018-19: Continuing
- Encourage service that relates to faculty areas of expertise and fosters leadership skills within the department, university, profession, and community.
  - 2017-18: Encourage participation in University Leadership seminars and training.
  - 2018-19: Continuing
- Support and reward excellence through promotions and merit-based salary increments above the cost of living.
  - 2017-18: We were able to provide numerous merit-based increments above the cost of living. The average salary increase was 2.5%
  - 2018-19: We had three promotions and an average salary increase of 2.1%

**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.
  - 2017-18: CE funds are \$2500/year for clinical faculty. CE opportunities provided through guest speakers. Continuing education tracked through FAR.
  - 2018-19: CE funds are \$2600/year for clinical faculty.
- Provide opportunities for the development of innovative clinical education strategies.
  - 2017-18: All clinical educators are encouraged to develop innovative clinical strategies within their areas of expertise.
  - 2018-19: Continuing
- Support participation in the review, enhancement, and expansion of clinical programs.
  - 2017-18: All specialty clinics are reviewed each year. Clinical faculty are highly encouraged to develop specialty clinics within their areas of expertise.
  - 2018-19: Continuing
- Require student evaluations of all clinical educators, with assessments being reviewed by the clinical educator, the clinic director(s), and the department chairperson.
  - 2017-18: Evaluations conducted
  - 2018-19: Evaluations conducted

- Support and reward excellence through promotions and merit-based salary increments above the cost of living.
  - 2017-18: Continuing. 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 service.
  - 2018-19: continuing

**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.
  - 2017-18: private grants were obtained to enhance clinical services.
  - 2018-19: several private awards were received to strengthen clinical services
- Continue to practice and model the careful treatment of clinic materials, equipment, and departmental furnishings and space.
  - 2017-18: Students are reminded to treat resources respectfully.
  - 2018-19: continuing
- Restrict printing and copy duplication to essential materials that would not be effectively stored and retrieved electronically.
  - 2017-18: Use of digital versions of reports and other documents is encouraged.
  - 2018-19: continuing