

## **The Vision, Mission, and Values of the College of Health and Human Services**

The Department of Communication Sciences and Disorders at Western Kentucky University is housed in the College of Health and Human Services. The Vision, Mission, and Values of the college were revised in August 2016 and include the following:

### **Our Core Values, Vision, Mission, and Strategic Objectives**

#### **Core Values**

We, the College of Health and Human Services, value:

- Accountability and Stewardship – Exemplify stewardship, accountability, and efficiency for the resources provided to the college.
- Ethical Practices and Integrity – Demonstrate ethical behavior and the pursuit of excellence in our practices and decisions related to education, research, and service.
- Collaboration – Collaborate with stakeholders and work together toward common goals by sharing responsibility, accountability, and transparency.
- Diversity – Foster a culturally diverse environment that respects and welcomes individuals' viewpoints and contributions.
- Engagement – Engage students, staff, and faculty in innovative, interdisciplinary, and applied research that supports evidence-based practice.
- Lifelong Learning – Educate and provide mentorship that enhances professional development.
- Service Provision – Improve the health and quality of life where individuals live, learn, work, and play.

#### **Vision Statement**

To be the college of choice that equips students, staff, and faculty to be innovative and transformative through exemplary programs and opportunities in health and human services.

WKU's Strategic Goals (SG)	CSD Objectives	Actions	Date	Contact Person	2017-2018 Outcomes	Decision to Continue or Discontinue
----------------------------	----------------	---------	------	----------------	--------------------	-------------------------------------

### **Mission Statement**

To inspire the discovery and application of knowledge in health and human services.

### **Strategic Intent**

*Our strategic intent is to make the College of Health and Human Services the college of choice for highly capable and motivated students from the Commonwealth of Kentucky and beyond. We also intend to make CHHS the workplace of choice for faculty and staff.*

### **The Mission of the Communication Sciences and Disorders Department:**

The Communication Sciences and Disorders Department at WKU prepares students to be knowledgeable, productive and engaged leaders in professional practice. Our department provides a dynamic academic foundation to students across the globe through opportunities for lifelong learning, service and research.

### **Communication Sciences and Disorders Department: Strategic Plan**

A strategic plan establishes a series of goals and a time line for achieving them. It integrates the strategies and the tactics that are most likely to accomplish the goals and then stages them across a time line.<sup>[1]</sup>

The Communication Sciences and Disorders Objectives fall into three areas that are aligned with the values of the college and strategic goals of Western Kentucky University. The CSD Objectives include: 1) foster academic excellence; 2) promote department community; and 3) improve quality of life in the greater community.

<b>SG1: Foster Academic Excellence</b>	<b>Foster Academic Excellence (FE) 1: Develop a Communication Sciences &amp; Disorders Faculty and Staff Handbook</b>	Review the CHHS faculty handbook, the CSD Clinic Handbook, the CSD Externship Handbook, WKU Faculty Handbook and other relevant documents. Input from faculty and staff via email.	<i>1<sup>st</sup> Draft Completed and posted on the shared drive in draft version dated 8-20-18.</i>	<b>Jean Neils-Strunjas, CJ Martin, Program Coordinators</b>	<b>The last revision was August 15, 2018. The program coordinators will meet to review and modify. The final document will be sent by the program coordinators to faculty and staff for their approval and vote by 11/9/18.</b>	<b>RESULTS:</b> RESULTS: IN PROGRESS; COORDINATORS NEED TO MEET TO DISCUSS FINALIZING THE HANDBOOK, WHICH MAY NEED TO BE RENAMED.
	<b>FE2: Optimize, streamline, stabilize, and disseminate academic and clinical offerings.</b>	Develop a Graduate Student Handbook		<b>Lauren Bland and the Graduate Faculty</b>	<b>A graduate student handbook will be posted on the shared drive, distributed to graduate students, and made available electronically in Fall 2018. The graduate faculty will review and update the handbook annually.</b>	RESULTS: IN PROGRESS;
		Change generic graduate elective course names to the topic of the course (Autism, Medical SLP).	<b>Completed, Fall 2016 (see graduate handbook archives at <a href="https://www.wku.edu">https://www.wku.edu</a>.</b>	<b>Lauren Bland and the Graduate Faculty</b>		<b>RESULTS: MET</b>

			<a href="#"><u>edu/graduate/prospective_students/catalog_archive.php</u></a>			
		Develop a process that allows graduate students to complete a thesis.	<i>Completed (see graduate program minutes)</i>		Thesis procedures will be included in the graduate student handbook.	<b>RESULTS: MET</b>
		Increase the number of graduate students who complete a thesis.	<i>Completed Spring 2017: Four graduate students completed a thesis in Spring 2017 compared to one in Spring 2016.</i>	<b>All full-time faculty with graduate status</b>	Note: Thesis will be an alternative capstone to an in-house comprehensive exam beginning in 2019.	<b>RESULTS: MET</b>
		Increase the number of students who present at REACH Week (local), state (KSHA) and regional meetings.	<i>February 2018 and onward</i>	<b>All faculty</b>	<b>Thirteen CSD students participated in REACH week in Spring 2018 compared to &lt; 5 in 2015.</b>	<b>RESULTS: MET</b>

		Increase the number of undergraduate and graduate students who present at ASHA and other <b>national and international</b> meetings.	<i>Completed 2018</i>	<b>All Faculty</b>	Two students presented at national meetings in 2015 and ten presented at national meetings in 2018.  (8 ASHA-, 1 Aphasiology Conference, 1 Child Language)	<b>RESULTS: MET</b>
		Develop a process that allows UG students to improve oral and written communication.	<i>Completed Fall 2018</i>	<b>Janice Smith</b>	Oral and written communication will be targeted in a new UG research course, CD 438, offered in Fall, 2018	<b>RESULTS: MET</b>
		Develop a process that allows all graduate students to improve critical analysis of research.	<i>Completed Fall 2017</i>	<b>Brian Weiler</b>	SLP 500 (Research Methodology in Communication Sciences and Disorders) requires completion of a project: Evaluation of research evidence for clinical question.	<b>RESULTS: MET</b>

		Develop a review course for students who do not pass the PRAXIS.	<i>Completed</i>	<b>All Graduate faculty</b>	<b>A course maintaining matriculation is required for anyone not passing the PRAXIS who began their program in September 2017. Students who enter their graduate program in Fall 2018 will take the PRAXIS as part of a course requirement.</b>	<b>RESULTS: MET</b>
		Review the scope and purpose of the curriculum of the undergraduate program and align learning objectives across faculty and instructors.	<i>Completed</i>	<b>Leisa Hutchison and UG instructors</b>	<b>Instructors of UG courses shared learning objectives. Syllabi were modified to align learning objectives (Fall, 2017). On-going monitoring will be needed.</b>	<b>RESULTS: MET</b>
		Maintain graduate & undergraduate course sequences on the <u>website</u> .	<i>Completed</i>	<b>CJ Martin, Richard Dressler, Lauren Bland, Leisa Hutchison,</b>	<b>Course sequences are maintained on the website.</b>	<b>RESULTS: MET</b>

				<b>Jean Neils-Strunjas, Leigh Anne Roden-Carrier</b>	<b>On-going monitoring will be needed.</b>	
		Increase the number of undergraduate students involved in research, completing a FUSE grant, honor's capstone/ thesis project, or an honor's augmentation.	<i>Completed Spring 2017</i>	<b>All Faculty</b>	<b>UG funded research, (0 in 2015- 3 in 2017), capstones and honors augmentations have increased over the past 3 years in courses where it is available. Honors sections were added in 2016-present: CD 481, CD 490, ASL 102</b>	<b>RESULTS: MET</b>
	<b>FE3: Strengthen qualifications of our ASL faculty pool by offering to pay for ASLTA certification.</b>		<i>The following individuals obtained certification: Phillip Boyd, June 2016 and Sylvia Boyd, July 2016</i>	<b>Ashley Fox</b>	<b>Offered on an on-going basis to all ASL faculty and instructors</b>	<b>RESULTS: MET</b>
	<b>FE4: Offer an American Sign Language Major</b>			<b>Ashley Fox</b>	<b>A Deaf Studies Certificate was approved by the BOR in August 2018. Progress on</b>	<b>RESULTS: IN PROGRESS DEPENDING UPON BUDGET;</b>

					the ASL Major awaits Dean approval for preparation of the proposal.	
	<b>FE5: Appoint an ASHA CEU Program Committee to develop a procedure for offering at least one ASHA CEU program offering per academic year</b>	Include a balance of child and adult offerings of courses offered one-time per year to community speech-language pathologists.	<i>Completed October, 2015 and on-going</i>	<b>Lauren Bland, Sarah Ward, April Hardison, Leigh Anne Roden-Carrier</b>		<b>RESULTS: MET</b>
	<b>FE6: CSD faculty members will engage in (exploring, writing, implementing, summarizing, and/or applying) research or creative activities</b>	Form 2-3 new departmental and interdepartmental research teams per academic year.	<i>Fall 2015 and ongoing</i>	<b>Green, Neils-Strunjas, Shackelford</b>	<b>Communication Disorders: Aging course (CD 489) is co-taught with Exercise and Aging (EXS 455) and an article was published in 2018. Other research projects include interdepartmental projects with social work and CSD and DPT and CSD.</b>	<b>RESULTS: MET</b>

		Maintain the number of faculty who participate in REACH Week <b>(local), state (KSHA) and regional meetings</b> as judges, student sponsors or presenters.	<i>Completed, July 2018 and on-going</i>		There were 13 presentations in 2015 and 19 presentations in 2018.	<b>RESULTS: MET</b>
		Maintain the number of faculty who present posters and papers at <b>national and international</b> conferences.	<i>Completed Fall 2018 and on-going</i>		There were 15 national and international presentations in 2015 and 15 in 2018.	<b>RESULTS: MET</b>
		Two or Three Faculty/staff members will submit their ASHA and other professional presentations for publication.	<i>Completed 2017 and on-going</i>	<b>Green, Bland, Dressler, Brindle, Shackelford, Neils-Strunjas, Weiler</b>	There was one peer-reviewed publication in 2015. There were two peer-reviewed publications in 2017. Another article was submitted.	<b>RESULTS: MET</b>
		Disseminate expertise in online learning through presentation and publication to CHHS, WKU, and	<i>Completed: 2015</i> Bland, L., Brindle, B., Dressler, R., Green, K., Hatcher, A., and	<b>Bland, Brindle, Dressler, Green, Hatcher, Shackelford</b>		<b>RESULTS: MET</b>

		<p>other academic programs in Communication Sciences and Disorders.</p>	<p>Shackelford, J. Collaborative learning in distance learning courses: Making group assignments engaging, effective, and educational ASHA Convention, Denver, CO, oral session. Green, K., &amp; Brindle, B. (2015). Fostering active learning in an online environment. Webinar sponsored by Special Interest Group 10 (Issues in Higher Education) of the American Speech-Language Hearing Association, on November 17, 2015.</p>			
		<p>Submit co-authored student research for publication.</p>	<p><i>Completed and on-going</i></p>	<p><b>Faculty</b></p>	<p><b>There was one peer-reviewed publication in 2018 with two</b></p>	<p><b>RESULTS: MET</b></p>

					student authors (Stevens and Glascock) and 0 peer-reviewed publications in prior years.	
<b>SG2: Promote a Dynamic and Diverse University Community</b>	<b><u>Promote Department Community (PC)1: Create community within the faculty/staff/students to improve communication and foster teamwork to work together in a coordinated way.</u></b>	Implement an off-campus fall semester retreat.	<i>Completed, August 2016</i>	<b>All faculty and Staff</b>	<b>On-going at the Railway Museum 2016, 2017, and 2018</b>	<b>RESULTS: MET</b>
		Foster shared meals for discussion sessions among faculty and staff for creative endeavors and cohesion.	Completed 2017-2018	All faculty and staff	December potluck, Musical Follies at Jean's house, Jean hosted CSD for bootcamp meal	<b>RESULTS: MET</b>
		Organize one day per academic year where faculty/staff complete an off-campus team building experience	Ongoing	All faculty and staff		<b>RESULTS: NOT MET</b>

		Organize students (campus & online) to elect a professor for “Best Teaching” Award.	<i>Completed, Fall 2016</i>	<b>CJ Martin, Leigh Anne Roden Carrier, Holly Bean</b>	<i>On-going</i>	<b>RESULTS: MET</b>
		Include conflict resolution, stress management to graduate student orientation.	<i>Completed October 2017 (Self-Care for Helping Professionals Workshop presented by Dr. Matsuyuki from WKU Counseling &amp; Health Services)</i>	<b>Caroline Hudson, Leisa Hutchison</b>	<i>On-going</i>	<b>RESULTS: MET</b>
		Develop an online survey for graduate students at 7-8 weeks of the fall semester to gain information about students’ progress concerns. The survey will have the option of students self-identifying need for assistance.	<i>Completed Fall 2017 and on-going</i>	<b>Lauren Bland</b>		<b>RESULTS: MET</b>
	<b>PC2: Appoint an Inter-professional Education</b>	Develop and advertise at least one course that will include students	<b>On-going</b>	<b>Shackelford, Green, Neils-Strunjas, Weiler, Bland</b>	<b>Initiated teaching and research collaborations</b>	RESULTS: PARTIALLY MET

**Committee whose responsibility is to foster new collaborations every 1-3 years with at least one other department or agency to produce teaching, clinical or research outcomes.**

from CSD and other department(s) or complete research joint research projects.

**with Exercise Science, Physical Therapy, Social Work, and Rural Health but did not create an independent course;**

**International Speech-Language Pathology courses (Pediatric Rehab Class and Evidence-Based Healthcare) held in Belgium with OT/PT/ST students.**

**Bingocize project was implemented in seven different nursing home in Bowling Green.**

**Twelve students completed two case studies working with New Beginnings Therapeutic Riding professionals**

					<b>collaboratively to provide communication instruction.</b>	
		Develop at least one research proposal that includes faculty and staff members from CSD and other faculty members/faculty from another department or agency.	<p><b>Completed –</b></p> <p>Shackelford, Jo: Quick Turnaround Grant (QTAG) WKU Internal Grant (\$2980.50) with Dr. Jean Neils-Strunjas and Dr. Lynette Smith. (03/15/16 – 06/15/16). Does resilience improve college success in student veterans? Grant closed out 05/15/2016.</p> <p>Neils-Strunjas, Jean: Co-Investigator with PI, Jason Crandall. Bingocize®: An evidence-based health promotion program to improve the quality of life of Kentucky</p>			<b>RESULTS: MET</b>

			certified nursing facility residents. Funded 2-27-17 to 1-1-20. Civil Money Penalty Grant, United States Center for Medicare Services \$744,202 (across 2017 to 2020). Expenditures for CSD to-date: \$15621.51.  Dressler, R. (2018).			
		Develop one new clinical collaboration with a community site.			Honors Augmentation for CD 490 – New Beginnings Therapeutic Riding – Case study with two clients; developing relationship with site  Let’s Talk About Memory collaboration	RESULTS: MET;
	<b>PC3: Appoint a Cultural Diversity Committee whose</b>	Post a definition of cultural diversity on the department website.			College and department do not yet have a cultural diversity statement.	<b>RESULTS: ONGOING</b>

	responsibility is to develop a structure for increasing, supporting, and promoting Cultural diversity (including definitions, procedures, and examples)				University's statement was released in Spring 2018.	
		Develop a means to quantify diverse representation among faculty, students, and staff.	<i>Fall 2018</i>	<b>Martin</b>	<b>Provides program statistics for underrepresented minority students. Will check platinum analytics for low income.</b>	<b>RESULTS: ONGOING</b>
		Recommend two actions (recruitment, admissions, retention) to the department to maintain or increase diversity of students (campus and distance).	<i>Kimberly Green appointed Chief Diversity Officer for CHHS, Fall 2017</i>	<b>Brindle, Green, Weiler, Shackelford, Neils-Strunjas</b>	<b>CSD Diversity Committee suggested strategies for meeting diversity goals and description.</b>	<b>RESULTS: ONGOING</b>
	<b>PC4: Promote positive public</b>	Review at faculty meetings	<i>Completed Spring 2018 and</i>	<b>Roden- Carrier, Martin, Neils-Strunjas</b>	<b>Spring, 2018 Herald Award for best UG</b>	<b>RESULTS: MET</b>

	relations for CSD within the community and university through press releases, social media, etc.		<i>on-going</i>		program and best professor, CSD Research Newsletter, and CHHS Newsletter	
<b>SG3: Improve Quality of Life in the Greater Community</b>	<u>Improve Quality of Life in the Greater Community</u> (QL)1: Offer clinical services to wide range of clients and locales using current technology and treatment models.		<i>Fall 2015 and ongoing</i>	Bland, Dressler	<b>Telehealth Case-Other</b>  Piloted telehealth with a CDC client in Spring 2017	<b>RESULTS: ONGOING</b>
	QL2: Explore feasibility of offering Alternative Service Delivery (outreach, telepractice, etc.) to present and be adopted by the CSD faculty.			Weiler  Neils-Strunjas	Rural Health School Screenings  Warren County Services Fair – hearing screenings with refugee and immigrant populations  Class-related research project for older adults: “Let’s Talk About	<b>RESULTS: MET</b>

					Memory” Dressler attended telehealth presentation/phone conference	
	<b>QL3: Explore means for establishing greater self-sufficiency in CD Clinic.</b>			<b>As of July 2017, Amanda Wilson, part-time office associate is funded through clinic income</b>	<p>Clinic income was maintained.</p> <p>As of July 2017, Amanda Wilson, part-time office associate is funded through clinic income</p> <p>Accounts Receivables will take over CDC billing allowing clients to pay via credit card, debit card, HSA account, cash, and check.</p> <p>Medicare billing was previously explored and was judged to not be a viable option.</p>	<b>RESULTS: MET</b>
	<b>QL4: Explore opportunities for students to complete community-based service</b>	Students will participate in Buddy House, Bowling Green, KY and other community events where faculty and staff volunteer.	<i>April 2016 and ongoing</i>		Buddy Walk, Autism Run/Walk 5K, Top Crops, Walk to End Alzheimer’s, Bingocize, Let’s Talk About Memory project, Voice	<b>RESULTS: MET</b>

	<b>projects.</b>				Disorders extra credit – negotiate with community agency and present workshop of vocal hygiene, Warren County Services Fair, Rural Health Screenings	
	<b>QL5: Identify ongoing community service opportunities.</b>		<i>April 2017 and ongoing</i>	<b>Neils-Strunjas, Hudson Hutchison</b>	Buddy Walk, Autism Run/Walk 5K, Top Crops, Walk to End Alzheimer’s, Bingocize, Let’s Talk About Memory project, Voice Disorders extra credit – negotiate with community agency and present workshop of vocal hygiene, Warren County Services Fair, Rural Health Screenings	<b>RESULTS: MET</b>
	<b>QL6: Help support internship supervisors</b>		<i>Fall 2017 and ongoing</i>	<b>Bland, Hardison, Ward</b>	<i>On June 14, 2018, 10 internship supervisors participated in a supervisor workshop.</i>	<b>RESULTS: MET</b>

<sup>[1]</sup> Conboy K. 2014. Establishing and implementing your vision: Strategic planning in academic affairs. Pp. 149-154 in *The Resource Handbook for Academic Deans* (3<sup>rd</sup> edition). Jossey-Bass: San Francisco.