

## **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.

## **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.

WKU's Strategic Goals (SG)	CSD Objectives	Actions	Date	Contact Person	2017-2018 Outcomes
<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>	Jean Neils-Strunjas, CJ Martin, Program Coordinators	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>FE2: Optimize, streamline, stabilize, and disseminate academic and clinical offerings.</b>	Develop a Graduate Student Handbook		Lauren Bland and the Graduate Faculty	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.
		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.
		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>	All full-time faculty with graduate status	Note: Thesis will be an alternative capstone to an in-house comprehensive exam beginning in 2019.

		Increase the number of undergraduate and graduate students who present at ASHA and other <b>national and international</b> meetings.	<b>Completed 2018</b>	All Faculty	Two students presented at national meetings in 2015 and ten presented at national meetings in 2018.  (8 ASHA-, 1 Aphasiology Conference, 1 Child Language)
		Review the scope and purpose of the curriculum of the undergraduate program and align learning objectives across faculty and instructors.	<b>Completed</b>	Leisa Hutchison and UG instructors	Instructors of UG courses shared learning objectives. Syllabi were modified to align learning objectives (Fall, 2017). On-going monitoring will be needed.
	<b>FE4: Offer an American Sign Language Major</b>			Ashley Fox	A Deaf Studies Certificate was approved by the BOR in August 2018. Progress on the ASL Major awaits Dean approval for preparation of the proposal.
		Two or Three Faculty/staff members will submit their ASHA and other professional presentations for publication.	<b>Completed 2017 and on-going</b>	Shackelford, Neils-Strunjas, Weiler	There was one peer-reviewed publication in 2015. There were two peer-reviewed publications in 2017.
		Submit co-authored student research for publication.	<b>Completed and on-going</b>	Faculty	There was one peer-reviewed publication in 2018 with two student authors (Stevens and Glascock) and 0 peer-

					reviewed publications in prior years.
<b>SG2: Promote a Dynamic and Diverse University Community</b>	<b>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.</b>				
		Foster shared meals for discussion sessions among faculty and staff for creative endeavors and cohesion.			
		Organize one day per academic year where faculty/staff complete an off-campus team building experience			
	<b>PC2: Appoint an Inter-professional Education 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.</b>	Develop and advertise at least one course that will include students from CSD and other department(s) or complete research joint research projects.	<b>Initiated teaching collaborations with Exercise Science, Physical Therapy, Social Work, and Rural Health</b>	<b>Shackelford, Green, Neils-Strunjas, Weiler, Bland</b>	

		Develop one new clinical collaboration with a community site.			
	PC3: Appoint a Cultural Diversity Committee whose responsibility is to develop a structure for increasing, supporting, and promoting Cultural diversity (including definitions, procedures, and examples)	Post a definition of cultural diversity on the department website.			
		Develop a means to quantify diverse representation among faculty, students, and staff.	Fall 2018	Martin	Provides program statistics for underrepresented minority students. Will check platinum analytics for low income.
		Recommend two actions (recruitment, admissions, retention) to the department to maintain or increase diversity of students (campus and distance).	Kimberly Green appointed Chief Diversity Officer for CHHS, Fall 2017	Brindle, Green, Weiler, Shackelford, Neils-Strunjas	CSD Diversity Committee suggested strategies for meeting diversity goals: program at BG High school's science honor's courses: modify admissions to increase diverse graduate applicant pool through identification and discussion of applicants
SG3: Improve Quality of Life in the	<u>Improve Quality of Life in the Greater Community</u> (QL)1: Offer clinical services to wide range of clients and locales using		Fall 2015 and ongoing	Bland	Telehealth Case-Other

<b>Greater Community</b>	current technology and treatment models.				
	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  Class-related research project for older adults: "Let's Talk About Memory"
	QL3: Explore means for establishing greater self-sufficiency in CD Clinic.			As of July 2017, Amanda Wilson, part-time office associate is funded through clinic income	Clinic Fees were 39,134.00 in 2017 and 39,095.00 in 2018 per the CAA report. <b>Is greater self-sufficiency needed or is the clinic income coupled with the 590/591 course fees sufficient?</b>
	QL4: Explore opportunities for students to complete community-based service projects.	Students will participate in Buddy House, Bowling Green, KY and other community events where faculty and staff volunteer.	<b>April 2016 and ongoing</b>		
	QL6: Help support internship supervisors		<b>Fall 2017 and ongoing</b>	Bland, Hardison, Ward	<b>On June 14, 2018, 10 internship supervisors participated in a supervisor workshop.</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.