Department of Communication Sciences and Disorders  
University of Northern Iowa  
2018-2020 Strategic Plan

Mission

The Department of Communication Sciences and Disorders provides undergraduate and graduate students excellent opportunities for academic and clinical learning, research, and public service within the context of a strong liberal arts education. The main focus is personalized professional preparation of students in communication sciences and disorders to serve the public. In accomplishing this mission, the Department pursues excellence and distinction in all its programs; promotes faculty development through research, creative activities, progressive teaching and continuing scholarship.

Vision and Goals

The Department of Communication Sciences and Disorders will be a national model of excellence in undergraduate and graduate education through personalized and innovative instruction, clinical experiences, community engagement and research.

To achieve this vision, the Department will:
• Provide excellent student learning experiences and training in the classroom and clinic;
• Recruit and retain outstanding faculty who are active in academic and clinical teaching, research and scholarship;
• Demonstrate integrity, responsibility, and the highest ethical standards in all of our endeavors;
• Contribute to the community and professions at the local, state, national, and international levels;
• Collaborate with health care and education providers in interprofessional settings.

Focus Area #1: Clinical Education and Culture

Outcome: The department will be recognized for its innovative approaches to clinical education for both our graduate and undergraduate students.

Issue: Clinical opportunities are a limiting factor for growth of the graduate program. Reducing undergraduate student practicum is one option for addressing this issue, but providing undergraduate student clinical experience is a distinctive feature of UNI’s program.
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<th>Strategy</th>
<th>Baseline Data</th>
<th>Person(s) Responsible</th>
<th>Indicators of Success</th>
<th>Timetable</th>
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<td>1. Increase clinical opportunities by identifying an area not well served in the community and develop a program to address that need. (University of Northern Iowa Strategic Plan, 2017-2022 – Unifying Goal: Student Success and Supporting Goal: Community Engagement)</td>
<td>Number of clinical sites/opportunities during the 2015-16 academic year.</td>
<td>Clinical Director, Clinic Committee, and Faculty</td>
<td>One additional experience provides at least 8 hours of clinical experience per week.</td>
<td>A new area of need will be identified by May, 2018 and the new clinical program will begin during the 2018-19 academic year.</td>
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<td>Number of clinical hours undergraduate students receive/ number of alternate clinical preparation activities during the 2015-16 academic year. Survey results from the 2016-17 academic year to determine undergraduate students views on their experiences in the communication disorders major.</td>
<td>Department Head, Clinic Director/Clinic Committee, Student Outcomes Committee, and Faculty</td>
<td>Our undergraduate students express a high level of satisfaction with their experiences in the communication disorders major and are recognized as well prepared for graduate school. Undergraduates have opportunities for intentional student engagement at various stages of their academic careers through curricular, co-curricular, and extra-curricular activities.</td>
<td>The Clinic Committee and faculty will review the current practices for undergraduate clinic by the end of the 2017-18 academic year. The Department will develop a co-curricular and clinical experience plan of study for undergraduate students by the end of the 2018-19 academic year.</td>
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<td>3. Implement a model of clinical education in the area of interprofessional education and practice that ensures that all students have some IPE/IPP experience. (UNI Strategic Plan Unifying Goal: Student Success)</td>
<td>Document the number of IPE/IPP experiences available during the 2017-18 academic year. Add a question about IPE/IPP experiences to our exit surveys, one-year post graduate, and five-year post graduate surveys.</td>
<td>Department Head, Clinic Director/Clinic Committee, Student Outcomes Committee, and Faculty</td>
<td>All graduate students learn about interprofessional practice in selected graduate courses and all graduate students have at least one IPE and IPP experience.</td>
<td>Curriculum subgroups general ideas for IPE/IPP by the end of the Fall 2018 semester. Faculty pilot activities during the 2018-19 academic year. A specific plan is in place by 2019-2020 that provides experiences for all graduate students.</td>
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4. Provide opportunities for all students to develop knowledge and skills to serve diverse, multicultural populations.

(UNI Strategic Plan Supporting Goal: Diversity and Inclusion)

- Examine data from CALIPSO to determine the number of hours recent graduates obtained with diverse, multicultural populations.
- Determine the availability of and implement alternate clinical experiences (simulations) with diverse populations.
- Department Head and Clinic Director
- All graduate students have a direct or simulated experience with two or more clients.
- Summer 2018, analyze data from December 2017 and May 2018 graduates. Faculty determine the need for additional experiences during the 2018-19 academic year.

5. Develop a new clinical program to serve an underrepresented population in the Cedar Valley.

(UNI Strategic Plan Supporting Goals: Diversity and Inclusion and Community Engagement)

- Identify possible populations and work with representatives to document current services and desired additional services.
- Department Head, Clinic Director/Clinic Committee, and Faculty
- Underrepresented population(s) identified; program developed to provide one or more desired services.
- Population(s) identified during the 2018-19 academic year; provide developed and provided during the 2019-2020 academic year.

**Focus Area #2: Curriculum/Teaching and Learning**

Outcome: The department will be recognized for innovative approaches to teaching and learning and our students will continue to be recognized as highly skilled and knowledgeable entry level clinicians.

Issue: Determining how best to allocate our resources between the graduate and undergraduate programs presents a challenge, particularly in view of the university’s focus on excellence in undergraduate education.

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| 1. Identify innovative approaches to the provision of academic and clinical education that provide for greater integration of academic and clinical learning. | Number of clinical sites/opportunities during the 2015-16 academic year. | Curriculum Committee/Departmental Faculty | Identify 2 approaches that the faculty would pilot through seminar or current problems courses. | Schedule at least three opportunities for discussion of this issue at regular faculty meetings during the fall and spring. At least one new seminar/current problems course offered during the }
Focus Area #3: Equipment/Facilities/Space
Outcome: The department will gain additional classroom, clinical, and research space to accommodate recent growth in faculty and students.

Issue: Although we are able to meet our educational and community service mission, the department has ongoing challenges in scheduling courses, clinical practica, and research activities.

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<td>1. Gain recognition for our facilities/space needs in the university’s facilities master plan.</td>
<td>Departmental facilities/space as of fall 2015 (classroom, seminar rooms, clinical rooms, laboratories, offices, etc.).</td>
<td>Department Head/Clinic Director</td>
<td>Specific plan in place to increase in the amount of space for the primary use of the of CSD department.</td>
<td>Review ideas put forward the university’s Facilities and Planning Committee by the end of the 2017-18 Academic Year. Proposal and timeline for implementing ideas put forward by the end of the 2018-19 academic year.</td>
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(UNI Strategic Plan, 2017-2022 – Unifying Goal: Student Success)
2. Identify possible space off campus.
   (UNI Strategic Plan Supporting Goal: Community Engagement)
   See above.
   Department Head/Clinic Director
   Decision made and plan in place, if applicable, for use of an off-campus facility.
   By the end of the 2018-19 academic year.

3. Develop a proposal to replace outdated equipment in the area of speech and voice science.
   (UNI Strategic Plan Unifying Goal: Student Success)
   Equipment available for faculty and student use during the 2017-18 academic year.
   Department Head/Faculty
   Proposal written and funded by an appropriate agency or alternate funding obtained.
   Proposal submitted the end of the 2017-18 academic year.
   Funding received and new equipment available by the end of the 2018-2019 academic year.

**Focus Area #4: Faculty and Staff**

Outcome: The workloads of tenure and tenure-track faculty will allow them to engage in research and scholarly activity, excel in academic and clinical teaching, and provide service to the profession, the community, and the university.

Issue: The faculty is highly qualified and sufficient in number to meet our primary educational mission. However, the department needs to take steps to assure that faculty continue to be productive in research and scholarship and tenure-track faculty make satisfactory progress toward promotion and tenure.

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<td>1. To assure sufficiency of faculty, advocate for and conduct a search to replace our recently retired faculty member.</td>
<td>Number of tenure and tenure-track faculty for the 2015-16 academic year.</td>
<td>Department Head/ Search Committee</td>
<td>A new faculty member is hired for the 2017-18 academic year.</td>
<td>Initiate the search in Fall 2016, interview early in spring 2017 with a final decision by the beginning of April.</td>
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<td>2. Advocate and conduct a search for one additional 90% P&amp;S Communication Disorders Specialist.</td>
<td>Number and amount of adjunct faculty used for clinical supervision during the 2015-16 academic year.</td>
<td>Department Head/ Search Committee</td>
<td>A new clinical faculty member is hired for the 2018-19 academic year.</td>
<td>Initiate the search in Fall 2018, interview early in spring 2019 with a final decision by the beginning of April.</td>
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<td>3. Develop and implement a plan to support faculty research efforts, particularly for those at the associate and assistant levels. (UNI Strategic Plan Unifying Goal: Student Success and Supporting Goal: Campus Vitality)</td>
<td>The department currently lacks any systematic approach for supporting junior faculty. The number of presentations/publications from 9/14 through 5/16 will serve as a baseline.</td>
<td>Department Head and faculty at the full professor level.</td>
<td>Faculty at the associate and assistant levels prepare and submit approximately one presentation and one publication per year. Faculty receive promotion and tenure on established university timelines.</td>
<td>The program is initiated during the 2016-17 academic year and # of presentations/publications is monitored in following years.</td>
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<td>4. Develop an alternate plan for advising that reduces the need for faculty to meet with students for routine plan of study and scheduling issues and provides students with accurate, consistent advising. (UNI Strategic Plan Unifying Goal: Student Success)</td>
<td>The department currently distributes undergraduate student advising among the tenure and tenure-track faculty. Graduate student advising is handled by a P &amp; S staff member and one tenured faculty member who serves as graduate coordinator. We may be underutilizing the office staff person who participates in advising and our P &amp; S staff member.</td>
<td>Department Head/Communication Disorders Specialist IV</td>
<td>Faculty report that they are spending less time on routine advising and engage in other types of mentoring with our undergraduate students.</td>
<td>Investigation of the issue will occur during the 2015-16 academic year and a pilot program implemented for the 2016-17 academic year. The new advising process is documented and in place by the end of the 2018-19 academic year.</td>
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<td>5. Develop and implement a plan to support faculty in their community engagement efforts, particularly those that enhance student experiences at the undergraduate and graduate levels. (UNI Strategic Plan Unifying Goal: Student Success and Supporting Goals: Community Engagement)</td>
<td>Identify faculty who are currently or plan to implement community engagement activities. Determine needed support for these activities.</td>
<td>Department Head and Faculty</td>
<td>Number of faculty who include community engagement experiences in their academic courses; support for these activities is available; and criteria are in place to recognize these activities within faculty workloads</td>
<td>Document the community engagement activities that occur during 2018-19 academic year and determine level of support needed to sustain or increase these activities; add at least one additional, well-planned community engagement activity during 2019-20.</td>
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Appendix – Progress Report

2017-2018 Accomplishments

Focus Area #1: Clinical Education and Culture
Outcome: The department will be recognized for its innovative approaches to clinical education for both our graduate and undergraduate students.

- The program development a plan to extend services to the birth to three population. In preparation for this, the Department of Communication Sciences and Disorders hosted a Hanen Centre “It Takes Two to Talk” workshop. Three academic/clinical faculty members attended the workshop.
- Two faculty members worked with a community organization (EMBARC) to identify possible options for providing services to recent immigrants from Burma.

Focus Area #2: Curriculum/Teaching and Learning
Outcome: The department will be recognized for innovative approaches to teaching and learning and our students will continue to be recognized has highly skilled and knowledgeable entry level clinicians.

- Since the 2016-17 academic year, the department has offered three seminars that included either embedded clinical experiences of community engagement. These seminars were on topics related to augmentative and alternative communication; speech-language pathology with bilingual populations; and language, culture and poverty.
- The department addressed graduate students’ need for experience with interprofessional education and practice (IPE/IPP) in several ways: (1) the faculty identified existing IPE/IPP opportunities at the undergraduate and graduate levels; (2) a group of graduate students and faculty joined with students and faculty from Allen College of Nursing (nursing and OT programs) to provide an ALS caregiver training laboratory (sponsored by the ALS Association Iowa Chapter); and (3) the faculty member who teaches the Treatment of Child Language Disorders course piloted the use of clinical simulations that included an IPP component.

Focus Area #3: Equipment/Facilities/Space
Outcome: The department will gain additional classroom, clinical, and research space to accommodate recent growth in faculty and students.

- The university architect completed a study of current departmental and clinic spaces; identified possibilities for additional space within the Communication Arts Center; and provided a preliminary plan for space modifications to better meet program needs.
The department completed phase II of the three-year plan to upgrade our academic and clinical spaces by recarpeting, repainting, and replacing furniture.

The department head and three faculty developed a proposal to update voice and speech science laboratory equipment that was submitted to the Roy J. Carver Foundation. The department learned that this proposal was funded and the new equipment should be available for the 2018-19 academic year.

Focus Area #4: Faculty and Staff
Outcome: The workloads of tenure and tenure-track faculty will allow them to engage in research and scholarly activity, excel in academic and clinical teaching, and provide service to the profession, the community, and the university.

- The department conducted a successful search for an additional tenure-track faculty member. The individual hired, Dr. Lisa Kopf, has expertise in the area of voice and voice disorders, as well as serious game design. Dr. Kopf started in the Fall, 2017 semester.
- The department conducted a successful search to fill the communication disorders specialist position that became vacant when Suzanne Dripps assumed the duties of clinic director. The individual hired, Morgen Clay, M.A., CCC-SLP, adds experience from both a school and medical perspective, as well as expertise in serving individuals with severe communication needs.