Mission
Within an inspiring and supportive environment, the Department of Communication Sciences and Disorders provides undergraduate and graduate students excellent opportunities for academic and clinical learning, research, scholarship and community service. The main focus is personalized professional and pre-professional preparation of students in communication sciences and disorders to serve the community.

Vision and Goals
Through equitable, inclusive, and personalized learning experiences, the Department of Communication Sciences and Disorders will be a national model of excellence in undergraduate and graduate education empowering students through innovative instruction, clinical experiences, community engagement, research and scholarship.

To achieve this vision, the Department will:
- Provide excellent student learning experiences and training in the classroom and clinic;
- Recruiting and retaining students who represent the broad diversity of society, the State of Iowa, and the surrounding community;
- Recruiting and retaining outstanding faculty who are active in academic and clinical teaching, research and scholarship;
- Supporting faculty development in research and scholarly activities, creative activities, progressive teaching and continuing scholarship;
- Demonstrate integrity, responsibility, and the highest ethical standards in all of our endeavors;
- Modeling a commitment to equity, inclusion, and diversity in all of its activities;
- 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: Student success in a variety of clinical experiences is the central learning outcome of the graduate program. The program is enrolling more students with learning differences and has a goal to enroll more students from diverse cultural and linguistic backgrounds. The current model of clinical education may not fully meet the needs of students with learning differences or those from diverse backgrounds. 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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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)

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<th>Number of clinical sites/opportunities during the 2021-22 academic year.</th>
<th>Clinical Director, Clinic Committee, and Faculty</th>
<th>One additional experience provides at least 8 hours of clinical experience per week.</th>
<th>A new area of need will be identified by May, 2022 and the new clinical program will begin during the 2022-23 academic year.</th>
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2. Development a model of clinical education for undergraduate students that reduces the emphasis on clinical hours and addresses the clinical knowledge and skills they will need to excel in graduate school or other post-graduation opportunities.

(UNI Strategic Plan, 2017-2022 – Unifying Goal: Student Success)

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<th>Number of clinical hours undergraduate students receive/ types of alternate clinical preparation activities during the 2021-2022 academic year.</th>
<th>Department Head, Clinic Director/Clinic Committee, Student Outcomes Committee, and Faculty</th>
<th>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.</th>
<th>The Clinic Committee and faculty will review the current practices for undergraduate clinic by the end of the 2021-2022 academic year. The Department will develop a co-curricular and clinical experience plan of study for undergraduate students by the end of the 2022-2023 academic year.</th>
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3. Identify or develop well-designed simulation experiences that allow students to gain required knowledge and skills in areas that are less available through our regular clinical practicum and internship courses.

| Number and type of clinical simulations used during the 2020-2021 academic year. | Department Head, Clinical Director, and Faculty | Our students will graduate with a broad range of knowledge and skills and be fully prepared to meet certification and licensure standards. | By the end of the 2021-2022 academic year the program will have a list of the simulation experiences and targeted knowledge and skills and will have identified our students’ additional learning needs. During the 2022-2023 and 2023-2024 academic year, the program will implement or design new simulations to |
4. Implement a model of clinical education in the area of interprofessional education and practice that ensures that all students have documented IPE/IPP experience.

Document the percentage of students receiving IPE/IPP experiences during the 2021-2022 academic year and the type of experiences.

Add a question about IPE/IPP experiences to our exit surveys, one-year post graduate, and five-year post graduate surveys.

Department Head, Clinic Director/Clinic Committee, Student Outcomes Committee, and Faculty

All graduate students learn about interprofessional practice in selected graduate courses and all graduate students have at least one IPE and IPP experience.

Curriculum subgroups general ideas for IPE/IPP by the end of the Fall 2022 semester. Faculty pilot activities during the 2022-2022 academic year. A specific plan is in place by 2022-2023 that provides experiences for all graduate students.

**Focus Area #2: Diversity and Inclusion**

Outcome: All program graduates will have the knowledge and skills they need to provide competent and ethical clinical service to individuals who represent the broad range of diversity and to engage in life-long learning related to cultural competence and cultural humility.

Issues: The undergraduate and graduate curriculum does not adequately encompass or highlight all aspects of diversity, equity, and inclusion. The lack of faculty and student diversity is a weakness in the department and in the field of communication sciences and disorders.

(University Strategic Plan Supporting Goal 1: Diversity and Inclusion)

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<td>1. Modify our curriculum and course content to provide intentional and meaningful learning opportunities to increase students’ knowledge and skills for serving clients who represent a broad range of diversity.</td>
<td>Curriculum offerings and course content from the 2020-2021 academic year.</td>
<td>All faculty, the curriculum committee, and the department head.</td>
<td>Diversity, equity, and inclusion are highlighted across the program’s curricular offerings and addressed through intentional and meaningful learning experiences.</td>
<td>Identify within course modifications by the end of the 2021-2022 academic year. Propose curriculum changes, if needed, during the 2022-2023 academic year.</td>
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2. Develop a new clinical program to serve an underrepresented population in the Cedar Valley. This goal might link to goal #1 under Focus Area 4: Community Engagement. | Identify possible populations and community partners 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 2021-2022 academic year; program developed and piloted during the 2022-2023 academic year and well established by the 2023-2024 academic year. |
3. Develop recruitment and retention plans for all positions that maximize the diversity of applicant pools, hiring of diverse applicants, and retention of successful applicants.

Diversity of the department’s faculty and staff during the 2020-2021 academic year. The department’s recruitment plans have been updated. The department has a plan in place for mentoring and retention of new faculty and staff. The recruitment plan is in place by the end of the 2021-2022 academic year. The mentoring and retention plan is in place by the end of the 2022-2023 academic year. The department faculty and staff represent greater diversity by the 2025-2026 academic year.

**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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| 1. Gain recognition for our facilities/space needs in the university’s facilities master plan.  
(UNI Strategic Plan Supporting Goal: Campus Vitality) | Departmental facilities/space as of fall 2015 (classroom, seminar rooms, clinical rooms, laboratories, offices, etc.). | Department Head/Clinic Director | Specific plan in place to increase in the amount of space for the primary use of the CSD department. | 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. |
| 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. | 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. |

**Commented [LN1]:** Faculty have expressed reservations about this option. Modify or delete?
Focus Area #3: Program Vitality
Outcome: The department will have at least 10 full time tenure-track faculty lines, three professional & scientific positions, and two full time instructors. The department will gain or redesign clinical, instructional, and research space to accommodate all instructional, clinical, and research needs.

Issue: Although we are able to meet our educational and community service mission, the department faculty often teach large section courses at both the undergraduate and graduate level and most of our clinical instructors are in adjunct (temporary) faculty lines. The department lacks first floor clinical space, needs better instructional and clinical space for the audiology area, and would benefit from additional larger treatment rooms.

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<td>1. To assure sufficiency of faculty, advocate for and conduct a search to for one tenure-track faculty line at the assistant professor level.</td>
<td>Number of tenure and tenure-track faculty for the 2020-21 academic year.</td>
<td>Department Head/ Search Committee</td>
<td>A new faculty member is hired for the 2021-2022 or 2022-2023 academic year.</td>
<td>Initiate the search in the spring and fall (if needed) 2021, interview candidates, and make a final decision in accordance with the search timeline.</td>
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<td>2. Advocate and conduct a search to replace one P&amp;S Communication Disorders Specialist and to add a second P&amp;S staff member or clinical instructor.</td>
<td>Number and amount of adjunct faculty used for clinical supervision during the 2020-21 academic year.</td>
<td>Department Head/ Search Committee</td>
<td>A new, non-temporary clinical faculty member is hired for the 2022-2023 academic year and a second individual for the 2023-2024 academic year.</td>
<td>Initiate the search in Fall 2021, interview early in spring 2022 with a final decision by the beginning of April.</td>
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<td>3. Determine current needs and implement a plan to support faculty and student research efforts.</td>
<td>The department currently supports faculty who advise a large number of student research projects according to the university workload formula. The number of presentations/publications, particularly with faculty and student co-authors, from 8/2020</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 2022-23 academic year and # of presentations/publications is monitored in following years.</td>
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4. Gain recognition and address our immediate facilities/space needs and document longer term space needs.

Departmental facilities/space as of fall 2021 (classroom, seminar rooms, clinical rooms, laboratories, offices, etc.).

Department Head/Clinic Director/Faculty

A revised collaborative proposal for the iCAN laboratory is successful, and the department submits and receives funding to remodel the audiology laboratory and sound booth area. The department has a prioritized list of additional space needs with proposed solutions.

The iCAN laboratory project receives funding for 2022-2023.

The department submits a Roy J. Carver Charitable Trust grant proposal to fund the audiology project during the 2021-2022 academic year.

The department documents space needs on an ongoing basis from the 2021-2022 academic year forward.

Focus Area #4: Community Engagement

Outcome: Both our graduate and undergraduate students will be recognized for the exceptional preparation gained through our innovative approaches to clinical education and community engagement.

Issue: Clinical opportunities are a limiting factor for growth of the graduate program. Further reducing undergraduate student clinical experience is not a constructive strategy because undergraduate clinical experience is a distinctive feature of UNI’s program and the knowledge and skills students gain as undergraduates better prepare them for their first graduate clinical experiences.

(University Strategic Plan Supporting Goal 3: Community Engagement)

1. Develop and implement a plan to support faculty and staff in their program-related community engagement efforts, particularly those that enhance student experiences at the undergraduate and graduate levels.

Identify faculty who are currently or plan to implement community engagement activities. Determine needed support for these activities.

Department Head and Faculty

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

Document the community engagement activities that occurred during 2020-21 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 2021-2022.