Vision, Mission and Strategic Plan

DEPARTMENT VISION
Our vision is to provide an exemplary educational experience that prepares the next generation of researchers, scholars, and leaders in the field of communication sciences and disorders.

DEPARTMENT MISSION
Our mission is to:
- Educate speech-language pathologists who are independent thinkers and problem-solvers and who are able to perform at the highest levels within the discipline, such that they can assist individuals with communication and swallowing disabilities reach their personal potential and maintain a quality of life over the lifespan.
- Educate students who are culturally competent, globally sensitive, and who can provide evidence-based clinical care for individuals they serve with communication and swallowing disorders.
- Conduct transformative research on the biological and developmental bases of communication as well as conduct research to advance treatments for individuals with communication and swallowing disorders.
- Engage in outreach activities that directly benefit and support the university community, students, as well as individuals and their families.
- We commit to maintaining a positive collaborate environment both within and beyond the discipline as a means to provide new and innovative solutions for people with communication and swallowing disorders.

DEPARTMENT VALUES
Our values are as follows:
- We commit to being good stewards of our resources by sharing our knowledge and expertise with students, our clients and their families, other professionals, the general public, and with collaborating colleagues in clinical practice and academia.
- We commit to providing an educational program that places an emphasis on the integrated connections of research, teaching, and clinical service.
- We accept the challenge and responsibility to advance scientific knowledge of communication sciences and disorders through basic and clinical research.
- We pledge to provide the highest quality of ethical clinical care to the community of individuals with communicative disorders.
- We commit to a work environment that protects academic freedom and encourages honesty, openness, and integrity.
- We commit to meeting all state and federal guidelines to ensure student and patient privacy.
- We commit to working together as a team to support, respect, and encourage one another.
**Executive Summary:** Department of Communication Sciences & Disorders:
Strategic Plan: 2019-2022

2019-2020:
- Expand inter-professional training models within the department
  - Implement group aural rehab training with inter-professional collaboration from SLP and audiology (Goal complete)
- Refine the graduate electronic portfolio development process to ensure that students have a clear understanding of related expectations and value of the electronic portfolio. (Action created in response to the 2017-2018 graduating student survey)
  - Currently in development
- Limit each graduate faculty to teaching no more than 6 graduate courses throughout the MS program of study. (Action created in response to a graduating student comment on the 2017-2018 graduating student survey).
  - Implementation continues

2020-2021:
- Retain high quality faculty producing innovations in clinical services, research & scholarship
- Implement efficient and high quality clinical service delivery across various speech, language, hearing and swallowing disorders
- Improve attendance of research and clinical faculty at the departmental research colloquia.

2021-2022:
- Submit the “Authorization to Plan CSD-PhD Program” document to the Mississippi Institutions of Higher learning (IHL) for approval to promote research and innovation.
  - Research the number of other PhD programs in CSD and available job opportunities to establish the need for the PhD program.
  - Research other top PhD programs to determine the number of credits offered in each program.
  - Develop a draft curriculum with rationale for each course offering and submit to the department and dean to provide a very rough idea of what the PhD program may look like.
  - Develop and draft budget for the PhD program and submit for review to the department and the dean. Make edits as needed.
  - Complete the “Authorization to plan CSD-PhD Program” document and process through the following channels:
    - Endorsement by the dean of the School of Applied Sciences (SAS); make any suggested edits.
    - Review by the SAS Curriculum Committee; make any suggested edits.
    - Endorsement by the Graduate Council and the Council of Academic Administrators
- Review and approval by the Mississippi Institutions of Higher Learning (IHL)

- Launch a CSD minor to promote interprofessional collaboration.
  - Complete a proposal and submit to the department for review; make suggested edits.
  - Discuss the CSD minor proposal with the dean of the School of Applied Sciences (SAS)
  - Submit the proposal to the SAS Curriculum Committee of the for review.
  - Submit the proposal to the Undergraduate Curriculum Committee of the University of Mississippi and the Council of Academic Administrators for review and approval.
  - Implement the CSD minor.
  - Publicize the CSD minor and recruit individuals to seek the minor.

- Expand training of CSD graduates in effective business communication, including oral, written, and interpersonal communication to implement educational practices that contribute to student success.
  - Require all graduate students to take the following free two-hour workshops offered by the Mississippi Small Business Development Center.
    - Starting a Business – First Steps
    - How to develop a business plan
  - Recommend all graduate students to take the following free workshops offered by the Mississippi Small Business Development Center.
    - Cash Flow Projections for Your Business Plan
    - Social Media Business Series 201
  - Require the development of a plan for setting up a private practice for providing speech-language-swallowing services. This plan should be included in each Master's degree student's electronic portfolio. The plan could be developed as part of the requirements of clinical practica or as a part of the “CSD 690: Prof. Ethics, Licensure, and Curr Trends” course.

- Launch an online Master's degree program in Speech-Language Pathology.
  - Develop a draft proposal including curriculum and budget plan and submit for review to the CSD Graduate Program Committee (GPC) and then to the department.
  - Complete the document titled “Report of Intent to Offer an Existing Degree Program by Distance Learning” and process through the following channels:
    - Endorsement by the dean of the School of Applied Sciences (SAS)
    - Review by the SAS Curriculum Committee
    - Endorsement by the Graduate Council and the Council of Academic Administrators
    - Review and approval by the Mississippi Institutions of Higher Learning (IHL)
Following approval, publicize the program, seek applications and admit candidates for the online degree program.

- Launch an online minor in “American Sign Language”.
  - Develop a draft proposal including curriculum and the Online Minor Curriculum Map that meets the following criteria:
    - The online minor must consistently offer online courses in a structured pattern or rotation, ensuring student completion within 18-24 months.
    - All courses, both within the home department and housed in other departments, must be available in an online format.
  - Submit the proposal for approval to the CSD Undergraduate Program Committee (UPC) and then the department.
  - Process the proposal through the following channels:
    - Endorsement by the dean of the School of Applied Sciences (SAS)
    - Review by the SAS Curriculum Committee
    - Endorsement by the Undergraduate Council and the Council of Academic Administrators
  - Following approval, implement the minor.
  - Publicize the ASL minor and recruit individuals to seek the minor.

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<tr>
<th>2018-2019</th>
<th>CSD Action</th>
<th>SAS Action</th>
<th>UM Action</th>
<th>Metrics</th>
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<tbody>
<tr>
<td><strong>Add faculty member with expertise in adult neurogenic disorders or closely related area</strong></td>
<td>• Foster excellence in graduate &amp; professional training</td>
<td>• Enhance the quality of academic programs</td>
<td>• # of faculty</td>
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<td><strong>Add faculty member with expertise in voice, dysphagia or related area</strong></td>
<td>• Foster excellence in graduate &amp; professional training</td>
<td>• Enhance the quality of academic programs</td>
<td>• # of faculty</td>
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<td><strong>Expand clinical space</strong></td>
<td>• Transition academic units to GHM and SOC as opportunities come available</td>
<td>• Plan for enrollment growth, enhance the campus, and foster a healthy student environment</td>
<td>• Total usable square footage, by type</td>
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<tr>
<td><strong>Expand research laboratory space</strong></td>
<td>• Transition academic units to GHM and SOC as opportunities come available</td>
<td>• Develop mechanisms to support research and creative achievements</td>
<td>• Total usable square footage, by type</td>
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<td>• Increase faculty awareness of existing resources available for supporting faculty excellence</td>
<td>• Foster excellence in graduate and professional education</td>
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<td>• Add clinical faculty/supervisor with expertise in dysphagia</td>
<td>• Foster excellence in graduate &amp; professional training</td>
<td>• Enhance the quality of academic programs</td>
<td>• # of faculty</td>
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<td>• Expand inter-professional training models within the department</td>
<td>• Foster excellence in graduate &amp; professional training</td>
<td>• Enhance the quality of academic programs</td>
<td>• # of faculty, students, and programs in experiential learning</td>
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<td>o Implement group aural rehab training with inter-professional collaboration from SLP and audiology</td>
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<td>• Encourage the development of experiential learning in all academic programs.</td>
<td>• # of grad degrees awarded</td>
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<td>• Refine the graduate electronic portfolio development process to ensure that students have a clear understanding of related expectations and value of the electronic portfolio. (Action created in response to the 2017-2018 graduating student survey)</td>
<td>• Document use of experiential learning opportunities that help students understand the relevance of information to their professional field of study.</td>
<td>• Foster excellence in graduate and professional education</td>
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<td>• Use faculty credential profiles to help guide faculty hires to assure diverse student exposure.</td>
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<td>• Limit each graduate faculty to teaching no more than 6 graduate courses throughout the MS program of study. (Action created in response to a graduating student comment on the 2017-2018 graduating student survey).</td>
<td>• Promote competitive recruitment and retention of a diverse community of excellent faculty by effective hiring practices that focus upon the key traits of success</td>
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<td>• # of classes taught by graduate faculty</td>
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<td>• # of faculty teaching graduate courses in their specific areas of expertise</td>
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<td>• Retain high quality faculty producing innovations in</td>
<td>• Increase faculty awareness of existing resources</td>
<td>• Support Faculty Excellence</td>
<td>• # of retained faculty</td>
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| clinical services, research & scholarship | available for supporting faculty excellence through communication mechanisms within the university and School of Applied Sciences.  
• Develop new research incentive opportunity (5/year) that focuses on faculty mentor/mentee support for research and conference presentation with peer-reviewed manuscript outcome. | • Percentage of faculty receiving promotions among those who apply for promotions  
• # of refereed articles published |
| --- | --- | --- |
| • Implement efficient and high quality clinical service delivery across various speech, language, hearing and swallowing disorders | • Foster excellence in graduate & professional training  
• Encourage the development of experiential learning | • # of grad degrees awarded  
• # of disorders served through the UM clinic  
• # of clinical settings |
| • Improve attendance of research and clinical faculty at the departmental research colloquia | • Develop programs that build “bright pathways” for students to engage in intellectual pursuits with faculty, staff, and students.  
• Develop programs and opportunities to foster intellectual engagement among faculty, staff, students, and external partners. | • Percentage of research and clinical faculty/staff and students attending the research/clinical forum. |
| | • Foster an intellectual and engaged environment |  |

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| • Submit the “Authorization to Plan CSD-PhD Program” document to the Mississippi Institutions of Higher learning (IHL) for approval to promote research and innovation. | • Develop programs and opportunities to foster intellectual engagement among faculty, staff, students, and external partners. | • Foster an intellectual and engaged environment  
• Create programs to support innovative research capabilities and engagement  
• Develop programs that build “bright pathways” for students to engage in intellectual pursuits with faculty, staff, and students. | • # of students enrolled in the CSD-PhD program. |
| • Launch a CSD minor to promote interprofessional collaboration. | • Assess the need for additional introductory and advanced course work to provide students with a stronger early learning foundation and promote more advanced levels of thinking, respectively. | • Enhance quality of academic programs | • # of students with CSD minors |
- Expand training of CSD graduates in effective business communication, including oral, written and interpersonal communication to implement educational practices that contribute to student success
- Document use of experiential learning opportunities, including service-learning opportunities that help students understand the relevance of information to their professional field of study.
- Foster excellence in graduate and professional education
- Develop and implement educational practices that contribute to student success
- Number of graduate students who developed a business plan for setting up an SLP private practice.

- Launch an online Master's degree program in Speech-Language Pathology
- Implement digital-immersive educational experiences (online, distance, tele-health/practice) for place-bound students.
- Develop appropriate and targeted digital-immersive experiences for place-bound students.
- # of students enrolled in the online SLP Master’s degree program.

- Launch an online minor in “American Sign Language” (ASL).
- Implement digital-immersive educational experiences (online, distance, tele-health/practice) for place-bound students.
- Develop appropriate and targeted digital-immersive experiences for place-bound students.
- # of students enrolled in the online ASL minor.

### Schedule for review and evaluation of the strategic plan

The strategic planning committee or the department reviews the plan at the beginning of the fall or spring semester of every academic year and revises it as needed. The goals and objectives in the strategic plan are discussed in the departmental faculty/staff meetings on an on-going bases and strategies are developed to achieve the goals. Other committees participate in achieving the goals as needed. The plan is evaluated at least once a semester. The latest review and evaluation for this plan was completed on February 3, 2020.