

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.[\[1\]](#)

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 Objective(s)	Actions	Date	Contact Person	2016-17 Outcomes
SG1: Foster Academic Excellence	<u>Foster Academic Excellence (FE) 1:</u> Develop a Communication Sciences & Disorders Faculty and Staff Department Policy and Procedures Manual ("CSD Manual")	<ul style="list-style-type: none"> • Review the CHHS faculty handbook, the CSD Clinic Handbook, the CSD Externship Handbook, WKU Faculty Handbook and other relevant documents. • Develop three subsections of the CSD Manual: Graduate, Undergraduate & ASL. • Identify possible Topics: Faculty Decisions from department and graduate faculty meetings, Admissions Requirements & Procedures, Praxis Policy, Policy for Remediation Plans, and Grading Policies. • Request submission of documents & include pertinent department meeting minutes. • Integrate submissions & refine wording, proofread. • Post the Policy and Procedures Manual on the shared drive. 	August 2016		

FE2: Optimize, streamline, stabilize, and disseminate academic and clinical offerings.

- Develop a graduate handbook that is similar to the faculty and staff CSD Manual but is written for students.
- Change generic graduate elective course names to the topic of the course (Autism, Medical SLP).
- Develop a process that allows graduate students to complete a thesis.
- Increase the number of graduate students who complete a thesis.
- Increase the number of students who present at REACH Week (**local**), **state** (KSHA) and **regional meetings**.
- Increase the number of undergraduate and graduate students who present at ASHA and other **national and international** meetings.
- Develop a process that allows UG students to improve oral and written communication.
- Develop a process that allows all graduate students to improve critical analysis of research.
- Develop a review course for students who do not pass the PRAXIS.
- Review the scope and purpose of the curriculum of the undergraduate program and align learning objectives across faculty and instructors.

**Fall 2016
and
ongoing**

- Maintain graduate & undergraduate course sequences on the [website](#).
- Increase the number of undergraduate students involved in research, completing a FUSE grant, honor's capstone/ thesis project, or an honor's augmentation.

FE3: Strengthen qualifications of our ASL faculty pool by offering to pay for ASLTA certification.

**Completed,
October,
2015**

FE4: Appoint an ASHA CEU Program Committee to develop a procedure for offering at least one ASHA CEU program offering per academic year

- Include a balance of child and adult offerings of courses offered one-time per year to community speech-language pathologists.

**Completed
October,
2015**

FE5: CSD faculty members will engage in (exploring, writing, implementing, summarizing, and/or applying) research or creative activities

- Form 2-3 new departmental and interdepartmental research teams per academic year.
- Maintain the number of faculty who participate in REACH Week (**local**), **state** (KSHA) and **regional meetings** as judges, student sponsors or presenters.
- Maintain the number of faculty who present posters and papers at **national and**

**Fall 2015
and
ongoing**

international
conferences.

- Two or Three Faculty/staff members will submit their ASHA and other professional presentations for publication.
- Disseminate expertise in online learning through presentation and publication to CHHS, WKU, and other academic programs in Communication Sciences and Disorders.

SG2: Promote a Dynamic and Diverse University Community

**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.**

- Implement an off-campus fall semester retreat.
- 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
- Maintain an advisory council of faculty and staff who rotate annually to advise the Department Head appointed by the Dean of CHHS.
- Organize students (campus & online) to elect a professor for "Best Teaching" Award.
- Include conflict resolution, stress management to

Fall 2015 and ongoing

- graduate student orientation.
- 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.

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.

- Develop and advertise at least one course that will include students from CSD and other department(s).
- Develop at least one research proposal that includes faculty and staff members from CSD and other faculty members/faculty from another department or agency.
- 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.
- Recommend two actions (recruitment, admissions, retention) to the department to maintain or increase diversity of students (campus and distance).

SG3: Improve Quality of Life in the Greater Community

<p>PC4: Promote positive public relations for CSD within the community and university through press releases, social media, etc.</p>	<ul style="list-style-type: none"> Review at faculty meetings 	<p>Improve Quality of Life in the Greater Community (QL)1: Offer clinical services to wide range of clients and locales using current technology and treatment models.</p>	<p>Fall 2015 and ongoing</p>
<p>QL2: Explore feasibility of offering Alternative Service Delivery (outreach, telepractice, etc.) to present and be adopted by the CSD faculty.</p>			
<p>QL3: Explore means for establishing greater self-sufficiency in CD Clinic.</p>		<p>QL4: Explore opportunities for students to complete community-based service projects.</p>	<ul style="list-style-type: none"> Students will participate in Buddy House, Bowling Green, KY and other community events where faculty and staff volunteer.
<p>QL4: Explore opportunities for students to complete community-based service projects.</p>			

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