**2019-2029 CSD Strat Plan Draft**

 **Academic and Clinical Excellence**

**Goal 1 — Institute comprehensive curricular assessment to assure alignment with student needs and discipline trends.**

 Year 1—

1. Create graduate and undergraduate curricular maps listing all courses and their ties to program goals and student learning outcomes.
	1. Strategy — Create faculty committee for curricular map creation.
	2. Strategy — Develop process for map creation.
2. Institute undergraduate/graduate curricular review in one graduate and one undergraduate course using the curriculum map described in 1 above.
	1. Strategy — Select course to be reviewed.
	2. Strategy — Develop process for review.
	3. Strategy — Develop review rubric.
	4. Strategy — Develop formative evaluative feedback/course revision methodology.

Resources Needed: Time for curricular analysis.

 Year 3—

1. Complete undergraduate/graduate curricular review, i.e., reviews for all coursed will be completed.
	1. Strategy — Monitor review and feedback processes annually to assure complete review of graduate and undergraduate curricula.
2. Update undergraduate and graduate curricular maps.
	1. Strategy — Reconvene the committee to create curricular maps.
	2. Strategy — Review initial strategy leading to curricular map creation and make map revisions.
3. Begin repeat of process described in 2 under year 1.
	1. Strategy — Follow strategies under year 1 above.

Resources Needed: Time for curricular analysis.

Year 5—

1. Conduct a discipline review to assure undergraduate and graduate curricular experiences match current evidence-based discipline trends.

a. Strategy — Discuss discipline trends in annual faculty retreat using curricular maps, program goals, and student learning objectives.

2. Infuse new courses or experiences in current courses as review described in 1 above indicates.

a. Strategy — Revise through individual course instructors.

3. Repeat curricular mapping and review process described above.

Resources Needed: Time for curricular analysis.

Year 10—

1. Conduct a discipline review to assure undergraduate and graduate curricular experiences match current evidence-based discipline trends.

a. Strategy — Discuss discipline trends in annual faculty retreat using curricular maps, program goals, and student learning objectives.

2. Infuse new courses or experiences in current courses as review described in 1 above indicates.

a. Strategy — Revise through individual course instructors.

3. Repeat curricular mapping and review process described above.

Resources Needed: Time for curricular analysis.

 **Goal 2 – Maintain/Increase expressive scholarship for the unit.**

 Year 1—

1. Define expressive scholarship (faculty and student) for the unit and strategic planning period.

2. Study scholarship opportunities and limitations in the unit.

a. Strategy—Discuss at annual retreat.

b. Strategy—Discuss at no less than three faculty meetings during the year.

c. Strategy—Compile ideas to increase scholarship by the May 2020 end-of-year faculty

meeting.

3. Implement mentorship model for interested faculty.

a. Strategy—Discuss and assign at annual retreat.

Resources Needed: Time.

Year 3—

1. Reflect on unit volume for expressive scholarship as compared to year 1.

a. Strategy—Compare scholarship outcomes.

2. Review faculty mentorship

a. Strategy—Discuss at annual retreat.

 Resources Needed: Time.

 Year 5—

1. Reflect on unit volume for expressive scholarship as compared to year 3.

a. Strategy—Compare scholarship outcomes.

2. Review faculty mentorship

a. Strategy—Discuss at annual retreat.

 Resources Needed: Time.

Year 10—

1. Reflect on unit volume for expressive scholarship as compared to year 3.

a. Strategy—Compare scholarship outcomes.

2. Review faculty mentorship

a. Strategy—Discuss at annual retreat.

 Resources Needed: Time.

 **CSD Innovations**

**Goal 1—To provide students with rich experiences with practice ideals, policies, and innovations impacting clinical practice in Speech Language Pathology (e.g., use of standardized patients, new and evidence-based treatment and assessment methodologies, telepractice, focus on ethics…).**

 Year 1—

1. Create a timeline and procedural process (see 2 below) for introducing ideals, policies, and innovations.

a. Strategy—Utilize program curriculum committee faculty, faculty, and program stakeholders to solicit ideas and plan events.

2. Present initial activities via special course offerings, grand rounds, labs, Cullowhee conference speakers etc.

a. Strategy—Utilize program curriculum committee faculty, faculty, and program stakeholders to solicit ideas and plan events.

3. Create a process whereby new ideas can be vetted and scheduled into student experiences

Strategy—Involve CSD Advisory board, other stakeholders in process.

Resources Needed: Time for planning and execution.

 Year 3—

1. Follow the timeline established in year 1, goal 1 to present additional activities. Continue to vet and infuse new ideas into student experiences.

a. Strategy—Utilize program curriculum committee faculty, faculty, and program stakeholders to solicit ideas and plan events.

2. Publish reports of innovative student training experiences in program newsletters and other outlets.

3. Collect data on student perceptions of CSD innovation experiences.

 a. Strategy—Utilize CSD exit student survey.

Resources Needed: Time for planning and execution. Possible funds for publication of ideas.

 Year 5—

1. Continue to vet and infuse new ideas into student experiences.

a. Strategy— Utilize program curriculum committee faculty, faculty, and program stakeholders to solicit ideas and plan events.

2. Publish reports of innovative student training experiences in program newsletters and other outlets.

3. Collect data on student perceptions of CSD innovation experiences.

a. Strategy—Utilize CSD exit student survey.

4. Plan any needed curricular revisions based upon data to date.

a. Strategy—Plan revisions during annual retreats.

Resources needed: Time for planning and execution. Possible funds for publication of ideas and infusion related to other HHS disciplines.

 Year 10—

1. Review innovations presented to date and related student perceptions.

a. Strategy—Utilize faculty retreat time.

2. Plan any needed curricular revisions based upon data to date.

a. Strategy—Plan revisions during annual retreats.

Resources needed: Time.

 **Facilitating Partnerships**

**Goal 1—To establish and build relationships with external community and regional partners to enhance student experiences and support departmental growth.**

 Year 1—

1. Review existing relationships with external partners.

a. Strategy—Convene Clinic Committee to review partners providing supervision to graduate students. Contact partners about existing relationships and how they can be improved and expanded.

b. Strategy—Convene Advisory Board to review existing external clinical and non-clinical site partners. Contact partners about existing relationships and how they can be improved and expanded.

c. Strategy—Review findings in annual program retreat.

2. Consider/seek new external partners.

a. Strategy—Convene Clinic Committee to review potential partners who might provide supervision to graduate students. Contact these potential partners.

b. Strategy—Convene Advisory Board to review potential external clinical and non-clinical site partners. Contact potential partners.

c. Strategy—Review findings in annual program retreat.

Resources Needed: Time for execution and planning. Funding for potential travel or other contacts with community partners.

Year 3—

1. Establish and annual process whereby external partners are engaged in WCU CSD activities/planning.

a. Strategy—Invite program newsletter and other publication participation by external partners.

b. Strategy—Conduct a program event featuring external partners.

c. Strategy—Add new partner representation to CSD Advisory Board.

2. Consider/seek new external partners.

a. Strategy—Convene Clinic Committee to review potential partners who might provide supervision to graduate students. Contact these potential partners.

b. Strategy—Convene Advisory Board to review potential external clinical and non-clinical site partners. Contact potential partners.

c. Strategy—Review findings in annual program retreat.

Resources Needed: Time for execution and planning. Funding for program events featuring partners.

Year 5—

1. Review annual process for partner engagement in WCU CSD activities/planning.

a. Strategy—Form committee of program and partner representatives to review process of finding and involving partners in CSD activities/planning.

b. Strategy—Report results at annual retreat.

2. Consider/seek new external partners.

a. Strategy—Convene Clinic Committee to review potential partners who might provide supervision to graduate students. Contact these potential partners.

b. Strategy—Convene Advisory Board to review potential external clinical and non-clinical site partners. Contact potential partners.

c. Strategy—Review findings in annual program retreat.

Resources Needed: Time for execution and planning.

Year 10—

1. Increase external partners involved in clinical placements and other aspects of program engagement by 20%.

a. Strategy—Review lists of partners complied in year 1 of this strategic goal and compare

 to year 10 partner totals.

2. Consider/seek new external partners.

a. Strategy—Convene Clinic Committee to review potential partners who might provide supervision to graduate students. Contact these potential partners.

b. Strategy—Convene Advisory Board to review potential external clinical and non-clinical site partners. Contact potential partners.

c. Strategy—Review findings in annual program retreat.

Resources Needed: Time for execution and planning.

**Goal 2: Increase Interprofessional Education opportunities for students.**

Year 1—

1. Survey other HHS units and WCU Departments for interest in joint IPE activities.

a. Strategy—Contact select HHS and WCU units regarding interest.

2. Plan joint faculty meetings with interested units.

a. Strategy—Schedule joint faculty meeting/s by spring 2020.

Resources Needed: Time for planning.

Year 3—

1. Have two scheduled IPE activities annually involving undergraduate and graduate students.

a. Strategy—Work with interested units to schedule fall and spring events for undergraduate and graduate students.

b. Strategy—Have activities publicized across the college and university.

c. Strategy—Create tools to assess impact of events and assist with event modification.

Resources Needed: Time, possible resources for publicity.

Year 5—

1. Have one institutionally sustainable annual IEP event for either undergraduate or graduate students.

a. Strategy—Work with interested units regarding co-listing/co-creating courses or other experiences that will become a part of the CSD ongoing curriculum.

Resources Needed: Time.

Year 10—

1. Have expressive scholarship activities related to annual and recurring IPE events including but not limited to publications, presentations, web materials, podcasts…

a. Strategy—Plan events with expressive scholarship in mind. Use annual faculty meetings to discuss submissions and other scholarly activities.

Resources Needed: Time.

**Supporting Diversity**

**Goal 1: To increase students of diverse origins in undergraduate and graduate cohorts.**

Year 1—

1. Plan recruitment strategies for diverse undergraduate and graduate students.

a. Strategy—Use the annually faculty retreat time for research and discussion about recruitment options.

B. Strategy—Create a 10-year recruitment target and plan.

Resources Needed: Time.

Year 3—

1. Increase student diversity (as defined in the plan from year 1) by 5%.

2. Review recruitment targets and the existing recruitment plan created in year 1.

3. Revise recruitment targets and plan as needed.

Strategy—Consider evolving demographics for WCU and sister institutions.

Resources Needed: Time and data from WCU and sister institutions.

Year 5—

1. Increase student diversity (as defined in the plan from year 3) by 5%.

2. Review recruitment targets and the existing recruitment plan created in year 3.

3. Revise recruitment targets and plan as needed.

Strategy—Consider evolving demographics for WCU and sister institutions.

Resources Needed: Time and data from WCU and sister institutions.

Year 10—

1. Increase student diversity (as defined in the plan from year 5) by 5%.

2. Review recruitment targets and the existing recruitment plan created in year 5.

3. Revise recruitment targets and plan as needed.

Strategy—Consider evolving demographics for WCU and sister institutions.

Resources Needed: Time and data from WCU and sister institutions.

**Goal 2: To increase faculty and staff diversity over a 10-year period.**

\*This will be an ongoing goal.

Year 10—

1. By 2019, CSD faculty and staff searches occurring during the prior 10-year interval will have evidence of concerted efforts to recruit and hire candidates of diverse origins.

Strategy—As openings occur, search committees with generate and maintain records specific to how searches pursued candidates of diversity.

Resources Needed: Financial support for recruitment.

**Goal 3: To increase experiences and opportunities for students reflecting diversity in all its forms.**

Year 1—

1. Define existing experiences for students to be exposed to diversity throughout the program.

Strategy—Use faculty retreat to review curricular and other opportunities for student exposure.

2. Plan or refer students to at least one additional opportunity each semester

Strategy—Announce campus events on diversity during initial orientations and advising sessions.

3. Have graduate students present on featured experiences during their capstone spring course.

Strategy—Revise capstone syllabus to accommodate presentations.

4. Have undergraduate students include featured experiences in the WCU Degree Plus reporting.

Strategy—Report requirement during orientation and advisement.

Resources Needed: Time.

Year 3—

1. Have graduate students present on featured experiences during their capstone spring course.

Strategy—Revise capstone syllabus to accommodate presentations.

2. Have undergraduate students include featured experiences in the WCU Degree Plus reporting.

Strategy—Report requirement during orientation and advisement.

3. Encourage student presentations at the Cullowhee Conference on Communication Disorders.

Resources Needed: Time.

Year 5—

1. Have graduate students present on featured experiences during their capstone spring course.

Strategy—Revise capstone syllabus to accommodate presentations.

2. Have undergraduate students include featured experiences in the WCU Degree Plus reporting.

Strategy—Report requirement during orientation and advisement.

3. Encourage student presentations at the state Speech, Language, Hearing conference

Resources Needed: Time.

Year 10—

1. Have graduate students present on featured experiences during their capstone spring course.

Strategy—Revise capstone syllabus to accommodate presentations.

2. Have undergraduate students include featured experiences in the WCU Degree Plus reporting.

Strategy—Report requirement during orientation and advisement.

3. Accumulate sample student presentations for a program conference on diversity.

Resources Needed: Time.

**Support for HHS and WCU’s Strategic Plans**

**Goal 1: WCU CSD will support college and university strategic planning efforts.**

Year 1—

1. All strategic plans (Department, College, and University) will be reviewed for alignment and to select a Departmental focus for a three-year period.

a. Strategy—Strategic plans will be reviewed during the initial faculty retreat of 2020 for the selection of a Departmental focus for 2020-23.

b. Strategy—A plan will be generated for how the selected focus will be pursued and how efforts will be assessed and reported.

Resources Needed: Time.

Year 4—

1. All strategic plans (Department, College, and University) will be reviewed for alignment and to select a Departmental focus for a three-year period.

a. Strategy—Strategic plans will be reviewed during the faculty retreat of 2023 for the selection of a Departmental focus for 2023-26.

b. Strategy—A plan will be generated for how the selected focus will be pursued and how efforts will be assessed and reported.

Resources Needed: Time.

Year 7—

1. All strategic plans (Department, College, and University) will be reviewed for alignment and to select a Departmental focus for a three-year period.

a. Strategy—Strategic plans will be reviewed during the faculty retreat of 2026 for the selection of a Departmental focus for 2026-29.

b. Strategy—A plan will be generated for how the selected focus will be pursued and how efforts will be assessed and reported.

Resources Needed: Time.

Year 10—

1. Departmental, college, and university strategic plan alignment activities will be reviewed.

a. Strategy—A 10-year strategic plan alignment report will be generated at the CSD faculty retreat.

Resources needed: Time.