The following strategic plan for the Department of Communicative Sciences and Disorders is a living document that was developed through an iterative process. First, the Faculty of the CSD Department reviewed the University of Montana Strategic Plan, *UM 2020 Building a University for the Global Century*, developed by Provost Perry Brown and the University Planning Committee. See [http://www.umt.edu/planningassessmentcontinuum/plan/UMstrategicPlans.aspx](http://www.umt.edu/planningassessmentcontinuum/plan/UMstrategicPlans.aspx). Next, the faculty held a brain-storming session and identified Departmental objectives that aligned with each of the University’s objectives. From there, a subcommittee was identified to consolidate the information and draft a Departmental strategic plan. In addition, the subcommittee reviewed the Department’s former strategic plan that had been developed to align with the prior University-wide strategic plan. The subcommittee extracted items that were still under development by the Department and moved these items into the appropriate categories of the new plan. Faculty members were given the opportunity to individually review, revise, and add objectives. In addition, faculty members identified themselves as the lead in achieving each of these objectives and established a timeline for completion (this information is held in a separate excel database). Finally, the Strategic Planning Committee identified sections of the plan that required further expansion, and these sections were brought forward to the faculty for discussion. The faculty again discussed and added to the document. Further additions will be made to the strategic plan as needed, as it is not viewed as a static document. Overall, the following strategic plan comprehensively identifies the goals for the Department of Communicative Sciences and Disorders and aligns with the University of Montana’s mission for the Global Century.

**I. Partnering for Student Success. Brief Definition: Increase student retention and graduation. Support students to persist toward graduation. Improve college-preparation, transition to college, integrate early curriculum, increase student engagement and support, and emphasize faculty/staff development.**

**The CSD Department will:**

**A. Develop peer-mentoring programs**

1. Provide peer-advising program from seniors for underclass students
2. Provide a peer-mentoring matchup program from upper class students and underclass students
3. Provide peer-advising program from 2nd year grad students to 1st year graduate students

**B. Develop undergraduate clinic participation**

1. Operationalize Observation Hours participation and documentation
2. Provide undergraduate clinic opportunities (e.g., summer clinic, MOSSAIC program, etc.)

**C. Recruit high-school students**
1. Provide information booths at career fairs
2. Provide phone calls to potential applicants
3. Establish student ambassadors to provide tours of the Department and the Clinic
4. Network with high-school guidance counselors
5. Participate in a high-school research event
6. Market course opportunities at community colleges

D. Provide group therapy for college students at risk
   1. Form Traumatic Brain Injury Group; amass clients
   2. Expand MOSSAIC Group
   3. Form UM student language/literacy intervention/support group
   4. Form Dyslexia support group
   5. Form Social Support group for clients using AAC

E. Provide study skills groups
   1. Include study skills, writing skills, and professionalism in CSD110 curriculum

F. Provide small group learning opportunities that promote engagement
   1. Participate in Global Learning Initiative and offer a Freshman seminar
   2. Offer a 1-credit small group seminar with faculty rotation by semester
   3. Create additional labs associated with coursework

G. Improve academic advising
   1. Participate in seminars and trainings designed to improve faculty advising
   2. Develop advising handbook for faculty advisors
   3. Update Advising Topic for students in Moodle 2 shell
   4. Collaborate with the Advisors in the PJW College of Education
   5. Create an Advising FAQ for CSD Students
   6. Establish a peer-advising program through SCHWA
   7. Identify a faculty leader for a) undergraduate advising, b) graduate advising to update
      handbooks each year
   8. Enhance group advising sessions

H. Participate in faculty development opportunities
   1. Participate in grant writing training on- and off-campus
   2. Identify funding source(s) to pay work-related expenses for faculty to maintain
      certification and licensure including ASHA certification fees and Licensure fees
   3. Identify funding source(s) to pay for conference-related expenses when a faculty
      member is presenting research and representing the University of Montana
   4. Research the process and requirements of the University for establishing a doctoral
      program in CSD
   5. Apply to participate in the MARC program with ASHA to participate in mentorship
   6. Explore process for establishing release time rotation to complete research projects
   7. Develop a junior faculty seminar to support early career research lab development
II. Education for a Global Century. Brief Definition: Strengthen foundational academic programs. Provide real-world applications. Provide academic certificates, two-year degrees, and college transfer. Promote global engagement such as study abroad, internships, international travel, virtual classrooms, connections with students and faculty globally. Provide high achieving student engagement with Davidson Honors College. Develop interdisciplinary collaboration, leading edge science, and service to society. Strategically grow graduate education.

The CSD Department will:

A. Expand course offerings for global engagement
   1. Explore feasibility and curricular planning of a two-year or four-year SLP Assistant program
   2. Create a certificate of completion for the CSD leveling program
   3. Offer a general education course through CSD targeting communication in the global community
   4. Develop a study abroad opportunity for CSD students during winter or summer session
   5. Collaborate with Operational Smile to provide an international education experience
   6. Develop a CSD minor
   7. Create an Honor's College course opportunity in the Department (e.g., clinical methods or multicultural issues)

B. Initiate telepractice in the Clinic
   1. Develop procedures for provision of services in the clinic
   2. Conduct research study on implementation of telepractice in the clinic

C. Support students and community members from diverse backgrounds
   1. Collaborate with a community-based organization (such as MSHA): a) to develop a scholarship program to increase diversity and support student success within the program, b) to develop a plan for increasing the number of SLPs from diverse backgrounds, and c) to identify and apply for grant(s) to support these goals
   2. Create an annual diversity and advocacy symposium with emphasis on individuals with communication, swallowing, voice (particularly transgender), and hearing needs
   3. Create ties with Montana’s diverse peoples (Native American, Hutterite, Hmong, Ukrainian, Latino, etc.) to develop a mentoring program
   4. Write grant(s) to support mobile assessment unit with graduate student clinicians to rural outreach including diverse peoples and at risk populations; join IPHARM program
   5. Explore opportunities in the Clinic such as expanding accent modification services to provide a multicultural experience for students
   6. Establish a relationship with another department on campus to explore increasing recruitment and retention of students from diverse backgrounds (e.g., Native American Studies, Women’s Studies, foreign language, international programs)
   7. Support local schools through specialized programs such as transition preparation
   8. Develop a plan for improving accessibility and removing barriers that many restrict student or client access to education or services
D. Increase the number of civic engagement opportunities in the CSD program
   1. Improve student poster session attendance at MSHA
   2. Document civic engagement opportunities by SCHWA members and establish goals for student participation

III. Discovery and Creativity to Serve Montana and the World- Brief Definition: Engage in leading-edge research and creative scholarship to increase publications and presentations. Increase active faculty scholarship. Enhance interdisciplinary connections. Stimulate state, national, international excellence. Engage students in research. Advance technology transfer and business opportunities.

The CSD Department will:

A. Increase grant writing opportunities
   1. Establish a grant writing committee to develop: grant writing goals to increase applications, and a CSD database of grants (including intramural and extramural funding submissions and awards)
   2. Create grant-writing resource hub for the Department to reduce error and increase productivity
   3. Create database of available grants for CSD field that is updated annually
   4. Apply for training grant to support student research (e.g., R15 through NIH)
   5. Apply for additional grants (see collaborative grant applications listed below)

B. Provide a rotating course or clinic release for development and implementation of special projects
   1. Develop a peer-reviewed application process to develop and review applications with timeline and goals

C. Support faculty skill development in research
   1. Participate in MARC
   2. Develop a Faculty Mentor Program
   3. Create a writing support group for faculty
   4. Increase participation in research trainings attended by faculty to support research endeavors

D. Faculty and students will increase number of presentations and participation in professional conferences
   1. Calculate baseline for number of presentations currently conducted by students and faculty
   2. Increase national presentations
   3. Increase international presentations
   4. Host the International Child Phonology Conference

E. Increase the number of graduate students completing theses and professional presentations
   1. Faculty with experience participating in thesis projects will write and present detailed descriptions to first-year graduate students of thesis projects and chair the thesis projects
   2. Faculty who are new to the thesis process will participate as readers and receive mentorship from committee chair
   3. Develop a professional presentations requirement that reflects understanding of PICO as part of final clinical practicum

F. Revise Senior Capstone to include variable offerings
   1. Develop a one-semester capstone option that includes a comprehensive literature review
   2. Develop a two-three semester option that includes research opportunity
G. Promote interdisciplinary collaborations with other departments and agencies
   1. Increase participation on University doctoral committees
   2. Submit grant(s) in collaboration with the University of Washington for ANCDS
   3. Submit grant(s) in collaboration with school psychologist and special education teachers working with students with autism to support interdisciplinary training and service provision
   4. Complete participation in a doctoral program
   5. Develop collaborative project in voice with the Department of Music
   6. Implement: Improving Vocabulary across the Curriculum through Response to Intervention- a teacher education course offered through collaboration between CSD and Psychology departments. Jan 13-June 13
   7. Collaborate with UM colleges to study national trend of a joint undergraduate health care degree
   8. Collaborate with school psych and C & I to be part of YETI and MOSSAIC
   9. Collaborate with PT, clinical psych, neuroscience for TBI/stroke support and rehab

IV. Dynamic Learning Environment- Brief Description: Promote a dynamic learning environment with engagement and passion that attracts others to UM. Promote activism in societal issues. Provide programs of distinction. Deliver knowledge across platforms: traditional, web-based, video-based classes to rural/place-bound learners. Meet the needs of the local community to promote partnerships and outreach. Promote sustainability.

The CSD Department will:
A. Provide courses with service learning and experiential learning components
   1. Improve and continue to develop implementation of SL courses
   2. Add additional service learning course designation
C. Restructure course schedule to improve faculty and student opportunities for collaboration (i.e., overlapping course periods).
   1. Identify rooms on campus with necessary technological support
   2. Design schedule with non-conflicting overlaps for faculty and students
D. Develop and implement a cohort-based Online Leveling Program
   1. Write proposal with curriculum sequence for the University for design of SELL online leveling program
   2. Separate online and face-to-face sections of undergraduate course offerings
   3. Develop online modules in collaboration with UMOnline
   4. Collaborate with UMOnline to improve IT support for distance students
E. Develop sustainability goals for Department resources and climate action plan to include suggestions for modified resource use within the department.
   1. Identify members of a sustainability committee
   2. Committee will propose goals for the Department
G. Assess perceptions of our Department (i.e., engagement, meeting community needs, presence on campus)
   1. Survey field related agencies (e.g., MSHA, OPI, etc.)
   2. Survey current students
   3. Survey former students
### H. Implement the use of CORS video system for supervision and clinical training

1. Coordinate training for staff/faculty
2. Expand usage of CORS for all clinic rooms and labs
3. Improve training and documentation for HIPAA compliance

### I. Improve technology access and usage

1. Participate in Electronic Medical Records program to promote partnerships with other service providers and benefit the local community
2. Write grant(s) to purchase additional equipment for student interactions including iPads and clinic wireless connectivity
3. Purchase equipment
4. Install wireless connectivity in the clinic
5. Begin using CSDCAS as a web-based application service to improve graduate program application process
6. Develop a message banking system for recording patients voices (e.g., with ALS, Parkinson’s Disease, or MS) prior to degeneration and for usage in treatment
7. Develop student’s use of technology in the clinic such as disorder specific apps, use of social media, electronic data collection methods, video, etc.

### J. Develop and grow faculty-specific clinics that highlight faculty expertise and provide distinct opportunities within the community

1. Big Sky Aphasia Program
2. Articulation and Phonology Clinic
3. FEES
4. Lee Silverman Voice Treatment
5. Add Transgender Summer Clinic
6. MOSSAIC
7. Audiology
8. Adolescent Language and Literacy
9. Preschool and School-Aged Literacy
10. AAC (Message Bank system, Diagnostic, Telepractice)
11. YETI
12. Summer Pediatric Intensive Clinics

### K. Promote outreach with improved social media and marketing

1. Update clinic webpage
2. Revise department website and maintain up-to-date information
3. Create clinic social media pages such as Facebook
4. Create brochures highlighting our specific programs
5. Contribute to Best Beginnings Community Resources booklet

### L. Improve off-campus supervision

1. Provide trainings and stipends for off-campus supervisors
2. Develop online modules for supervision skills and practices
3. Develop supervisor goal and training program

### V. Planning-Assessment Continuum- Brief Description: Establish and implement institutional goals that are data-driven. Develop programs, increase fundraising, improve budget and increase fiscal resources, manage human resources, improve buildings and workspace, and improve information
technology. Assess outcomes.

The CSD Department will:

A. Improve budget
   1. Evaluate expenditures and income
   2. Develop a marketing plan for clinical service delivery
   3. Increase fiscal resources through implementation of Online Leveling Program
   4. Continue to develop Boemler fund with the UM Foundation

B. Present “UM Report Card” and other statistics regarding the Department on course website
   1. Compose first report card (i.e., praxis pass rate, job attainment, etc.)
   2. Update annually

D. Conduct a content review and document student skills across courses
   1. Establish a curriculum review committee
   2. Modify curriculum to reflect a) KASA requirements and Department standards, b) incidence levels
   3. Rotate course offerings such as electives to provide more opportunities for access of content (e.g., voice, TBI, dementia, counseling, Autism)

E. Expand Typhon usage for documentation of student skills and programming
   1. Implement the next phase of Typhon to include course competencies
   2. Improve growth assessment tools on Typhon to document clinical reasoning skills
   3. Increase data and report usage to support accreditation

F. Expand and improve data collection regarding the success of our program
   1. Improve survey of externship supervisors, summarize feedback, and assess curricular needs
   2. Conduct a study of our 1) distance education program, 2) campus education program to assess participation in the program and completion of terminal degree, employment
   3. Develop student and clinic advisory boards to provide suggestions for improvement
   4. Engage students in the survey and data collection process (e.g., senior capstone or thesis project)

C. Review strategic plan quarterly to assess progress on these goals
   1. Renew committee membership annually
   2. Provide open forum for faculty to comment and assess progress on the strategic plan