

## **Executive Summary: Department of Communication Disorders, Texas State University**

Strategic goals serve to guide the department by shaping its directions and priorities. These goals help to steer actions and funnel them towards desired outcomes, providing a roadmap for growth while keeping the department aligned with the profession, the university, and the community.

The department established a new set of strategic goals for 2023-2029. The 2023-2029 Texas State University Plan: Goal and Initiatives, CAA standards and recommendations from the self-study and site visit, and the current departmental mission statement were reviewed and discussed at the November 4<sup>th</sup> and November 11<sup>th</sup> faculty meetings. Those providing input were faculty, staff, and undergraduate and graduate student representatives. The following goals were adopted by the department for the upcoming strategic planning period.

The first strategic goal is to begin the process of establishing a regionally recognized “Center of Excellence”. This center would combine research, grants, clinical training, curricula programming, and community outreach/involvement around one core area. It would enhance the brand of Communication Disorders at Texas State and make Texas State a destination point for students’ training, faculty, and members of the community seeking cutting-edge service. A Center of Excellence would support and grow research, creativity, innovation, and discovery that would impact student excellence, enhance career readiness, and help in meeting the health and cultural needs of the area.

The second goal is to participate in the establishment of an IPE Academy or Institute that would include both Texas State campuses and other universities. Ultimately, this Institute would be of the magnitude to have a dedicated full-time staff and include IPE opportunities for students, faculty training, research and grant support for IPE, etc. As healthcare has become more global and less siloed, a robust IPE program would enhance our students’ post-graduation success.

The third area of focus is to start to investigate alternate methods of clinic payment and support. Although a direct fee-for-service model has worked in the past, insurance regulations impacting the training of students has obstructed the ability of the department to provide adequate experiences for the diagnosis and treatment of communication disorders in an older population.

Lastly, we are always looking for ways to recruit individuals into the profession. We would like to explore the expansion of the delivery of the current program to include a possible part-time graduate program, and/or a speech-language pathology assistant program, and/or the folding of the current leveling program into a degree or certificate program to comply with financial aid regulations. Offering new and innovative academic programs that meet the economic and cultural needs of the state and promote the profession.

Our goals are ambitious, and they will not be accomplished in just one year. Diligence and flexibility will be key components to their execution. These goals provide the direction for future enhancements that will be the catalyst to make a quality program even better.