



DALHOUSIE
UNIVERSITY

FACULTY OF HEALTH

SCHOOL OF COMMUNICATION SCIENCES AND DISORDERS

Strategic Plan 2018-2023

dal.ca/scsd

SCHOOL OF COMMUNICATION SCIENCES AND DISORDERS

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MISSION

Our mission is to educate audiologists and speech-language pathologists, advance knowledge in communication sciences and disorders, promote diversity in our professions, and advocate for people with communication disorders.

VISION

Our graduates are highly competent professionals, who are sought-after locally, nationally, and internationally; our research is at the forefront of knowledge, advancement, and translation; and our outreach services are valued for their unique and innovative contributions to society.

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CORE VALUES

Collaboration and Respect

We are committed to developing productive, collaborative relationships where mutual respect and open communication is fostered.

Communication Access

We believe that communication access is a basic human right, and that persons with communication disabilities should have equitable communication opportunities to maximize their potential.

Discovery

We are committed to the advancement of knowledge through basic and applied research and knowledge translation.

Diversity

We believe that valuing and respecting the unique cultural histories and personal experiences of individuals enriches learning and practice.

Leadership in Service

We are committed to modeling and promoting a culture of service to local and global communities.

Student Success

We are committed to creating an environment that promotes and supports student learning, professional growth, and personal well-being.

Teaching and Mentorship

We are committed to developing leaders in professional practice who seek to improve the health and well-being of communities and individuals through evidence-based prevention, treatment, and education.

STRATEGIC DIRECTIONS



We foster student learning and well-being in an environment of open communication, collaboration, and diversity.



We discover, innovate, and translate knowledge into action to improve hearing, speech, and language services.



We provide clinical services; engage with diverse communities; and advocate for our professions and people with communication disorders.



FOSTER STUDENT SUCCESS

We foster student learning and well-being in an environment of open communication, collaboration, and diversity

1. Create an environment where students take ownership of their learning and professional development

- Best practices for supporting active student learning are used School-wide
- Distribution of student workload facilitates independent learning
- Students actively engage in peer-to-peer learning

2. Promote open communication and collaboration among students, faculty, staff, and education partners

- Individual faculty-student meetings take place at least once a term to encourage open communication
- Academic Coordinators of Clinical Education regularly consult with clinical educators and students regarding practice education
- Representatives from clinician groups present new initiatives in clinical practice to faculty
- Colloquia involve a broad range of topics that interest students, clinical educators, and researchers
- Clinical educators and sessional lecturers are supported through activities that enhance their knowledge and skills

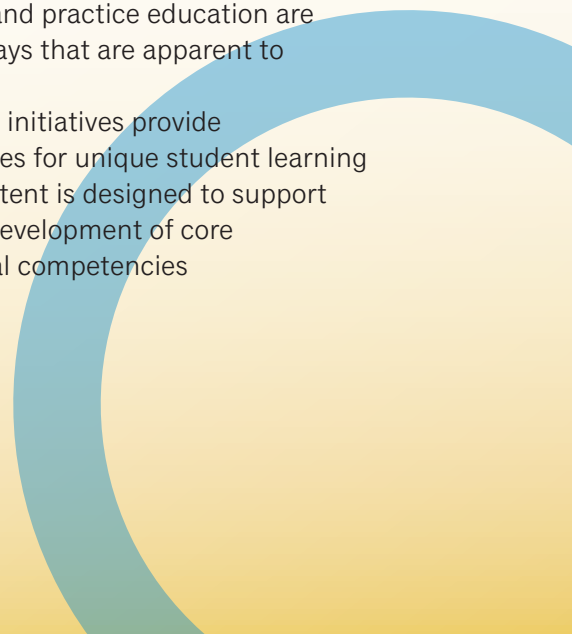
3. Develop innovative initiatives with our education partners to benefit student learning

- Student interprofessional experiences are varied and meaningful and, where possible, are embedded in courses
- Clinical experiences (including observations) are distributed across all 3 years of the program
- Innovative student learning experiences are created for underserved populations (e.g., indigenous, the elderly)

4. Facilitate appreciation of different perspectives, experiences, and learning styles of diverse students

- Content about diverse communities is infused throughout the curriculum
- A variety of instructional and assessment methods are used

5. Ensure that curriculum content and instructional methods for academic and practice education are state-of-the-art

- Academic and practice education are linked in ways that are apparent to students
 - Our clinical initiatives provide opportunities for unique student learning
 - Course content is designed to support students' development of core professional competencies
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MAXIMIZE RESEARCH POTENTIAL

We discover, innovate, and translate knowledge into action to improve hearing, speech, and language services


1. Provide a supportive environment committed to basic and applied research

- Research activities are adequately recognized in faculty workload
- Current tenure-track positions are protected and one tenure-track is added
- Financial and in-kind support is increased (e.g., administrative support and/or matching funds)

2. Facilitate the translation of new knowledge to the wider community

- Our research is highlighted and promoted at least three times annually in Dalhousie publications
- Our research is highlighted and promoted to the clinical community at least ten times annually
- Our research is highlighted and promoted in public forums at least three times annually

3. Inspire and mentor the next generation of clinician scientists

- Students in research streams and post-doctoral residents are supported
 - Students are supported in pursuing opportunities that will enhance their research record and competitiveness for funding and future positions
 - Research students are engaged in the School Research Student Network
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SERVE, ENGAGE, AND ADVOCATE

We provide clinical services; engage with diverse communities; and advocate for our professions and people with communication disorders


1. Provide communication assessment and intervention services to underserved populations

- Our services are recognized as innovative models of care
- Our services respond to needs within the community
- Our services are sustainable

2. Engage in community collaborations, knowledge dissemination, and advocacy

- The School, community groups, and organizations collaborate to advocate for people with communication disorders
- Government policy makers are aware of the needs of people with communication disorders
- The public has an enhanced awareness of our professions and services: They know who we are and what we do

3. Promote and celebrate cultural and linguistic diversity

- The School is engaged with diverse communities in mutually beneficial ways
 - Our faculty, staff, and students are culturally competent
 - The School is a culturally safe and inclusive place
 - The number of students from diverse cultural and linguistic groups is increased
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