

Strategic Action Plan

College/School/Unit:
The College of Arts & Sciences
Department:
Communication Sciences (updated as of 7-8-09)
Mission:
The mission of the Department of Communication Sciences is in close harmony with that of the University, with efforts aimed at attaining a national reputation through the generation of new knowledge in basic and applied sciences, the nurturing of student learning at the undergraduate and graduate levels, and the application of knowledge for the common good through clinical services. Unique to this Department is the degree of cooperative work undertaken by students and faculty in the study and practice of basic and clinical sciences and in their application to real people in need of help with communication, the most human of all behaviors. The tight integration of faculty philosophies and responsibilities facilitates the attainment of positive research, teaching, and service outcomes within the undergraduate major, the Master's degree program and the Eleanor M. Luse Center for Communication: Speech, Language, and Hearing.
Vision:
<p>To be a premier Department of Communication Sciences in a small public research university, with major contributions to liberal arts education and the creation and propagation of knowledge about communication sciences and disorders. This Department seeks to enhance its ability to contribute to the University's emphasis on health-related endeavors with a focus on normal and disordered communication. Equally, it seeks to enhance its contribution to the education and personal wellbeing of Vermont citizens and the larger society. As a department, we are dedicated to providing undergraduate students with ever increasing opportunities to learn about normal communication, diverse career opportunities, and habits of mind that can evolve from a liberal arts education; graduate students with relevant and carefully crafted training in a discipline with roots in healthcare and education, and individual Vermonters and the larger community with the highest quality clinical speech-language pathology and audiology services as well as basic knowledge of communication disorders.</p> <p>Inherent in these mission and vision statements are the standards put forth by the Council of Academic Accreditation of the American Speech-Language-Hearing Association and other accrediting groups.</p>
Description of Unit (Identify major programs, strengths, opportunities, and challenges)
<p>The Department of Communication Sciences (CMSI) plays a key role in tying liberal arts to health and educational issues. We are the only program in the state of Vermont that prepares students to become speech-language pathologists (SLPs). Currently, it is housed in a recently renovated building with faculty research labs and state of the art clinical facilities. The Department has established both an undergraduate and graduate degree program. It is comprised of 5 tenure-track faculty, 2 lecturers, 4 clinical faculty, and 4 staff. For the 2008-2009 academic year, the Department had 26 graduate students, 114 undergraduate majors, several students in the College of Education and Social Services (CESS) whose concentration is in CMSI, and several students in the College of Arts and Sciences who have a minor in Communication Sciences. The 2009-2010 graduate class will have 31 graduate students in the residential program and 13 graduate students in our first cohort of distance education SLPs preparing to be school-based SLPs.</p> <p>The undergraduate program in CMSI educates students in normal communication processes. Special emphasis is placed on linguistics and the scientific study of speech, language, and hearing. Many of our introductory courses as well as our advanced linguistics courses have a sizeable number of students from other majors, such as English and Psychology. For example, in the Fall of 2008, 248 students from 36 different majors across the university enrolled in CMSI courses while in the Spring of 2009, 376 students from 32 different majors enrolled in CMSI courses.</p> <p>CMSI also offers a masters degree program that is accredited by the Council on Academic Accreditation (CAA) through the American Speech-Language-Hearing Association (ASHA). The Eleanor M. Luse Center for Communication: Speech, Language, and Hearing, which shares quarters with the Department, is a primary practicum site for our graduate students. In addition, we are part of the unit faculty at the University of Vermont receiving accreditation for training professional educators at the initial preparation level through the National Council of Accreditation for Teacher Education (NCATE) and the Vermont Results Oriented Program Assessment (ROPA).</p> <p>The strength of the Department of Communication Sciences is a dedicated and accomplished faculty who work hard to address the critical thinking, problem solving and reading and writing skills of our undergraduates as they study communication and the training needs of our graduates as they become scientist-practitioners in addressing the communication disorders of children and adults. The Department recognizes its responsibility for addressing the shortages of SLPs in the state of Vermont and nationwide. Although we have increased our graduate enrollment and have supported this increase through state block grant funding, we would like to see a university commitment to collaborating with the state to increase faculty support for the preparation of school-based SLPs. It will be critical to have support for additional faculty lines to make this happen. The greater availability of graduate teaching fellowships would enhance</p>

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our ability to enroll graduate applicants into a program that is plagued by high tuition costs. Further, it will be necessary for increased clinic support to ensure high quality clinical training for our graduate students.

Plan

Create a diverse community

- Develop and implement plans throughout the institution to recruit and retain faculty, staff and students from under-represented groups.
- Strengthen international and multicultural curricular opportunities.
- Ensure that institutional policies and expectations are consistent with and promote the climate and community enshrined in "Our Common Ground".
- Develop institutional practices and policies that foster a culture of inclusion, openness, and collaboration among administrators, faculty, staff, and students.

Action Steps	Person Responsible	Timeframe	Resource Issues and Plan	Indicators of Successes as it relates to Strategy	Strategies for Evaluation and Assessment	Year End Progress Report - Outcomes
To maintain course offerings that satisfies the University diversity requirement.	Chair & Faculty	Each Fall or Spring semester	At least one course will be offered that satisfies the diversity requirement in CMSI or LING	Course maintained	Compare number of courses offered & student enrollment as part of an annual strategic plan review	In the past, CMSI 160 was offered as a diversity requirement; this course has now been transferred to CDAE; CMSI 162, however, was put forth as a course satisfying the diversity requirement in 2008-2009 with an enrollment of 27 in Spring 2009; CMSI 95 Intro to African American English was offered in the Fall of 2008 as a diversity requirement with 6 students enrolled & CMSI 95 Language & Ethnicity was offered in Spring 2009 with 25 students enrolled, both courses satisfying the diversity requirement
To continue to offer our students knowledge of and experience with diverse populations.	Faculty	ongoing	Faculty will continue to infuse course content related to diversity & provide clinical experiences for students with diverse populations Tenure track faculty will work with Chair to create	Keeping our accreditations by organizations (e.g., ASHA, NCATE, ROPA that examine our success in preparing students) % of students w/	Review our compliance with accrediting requirements on an annual basis; review of Diversity Tracking Checklist for students' clinical experiences	Most required courses have infused knowledge & skill requirements into course content (e.g., CMSI 90, 94, 272, 291/292, 383, 384, 385 & 388) (<i>see attached for specific content in these courses related to</i>

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			a diversity plan for recruitment of faculty & students	<p>experience w/ diverse populations</p> <p>Diversity plan is developed</p> <p># of contacts with diverse faculty & students</p> <p># of new opportunities for diverse academic experiences</p>		<p><i>diverse populations)</i></p> <p>Discussed diversity plan at the May 23, 2007 Retreat & highlighted several ideas (see minutes); Chair developed a Department Diversity Plan that was presented to the Department during the Fall of 2007</p> <p>All graduate students have diverse clinical experiences with a range of client disorders, ages, socio-economic & ethnic backgrounds</p> <p>African American faculty from Howard University and Florida International & Native Americans & Refugees also guest lecture in CMSI 311 & 312</p> <p>Distance Education graduate program is offering additional opportunities for student contact with diverse faculty from Mississippi State University.</p>
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Create an outstanding student experience that promotes personal and intellectual development

- Increase residential life housing capacity, renovate existing facilities, enhance physical attractiveness, and create living/learning communities.
- Assess the quality of the traditional and non-traditional student experience and take appropriate action assuring accountability of faculty, staff, and students.
- Foster positive changes in student culture and behavioral norms.
- Provide undergraduate students with opportunities for rigorous and challenging experiential learning including research, volunteerism, and service-learning from the outset of their academic programs.

Action Steps	Person Responsible	Timeframe	Resource Issues and Plan	Indicators of Successes as it relates to Strategy	Strategies for Evaluation and Assessment	Year End Progress Report - Outcomes
To increase faculty so we can reestablish previous course offerings	Chair & Faculty	FY07 through FY12	Increase faculty	Number of TAP &	Document TAP &	Honor course offered

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<p>and establish new course offerings for first year students in response to the growing incoming classes.</p>				<p>Honors courses offered</p>	<p>Honors course & enrollment as part of an annual strategic plan review</p>	<p>each fall for the last 4 years; Honors seminar also offered Fall of 08 and Spring of 09; Offered our first TAP course in the Fall of 2008</p> <p>An increase in faculty would allow the department to bring back CMSI 20 & possibly offer it as a TAP course</p>
<p>To maintain & refine programs to increase retention of CMSI majors</p>	<p>Chair & Faculty</p>	<p>Ongoing</p>	<p>Continue Peer Advising Program; provide updated Advising guidelines; expand Speech & Hearing Club</p> <p>Advisors can check the students' "Cat's Audit" to ascertain what coursework has been completed/has yet to be done.</p>	<p>Number of CMSI majors retained</p>	<p>Monitor students retained each year as part of an annual strategic plan review</p> <p>Check retention #'s of 1st years through Institutional Studies</p>	<p>We have modified our website to be more user friendly with clear supports for advising; Peer advising program has been refined & focused to catch incoming students; Letters sent to incoming students by student peer advisors who also visited first year classes; Established elections for the Speech & Hearing Club which also sponsored the free hearing screenings at the Luse Center</p> <p>Unable to offer Clinical Experience courses for UGs because of lack of faculty</p> <p>CMSI retention rates for first year students was 100% for in-state students & 73% for out of state students in 2007</p>
<p>To increase research opportunities for CMSI majors including funding, presentations & publications</p>	<p>Faculty</p>	<p>Ongoing</p>	<p>Increase number of grant requests for UG research assistantships;</p>	<p>Number of CMSI majors engaged in and/or supported for research</p>	<p>Monitor students research activity as part of an annual strategic</p>	<p>5-7 UG majors involved in research & supported through work study or</p>

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			Develop research assistantships through work study	activity	plan review	grant release dollars each year for the last 4 years; 2 McNair Scholars in CMSI funded for summer research fellowship
To increase the number of honors theses completed by CMSI undergraduate majors and/or supported by CMSI faculty	Chair & Faculty	Ongoing	Support faculty & students engaged in UG research activity	Number of CMSI majors completing honors theses	Document number of honors theses supported by CMSI faculty & honors theses completed by CMSI UG majors as part of an annual strategic plan review	4 CMSI majors & 1 psych major completed senior honors theses under the direction of CMSI faculty in the last 4 years; 2 CMSI McNair Scholars completed & published research projects in the last 3 years
To continue grant submissions to support graduate student & faculty research opportunities	Chair, Faculty, Business Manager	Ongoing	Put mechanisms in place to support grant submissions of faculty & students	Increased number of grants submitted	Monitor grant submissions & successful applications as part of an annual strategic plan review	5 external grants were submitted in 03-05 with 2 funded for \$2,570,434.00; 2 internal research grants funded for \$4500 in 03-05; 1 instructional incentive grant funded for \$928 for 05-06; 1 instructional incentive grant funded for \$1,711.74 for 06-07; 1 graduate student grant funded through Organization of Autism Research for \$1,000 for 06-07; 1 graduate student grant funded through Organization of Autism Research for \$2,000 for 07-08; 1 external training grant funded for \$725,941 for 07-12; 1 MCHB external grant in autism funding \$200,000 each year for 3 years, totaling \$600,000 in 09-11

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<p>To increase number of masters level research projects completed by CMSI majors</p>	<p>Chair, Graduate Program Director & Faculty</p>	<p>Ongoing</p>	<p>Increase opportunities for research during first year of graduate study</p>	<p>Increased number of research projects, publications & national presentations by master level students</p>	<p>Document number of research projects, publications & national presentations by masters level students as part of an annual strategic plan review</p>	<p>2 students in 2004 submitted their research for publication; 1 student presented at a national conference in 2004;</p> <p>2 masters theses & 3 masters research projects completed in 2005; 4 presented at a national conference in 2005;</p> <p>6 masters research projects completed in 2006 and 5 were completed in 2007; 3 former students submitted their research for publication & were accepted for publication in 2006; 8 students/ recent graduates presented their research at a national conference in 2006 & 8 in 2007; 2 students have a manuscript accepted for publication in 2007</p> <p>1 student completed a thesis in 2007 & 3 students completed a master's thesis in 2008</p>
<p>Focus the human, fiscal, environmental, technological and physical resources of the University on institutional values and priorities</p> <ul style="list-style-type: none"> · Develop mechanisms for implementing and documenting differential resource allocations based upon support of institutional priorities and performance. · Create and implement comprehensive master plans for facilities and technology. · Develop and implement a plan for appropriate institutional growth related to student population and the corresponding alignment of faculty and staff. 						
Action Steps	Person Responsible	Timeframe	Resource Issues and Plan	Indicators of Successes as it relates to Strategy	Strategies for Evaluation and Assessment	Year End Progress Report - Outcomes
<p>To maintain and enhance research laboratories</p>	<p>Chair & Faculty</p>	<p>Ongoing</p>	<p>Identify research lab needs with faculty &</p>	<p>Plan developed to fund and support equipment</p>	<p>Determine that research labs have needed</p>	<p>Stuttering Foundation awarded funds to Dr.</p>

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			develop a plan to address those needs	& technical needs for each lab	equipment & technical support	Guitar for research materials; release dollars from Dr. Prelock's grant funds allowed the purchase of video cameras, software analysis programs (SALT; SIGMA Plot) & test materials (ADOS, ADI-R, SSRS, CELF ORS, MSEL, SQC, PDDST-II; Reynell); clinic materials & video equipment also increased; All recording equipment in the clinic has digitized capabilities; editing equipment has been added.
To increase referrals from a variety of sources with funding for clients across the lifespan*	Clinic Director	Ongoing	<p>Pursue diverse funding sources for children, youth & adult clients Increase development efforts Provide FIT assessments with potential for TX referrals</p> <p>Consider opportunities for experiences with diverse populations via supervision support from the State Improvement Grant if funded</p>	Funding sources identified for supporting client services	Document services provided at reduced fees or no charge with outside funding sources as part of an annual strategic plan review	School districts have paid for Lidcombe intervention for preschoolers with fluency problems; Have begun pursuing providing services for children in private schools; FITP assessments have led to referrals of children 18 mos.-3 yrs; Have begun development efforts; Involvement with Voice clinic has led to 1-2 referrals per week; Involvement in Craniofacial Team leads to referrals
To increase resources to meet research goals	Chair & Faculty	Ongoing	Adjust tenure track faculty teaching load to conform with the College norm of 3-2 from the current 3-3 load & put mechanisms in place to increase student	Tenure track faculty load is at 3-2; increased number of work study students serving as research assistants; increased number of student research	Tenure track faculty meet with chair to establish 3-2 workload; Document number of students serving as research assistants as part of an annual	Tenure-track faculty are now following a 3-2 or 2-3 workload; Grad College funded an additional 2 GR students; with Grad College support, a

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			research assistants	assistants	strategic plan review	departmental scholarship, work study support & Dr. Prelock's grant dollars; between 6-10 UG & GR students funded each year for the last 4 years
To maintain resources to meet professional development goals & enhance expertise	Chair, Clinic Director & Business Manager	Ongoing	Identify funds and activities for professional development	Increased funds for professional development; increased faculty involvement in professional development activities	Document increased funds & faculty participation in professional development as part of an annual strategic plan review	All contract professional development funds were used & most of our departmental commitment to professional development also used; one audiology faculty completed a professional doctorate in audiology
To have all required undergraduate and graduate courses funded through base budget	Chair & Faculty	FY07-FY10	Obtain base budget funding for faculty positions to teach required courses	Obtained base budget funds to hire faculty lines	Document number of new courses taught and increased student enrollment	10 of 11 required courses previously funded by CE have now been funded through base budget dollars or Dean's Office funds; CMSI 385 was recently funded through Dean's office as is a .50 lecturer and .50 clinical assistant professor
<p>Recruit and retain excellent students, faculty and staff.</p> <ul style="list-style-type: none"> · Assure faculty accountability for creating an academically rigorous environment. · Reward excellent performance, enhance competitiveness of compensation for faculty and staff, and improve the quality of the professional environment. · Increase the quality and improve the yield of admitted students through effective enrollment management. · Substantially expand merit and need-based financial aid endowments and gifts for the undergraduate and graduate population. · Design and develop first-rate academic advising programs. · Improve career and academic planning services and programs and connect these services more effectively to academic units and programs. 						
Action Steps	Person Responsible	Timeframe	Resource Issues and Plan	Indicators of Successes as it relates to Strategy	Strategies for Evaluation and Assessment	Year End Progress Report - Outcomes
To maintain peer advising program	Barry Guitar	Every semester	Peer advisors identified and supported in their advising activities with	Peer Advisors provided for first and second year students; improved	Monitor peer advising and retention numbers on an annual basis as	Approximately 5-6 peer advisors each semester supporting 8-10

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			first & second year students	retention	part of a strategic plan review	advisees with evaluations indicating positive experiences
To increase & retain current faculty, staff & clinical positions	Chair, Clinic Director & Faculty	FY07 – FY12	Refine& implement a plan for doctoral education; work with faculty to enhance current opportunities for clinical internships & projects Develop & implement a diversity plan for recruitment	Five new faculty lines and one clinical line added as part of a doctoral program over the next 5 years; additional base budget funding obtained to fully fund Program Assistant position	Document number of new tenure track faculty and clinical faculty hires; document base budget funding for program assistant position	One tenure track faculty line was hired for 05-06; .50 lecturer position, .50 clinical assistant professor position & .48 staff person given base budget dollars for FY 2011; MOU with psychology to develop an interdisciplinary doctoral with psychology & CMSI has been developed & is at the Graduate Dean's office; Doctoral proposal put forth to the Dean of Arts & Sciences and the Graduate College & consultant hired to provide direction on doctoral program design but not action taken because of lack of funds Discussion at the May 23, 2007 retreat for development of a Diversity Plan – completed October, 2007
Strengthen and focus academic programs, emphasizing liberal education, health and the environment <ul style="list-style-type: none"> · Implement a university-wide honors college emphasizing cross-disciplinary and interdisciplinary linkages. · Through faculty processes, create greater cohesion of the undergraduate curriculum. · Strengthen the Academic Program Review process, emphasizing action-oriented outcomes including consolidation/elimination of programs as appropriate. · Continue to improve the academic qualifications of the student body. 						
Action Steps	Person Responsible	Timeframe	Resource Issues and Plan	Indicators of Successes as it relates to Strategy	Strategies for Evaluation and Assessment	Year End Progress Report - Outcomes
To be perceived by the College of Arts & Sciences, including students, faculty & administrators as offering an education in	Chair & Faculty	Ongoing	Continue yearly offerings of basic	Number of students enrolled in basic	Document number of courses & students	<i>See attached summary of courses with</i>

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<p>linguistics, diverse communication styles & cognitive and linguistic processes across the lifespan</p>			<p>processes courses (e.g., CMSI 80, 94, 101, 164, 165, & 208)</p>	<p>processes courses; type & number of students taking CMSI classes</p>	<p>enrolled across disciplines as part of an annual strategic plan review</p>	<p><i>enrollments of majors & non-majors=>e.g., Spring 2009, 376 non-majors from 32 different departments across colleges took CMSI classes; in Fall 2008, 320 non-majors from 46 departments across colleges took CMSI classes</i></p>
<p>To develop and implement a plan for pursuing a doctoral program in CMSI</p>	<p>Chair, Graduate Program Director & Faculty</p>	<p>FY06-FY11</p>	<p>Meet with Deans of College of Arts & Sciences and the Graduate College to discuss possible approaches to doctoral education in CMSI or an interdisciplinary doctorate with another discipline</p>	<p>Plan developed and submitted for a doctoral education program in CMSI</p>	<p>Document progress toward doctoral education plan as part of an annual strategic plan review</p>	<p>CMSI is part of the interdisciplinary Neuroscience Graduate Program in collaboration with the Depts. of Biology and Psychology as well as the College of Medicine; white paper for a CMSI doctoral is completed & was submitted to the Dean's office in A & S and the Graduate College in December 2006; Dr. Ray Kent visited campus April 26 & 27, 2007 to serve as a consultant to the proposed program with funding from A & S and the Graduate College; proposal completed in December, 2007 but no action because of lack of funds; 2009 MOU written in collaboration with Psychology to implement doctoral program in General /Experimental Psychology for 1-3 CMSI master's prepared students pursuing a Ph.D. <u>beginning 2009-2010</u></p>

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Strengthen financial resources <ul style="list-style-type: none"> · Expand fiscal resources consistent with the university mission. · Perform rigorous and ongoing comparisons of our academic, financial, and operational performance against a carefully selected and consistent set of peer and aspirant institutions. · Re-engineer administrative and bureaucratic policies and processes to eliminate waste and duplication. · Develop budget and resource allocation models that are strategic and reward progress towards established goals and priorities. · Successfully implement the comprehensive campaign. 						
Action Steps	Person Responsible	Timeframe	Resource Issues and Plan	Indicators of Successes as it relates to Strategy	Strategies for Evaluation and Assessment	Year End Progress Report - Outcomes
<p>To increase the number of qualified undergraduate and graduate students (i.e., as through a potential doctoral program) in CMSI</p>	<p>Chair, Graduate Program Director, Recruitment Committee (Gayle Belin, Moira Daly, Liz Adams & Maria Short) & other Faculty</p>	<p>FY06-FY10</p>	<p>Work with Admissions and area high schools to recruit strong students interested in a career in speech-language pathology & audiology</p> <p>Establish Recruitment Committee</p> <p>Consider having an Open House for undecided majors</p> <p>Utilize ASHA resources to increase activities in high school around career days, etc.</p> <p>See plan above for pursuing a doctoral program</p>	<p>Increased number of strong students enrolling as first year CMSI majors</p> <p>See plan above for pursuing a doctoral program</p>	<p>Document numbers & ratings of first year students majoring in CMSI</p> <p>See plan above for pursuing a doctoral program</p>	<p>Enrollment of UG CMSI majors was 108 in 2005-2006, 80 in 2006-2007 & 114 in 2009 (Note: In the past, students are often identified as CMSI majors when they are actually interested in a Communications, PR or Journalism major—this may explain the higher numbers in 05-60 as we have been more effective in defining the major for students who may not understand what we do)</p> <p>We continue to have several students in the CMSI minor and the CMSI Concentration in Education</p> <p>Enrollment for GR CMSI students was 29 in 2005-2006, 32 in 2006-2007 & 43 in 2008-2009</p> <p>Two faculty attended a career day with high school students</p> <p>Established a Recruitment Committee</p>

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						See above for doctoral program activity
To increase rate of grant applications	Chair & Faculty	ongoing	Work with faculty to increase number of research grants with student & staff support dollars	Increase number of research grants with staff & student support	Document number of research grants submitted & funded with staff & student support	<p>3 external research grants submitted—NIH, NSF, none funded in 2006</p> <p>1 Stuttering Foundation grant, funded for \$6,000.00</p> <p>2 small internal research grants submitted & funded for a total of \$4500.00 with funding for 3 students</p> <p>2 student research grants submitted to OAR & funded for \$1000 & \$2000</p> <p>NIH grant submitted in Feb., 2007, not funded</p> <p>MCHB grant submitted for \$600, 000 for 3 years—this was funded 09-18-07. VT-ILEHP grant continues to support our department</p>
To maintain (i.e., current training grants) and increase (i.e., in relation to perspective doctoral program) opportunities to support graduate students	Chair & Faculty	ongoing	<p>Work with faculty maintain & increase number of training grants with student & staff support</p> <p>Work with Graduate College to maintain & increase GTFs & GRAs</p> <p>Inform students of funding opportunities through the ASHA Foundation as well as the Special Interest Divisions</p> <p>Increase development</p>	Maintained &/or Increased number of training grants with students & staff support	Document number of training grants submitted & funded with staff & student support	<p>2 training grants submitted and funded for a total of \$2,570,464.00; funding 2 staff; 4 CMSI faculty & 7 students funded, 03-05; US DOE \$725,941 training grant funded, 07-12;</p> <p>Have maintained GTFs and increased GRAs from the Graduate College; on average, submitted 2-4 potential new graduate students for the Graduate Fellowship Awards with consistent success over</p>

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			efforts to pursue scholarships for students			the last 10 years; each year 1-4 of our students qualify increasing the likelihood of quality students attending the masters program—In 2007, our applicants received 2 of the 6 given & both students will be attending the master's program
<p>Strengthen research, scholarship and the creative arts</p> <ul style="list-style-type: none"> · Create a collaborative environment that supports and rewards faculty achievement in teaching, research/scholarship, and service. · Identify and implement steps to support the development of cross-disciplinary and interdisciplinary research and scholarship. · Make appropriate and focused investments in the infrastructure and technology supporting our research mission. · Expand graduate student enrollments emphasizing Ph.D. programs, interdisciplinary study, and the priority themes of the strategic plan. · Create internal incentives to increase substantially the external funds supporting graduate education. · Increase the competitiveness of graduate student support. · Recognize and respect the development of scholarship and curriculum within all disciplines that broadens knowledge about the diversity of the human experience. 						
Action Steps	Person Responsible	Timeframe	Resource Issues and Plan	Indicators of Successes as it relates to Strategy	Strategies for Evaluation and Assessment	Year End Progress Report - Outcomes
To strengthen faculty and student research	Chair & Faculty	ongoing	<p>Identify research interests and opportunities for undergraduate & first year graduate students and assign them to faculty mentors</p> <p>Offer research modules for 2nd year graduate students to support their research papers & presentations</p>	Faculty actively engaged in research and involving undergraduate & graduate students	Monitor research activities of faculty & students as part of an annual strategic plan review	<p>All faculty engaged in research activities with 2 graduate students completing theses & 3 completing research projects in 2005; & 6 UG students engaged in research with 2 majors & 1 psych major completing CMSI honors theses in 2005</p> <p>In 2006, 5 graduate students completed research projects & 4 undergraduate students involved in research; 5 graduate students completed research projects in spring, 2007</p> <p>Currently, 4 graduate</p>

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						<p>students are completing masters theses; 4-5 undergraduate students are involved in faculty research</p> <p>Research modules offered to graduate students in Fall 2005 & 2006 & graduating students completed APA manuscripts for all research projects & research-based case studies</p>
To have the academic community within & outside UVM recognize our research contributions across disciplines	Faculty	Ongoing	<p>Faculty define research goals at annual reviews & Chair collaborates with faculty to support their research goals & professional contributions</p> <p>Faculty will identify research activities each month and provide information to Program Assistant to send to the View to share with the broader UVM community</p>	Number of faculty asked to speak within & outside of UVM; dollars brought into the department through research grants; number of publications; number of faculty on editorial boards, national research committees or serving as peer reviewers	Number of presentations given, total grant dollars, number of publications & editorial work by faculty will be documented as part of the annual strategic plan review	<p>See annual activity forms for faculty to see the significant scholarship including:</p> <p>Publications 2005 2006 2007 (11) (17) (9)</p> <p>Presentations 2005 2006 2007 (31) (40) (17)</p> <p>Editorial work 2005 2006 2007 (13) (15) (15)</p>
To develop a doctoral program in CMSI	Chair, Graduate Program Director & Faculty	FY06-13	<p>Work with the Dean of the College of Arts & Sciences and the Dean of the Graduate College to pursue doctoral level education in speech-language pathology</p> <p>Identify faculty and space needs</p> <p>Prepare competitive proposal for new faculty that considers diversity, interdisciplinary</p>	<p>Plans for a doctoral program in CMSI are developed</p> <p>Proposal submitted for new positions desired; including a senior scientist as one of the initial hires</p> <p>Plan for space needs is developed</p>	Monitor progress in making plans for a doctoral program as part of the annual strategic plan review	<p>Two CMSI faculty are part of the graduate program in Neuroscience</p> <p>White paper prepared for review by Dean of A & S & Graduate College on the formulation of a doctoral program in CMSI</p> <p>Consultant brought in April 26-27, 2007</p>

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			connections, & opportunities for research funding			
Other (opportunity for units to include other action steps that may not be related to a specific strategic goal above)						
Action Steps	Person Responsible	Timeframe	Resource Issues and Plan	Indicators of Successes as it relates to Strategy	Strategies for Evaluation and Assessment	Year End Progress Report - Outcomes
To support community needs in speech, language and hearing	Clinic Director, Chair, Faculty & Staff	Ongoing	To continue to provide quality clinical services & consultation in the area of speech-language pathology and audiology in the context of training opportunities for students & faculty service responsibilities	Results of consumer satisfaction surveys Contact cards indicating faculty support to address community	Monitor satisfaction survey results on an annual basis Collect faculty data on consultation to the Vermont community each October	Satisfaction surveys reviewed each semester with entire faculty and problem areas noted—see results for specific data On average, faculty made 60 consultation contacts a month in 2005, 86 a month in 2006, 64 a month in 2007, 57 a month in 2008 44 free hearing screenings were completed in the Fall of 2006; 42 free hearing screenings were completed in the Spring of 2007; 34 free hearing screenings were completed in the Fall of 2007
To support statewide needs for speech-language support via the Speech-Language Pathology (SLP) Assistants Program	SLP-Assistants Coordinator, Chair	2004-2010	To train 15-20 individuals a year to serve as SLP-As to help address the shortage of masters prepared SLPs across the state of Vermont & provide coursework using distance learning technology including VIT, CE & ILN sites,	Results of consumer (both SLP-A participants & future SLP supervisors of the SLP-As) satisfaction surveys & evaluation of the program Number of participants completing the training and working as SLP-As	Monitor satisfaction survey results on an annual basis Collect data on numbers completing the program & serving VT communities as SLP-As	Satisfaction of coursework & training reviewed each semester & problem areas identified with appropriate solutions determined 11 completed the program in 04-05; 13 completed the program

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			summer and weekend coursework, and on line web courses			in 05-06; & 12 completed the program in 06-07, with 3 others completing their work in 07-08 with an additional 10 completed the program for 07-08; 11 were enrolled for 08-09 and 8 have completed the program, one was accepted in UVM-CMSI graduate program & 2 others will finish in the fall
To develop a distance learning graduate education program	Distance Education Coordinator/Supervisor Chair, Faculty	2007-2012	To identify outside grant funds to support the distance learning effort	<p>Funding received to implement the program</p> <p>Distance Education Coordinator/Supervisor hired</p> <p>Prerequisite courses offered on line</p> <p>In place courses are modified to be web or community-based, on line or offered through interactive TV</p>	<p>Survey effectiveness of on-line and distance courses</p> <p>Tally number of applications and acceptances to distance education program</p> <p>Determination student retention and graduation rates</p>	Grant application completed as part of the State Improvement Grant with the Department of Education submitted March 28, 2007 & funded in Fall 2007 for 5 years; Program Coordinator hired and first cohort of 13 started in the Summer of 2009