

CSD Strategic Plan January 2020 – December 2024

Final Version as of May 24, 2020

UVM Vision:

To be among the nation's premier small research universities, preeminent in our comprehensive commitment to liberal education, environment, health, and public service.

CNHS Vision: Improve health and wellness through education, community service, and research

CSD Vision: Contribute to the health and wellness of society by educating health care and education professionals and creating new knowledge in a diverse, accessible and supportive learning community.

Core Values: Caring, Collaboration, Compassion, Connectedness, and Community

Mission: Advancing communication so everyone is heard, through:

- I. Preparing students for entry into professional practice
- II. Engagement within the community
- III. Creating new knowledge including providing exemplary opportunities for students to participate in research and scholarship
- IV. Expanding and fostering a diverse academic community
- V. Collaborating inter-professionally in education and practice.

Goal	Objective	Steps	Responsible Parties	Target Date	Progress
I. Preparing students for entry into professional practice	1. 100% of graduate students will demonstrate meeting the standards as defined by ASHA and the VT Agency of Education Core Teaching Standards (CTS) necessary for entry level into professional practice as evidenced by a passing grade on the final portfolio review.		*All faculty participate in portfolio review *Grad Prog Dir to report outcomes	annually – beginning in May 2020	a. met 5/2020
	2. 85% of undergraduate students will meet the requirements on each of the department developed NECHE learning outcomes (writing, critical thinking, professional foundational knowledge, and career exploration).	a. The department will review the NECHE outcomes and make the measurement across outcomes consistent. b. Main objective will be met	*Relevant undergraduate faculty report outcomes to NECHE Committee/Undergrad Program Director every semester. *NECHE Committee/Undergrad Program Director report overall outcomes annually	a. May 2020 b. Annually beginning May 2021	a. 5/2020: reviewed progress and discussed possible revisions to goals. To be continued.

Goal	Objective	Steps	Responsible Parties	Target Date	Progress
II. Engagement within the community	1. UVM undergrad and/or grad students participate in at least one community event (hosted by CSD or others) every year Examples: Family panels, Interprofessional Health Student Organization events, student ambassadors at Accepted Student Visiting Days	a. Encourage students to attend events b. Track number of CSD students who attend IHSO and other community events c. Identify ways to integrate events into coursework or major requirements – +1 annually	*Faculty club advisors, especially IHSO *Chair *Undergrad Program Director *Clinic Director	a. Annually beginning January 2020 b. Annually beginning Sept. 2020 c. Annually in curriculum discussions in May MEGAmeetings beginning May 2020	a. met as of 5/2020
	2. Establish Advisory Board composed of alumni, external supervisors, and other community contacts	a. Identify roles and responsibilities of Advisory Board and processes for integrating their input b. Select and invite Advisory Board members c. Host first Advisory Board meeting d. Collect input from AB and integrate input e. Host annual AB meetings and integrate input	*Advisory Board Committee *Clinic Director *Chair	a. before May 2020 b. May 2020 c. before December 2020 d. December 2020 e. annually, every fall	As of 5-2020 a, b. Two students/ alumni helped create a letter to send out to potential non-alum members. Students sent it out. Those alums are excited. Gave deadline to those people of July. Will contact others if needed.
	3. Faculty research and other funded projects include patient-centered-outcome/ patient engagement components Possible resources: Alumni Advisory Board, Health Disparities	a. Develop reporting mechanism to use during annual reviews b. Track current level c. Increase level annually or maintain >50% of	* Faculty submitting research and other funding proposals (reporting at annual review time) *Chair (collecting data at annual review	a. March 2020 b. May 2020 c. annually beginning May 2021	b. As of May 2020: 3 faculty (out of 6) said “yes”

	Cultural Competency Advisory Group, Stuttering Support Groups	proposals submitted per year	meetings; reporting at May MEGAmeeeting)		
III. Creating new knowledge, including providing exemplary opportunities for students to participate in research and scholarship	A. Grow the research excellence of the faculty by: 1. keeping track of presentations, publications, funding proposals submitted, funding received	a. Develop reporting mechanism to use during annual reviews b. Track current level c. By 2023, increase to the following total levels: 20 total pres/year 6 total pubs/year 8 total funding sub/year 1 total funding awards/yr	*Faculty (reporting at annual review time) *Chair (collecting data at annual review meetings, reporting to faculty at May MEGAmeeeting)	a. March 2020 b. May 2020 c. annually beginning May 2021	a, b. Averages as of 2019, of 6 faculty reporting: 3.33 pres 1.15 pubs int. fund sub: 0.83 ext fund sub: 1.83 int gr funded: 0.67 ext gr funded: 0.17 Reported at MEGAmeeeting 5/2020
	2. Sponsoring, co-sponsoring and/or faculty participation in activities that support faculty research, such as: *training workshops *mutual support e.g., consulting, reading drafts, etc.	a. Develop reporting mechanism to use during annual reviews b. Track current level c. Increase to an average of 1 per person doing research per year	*Faculty (reporting at annual review time) *Chair (collecting data at annual review meetings, reporting to faculty at May MEGAmeeeting)	a. March 2020 b. May 2020 c. annually beginning May 2021	Averages as of 2019: 5/6 people did at least 1: workshop: 5 taught class: 1 guest lecture: 2
	B. Grow excellence of research opportunities for students by: 1. exploring funding opportunities for students to travel to conferences	a. Promote ASHA volunteering b. Make sure Speech and Hearing Club is a NSSLHA organization and that students are aware of NSSLHA benefits c. Ask Associate Dean if there are any	a. SHC and Honors Society faculty advisors; all undergrad advisors; faculty who teach undergrad courses b. SHC faculty advisor c. PhD program director d. Annual Review form	a. April & August 2020 and annually (student volunteer apps open in Spring; due in early Sept.) b. May 2020	As of 5/2020: travel not possible at this time

		funds to support PhD student travel d. Track student travel		c. annually beginning May 2021 d. annually beginning Dec. 2020	
	2. Keeping track annually of student research participation: doctoral, masters, undergrad	a. Develop reporting mechanism to use during annual reviews b. Track current level c. If student participation decreases, create new opportunities	*Faculty (reporting at annual review time) *Chair (collecting data at annual review meetings, reporting to faculty at May MEGAmeeeting)	a. March 2020 b. May 2020 c. annually beginning May 2021	Averages as of 2019: Doc students: 0.4 1 credit, 1 GRA MS: 0.5 .8 credit, 1 other BS: 0.92 1.8 credit, 0.8 WS, 1 other Overall: most doing for credit but 0.7 doing "other"

<p>IV. Expanding and fostering a diverse academic community</p>	<p>1. Continue to increase faculty/staff knowledge, skill, and implementation of cultural and linguistic awareness and responsiveness</p>	<p>a. Ask faculty and staff about areas of need/ interest b. Track levels and types of faculty & staff diversity activities (reported on annual reviews) – faculty required & by CNHS guidelines – to have at least 1.5 diversity activity per year</p>	<p>a. Annual review (faculty and staff – chair & business manager) b. *Faculty & staff (reporting at annual review time) *Chair (collecting data at annual review meetings, reporting to faculty at May MEGAmeeting)</p>	<p>a. Dec. 2020 b. May 2020</p>	<p>b. Average for 2019: 2.46 per faculty BBJ most pop NOTE: BBJ cx Spring 2020 so more challenging</p>
	<p>2. Expand inclusion of cultural and linguistic responsiveness and disability awareness in all undergraduate and graduate classes</p>	<p>a. Survey faculty on whether/ how they are including cultural and disability awareness and responsiveness in their classes b. provide support for faculty to ensure that every class has some CLC & DA content by 2023 c. Identify at least one more source of financial support for guest speakers on CLR & DA by 2023 d. Create a departmental library of videos of willing guest speakers on these topics by 2023</p>	<p>a. Annual review b. CNHS Committee on Inclusive Excellence, Blackboard Jungle, etc. c. All faculty; CSD members of CNHS CIE d. All faculty</p>	<p>a. May 2020 b. May 2023 c. May 2023</p>	<p>As of 2019: Content included in 15 classes: 4 udg, 11 grad Guest speakers: 19 courses Guest lecturers: Disab. or family member: 14 Under-rep person: 2 Speaker about disab: 12 Speaker about CLD: 10</p>

IV. Expanding and fostering a diverse academic community, cont.

	<p>a. Grad students must pass portfolio ASHA standard IV-D and V-B3a, V-F and VT Standard 1</p> <p>b. Write and monitor related NECHE goal for undergrads</p>	<p>a. Monitor portfolios</p> <p>b. Write new NECHE goal</p> <p>c. Monitor new NECHE goal</p>	<p>Faculty who teach those courses</p>	<p>a. start May 2020</p> <p>b. May 2020</p> <p>c. May 2021</p>	<p>a. May 2020: All students get at least 2 lectures focused on diversity:</p> <ul style="list-style-type: none"> -Udg. in CSD 099 and CSD 199 -Grad in Orientation and CSD 325
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V. Collaborating inter-professionally in education and practice	1. Document and increase IP research collaborations	a. Develop reporting mechanism to use during annual reviews b. Track current level c. Increase at least by 1 annually	*Faculty (reporting at annual review time) *Chair (collecting data at annual review meetings, reporting to faculty at May MEGAmeeeting)	a. May 2020 b. May 2021 c. annually beginning May 2022	a, b. As of 5/2020: 6/7 faculty reported doing so
	2. Document and increase IPE/IPP student group activities (in classes, etc.)	a. Develop reporting mechanism to use during annual reviews b. Track current level c. Increase at least by 1 annually	*Faculty (reporting at annual review time) *Chair (collecting data at annual review meetings, reporting to faculty at May MEGAmeeeting)	a. May 2020 b. May 2021 c. annually beginning May 2022	a, b. As of 5/2020: 11 classes include IPE/IPP
	3. Document and increase individual grad student hour-accruing IPP clinical activities	Verify using Calipso that all grad students have multiple IPP clinical experiences (Note: Document sent to supervisors states that this is a goal.)	*Grad students on Calipso *Clinic director collecting Calipso data, reporting to faculty at Dec. MEGAmeeeting	annually beginning Dec. 2020	