

CSD Strategic Plan January 2020 – December 2024
EXECUTIVE SUMMARY

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
 - a. 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.
 - i. Demonstrated through portfolio review and successful completion
 - b. 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).
 - i. The department will review the NECHE outcomes and make the measurement across outcomes consistent.
 - ii. Main objective will be met
- II. Engagement within the community
 - a. UVM undergrad and/or grad students participate in community event (hosted by CSD or others) every year
 - i. Examples: Family panels, Interprofessional Health, Student Organization events, Student ambassadors at Accepted Student Visiting Day
 - b. Establish Advisory Board composed of alumni, external supervisors, and other community contacts

- i. Identify roles and responsibilities of Advisory Board and processes for integrating their input
 - ii. Select and invite Advisory Board members
 - iii. Host first Advisory Board meeting
 - iv. Collect input from AB and integrate input
 - v. Host annual AB meetings and integrate input
 - c. Faculty research and other funded projects include patient-centered-outcome/ patient engagement components
 - i. Possible resources: Alumni Advisory Board, Health Disparities Cultural Competency Advisory Group, Stuttering Support Groups
 - ii. Develop reporting mechanism to use during annual reviews
 - iii. Track current level
 - 1. Increase level annually or maintain >50% of proposals submitted per year
- 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:
 - i. keeping track of presentations, publications, funding proposals submitted, funding received
 - 1. Develop reporting mechanism to use during annual reviews
 - ii. 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.
 - 1. Track current level
 - 2. Increase to an average of 1 per person doing research per year
 - b. Grow excellence of research opportunities for students by:
 - i. exploring funding opportunities for students to travel to conferences
 - 1. Track student travel
 - 2. Promote ASHA volunteering
 - 3. Make sure Speech and Hearing Club is a NSSLHA organization and that students are aware of NSSLHA benefits
 - 4. Ask Associate Dean if there are any funds to support PhD student travel
 - ii. Keeping track annually of student research participation: doctoral, masters, undergrad
 - 1. Publications, funded projects, poster and conference participation
- IV. Expanding and fostering a diverse academic community
- a. Continue to increase faculty/staff knowledge, skill, and implementation of cultural and linguistic awareness and responsiveness
 - i. Ask faculty and staff about areas of need/interest to seek and create opportunities

- ii. 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
 - b. Expand inclusion of cultural and linguistic responsiveness and disability awareness in all undergraduate and graduate classes
 - i. Track faculty on whether/ how they are including cultural and disability awareness and responsiveness in their classes
 - ii. provide support for faculty to ensure that every class has some CLC & DA content resources
 - iii. Identify at least one more source of financial support for guest speakers on CLR & DA
 - c. Grad students must pass portfolio ASHA standards and VT standards related to DEI
 - i. Monitor portfolios for pass/completion rates
 - d. Write and monitor related NECHE goal for undergrads
 - e. Write new NECHE goal & monitor UG progress
- V. Collaborating inter-professionally in education and practice.
 - a. Document and increase IP research collaborations
 - i. Develop reporting mechanism to use during annual reviews
 - ii. Track current level and increase as appropriate
 - b. Document and increase IPE/IPP student group activities (in classes, clinic, etc.)
 - i. Develop reporting mechanism to use during annual reviews
 - ii. Track current level and increase as appropriate
 - c. Document and increase individual grad student hour-accruing IPP clinical activities
 - i. Verify using Calypso, portfolios, ROPA Report, etc.