
University of Central Florida

**School of Communication
Sciences and Disorders**

Strategic Plan 2023 – 2026



INTRODUCTION

This strategic plan builds upon the growth and success of the School of Communication Sciences and Disorders at the University of Central Florida in providing world-class education, research, and community engagement that benefits students, staff, faculty, and community partners across the region, state, nation, and globe. The School of CSD began the current strategic planning process with development of new mission and vision statements in spring 2022 and continued with development of strategic goals, strategies, and tactics during fall 2022 and spring 2023. We will finalize the process in early fall 2023 by defining metrics and timelines for each tactic and then implementation immediately thereafter. Throughout the planning stages, 26 faculty and three staff members participated in the process and provided substantial contributions. We first began by adopting the strategic goals established by the UCF College of Health Professions and Sciences in their Strategic Plan 2020 as they were directly related and relevant to our mission and vision for CSD. The CSD faculty and staff were then assigned to one of five working groups, each focused on one of the five goals. During several faculty meetings throughout the year, each working group completed a SWOT analysis to identify the strengths-weaknesses-opportunities-threats related to their assigned goal, and then upon completion of the analysis, each group identified the specific strategies and tactics for their goal. Progress made during each stage of the planning process was shared with all faculty and staff in order that they be informed and able to comment, discuss and contribute to every goal, strategy, and tactic. The remaining step in the strategic planning process will be completed in early fall 2023 by defining specific metrics for each tactic as well as action plans and timelines for completion. This report contains the new mission and vision statements as well as the goals, strategies, and initiatives that comprise the foundation of our strategic plan.

EXECUTIVE SUMMARY

The strategic plan for the School of CSD encompasses the academic years from 2023 to 2026 and provides a structure in which we aim to embrace innovation and collaboration to help advance healthcare training, research, education, clinical practice, and service. Our plan was developed through thoughtful discussion, evaluation, and creativity and supports our school's mission and vision for developing and empowering our students and colleagues to improve the lives of those with communication disorders. The plan includes five overall goals that align with the strategic goals of our college and incorporates strategies focused on research, teaching and learning, clinical education, diversity, equity and inclusion, and community and philanthropic engagement. Successful implementation of this plan will build on current best practices while leveraging pioneering innovation in healthcare education and care delivery, next generation technology solutions, and interprofessional collaboration designed to transform student education in communication sciences and disorders and the future of clinical practice.

MISSION

The School of Communication Sciences and Disorders will cultivate a diverse and inclusive environment which supports the development of leaders in healthcare, education, research, service, and clinical practice.

VISION

The School of Communication Sciences and Disorders will be a diverse, globally recognized leader in health education, research, clinical practice, and service which transforms students to empower individuals impacted by communication and related disorders.

STRATEGIC PLAN

GOAL 1: Conduct high-impact research addressing health and wellness issues facing individuals and communities.

Strategy 1.1: Maintain annual average of CSD publications and presentations and increase interprofessional collaborations.

Tactics:

- 1.1.1: Publications: Utilize collaborations and student involvement
- 1.1.2: Presentations: state, national, international (abroad)
- 1.1.3: Collaborations within and outside of UCF

Strategy 1.2: Increase funding support for student engagement in research.

Tactics:

- 1.2.1: Identify federal training grants that would support doctoral student and postdoctoral fellows in research.
- 1.2.2: Collaborate to write above grant(s)
- 1.2.4: Analyze School of CSD budget to determine level of funding support CSD could provide to graduate students (Graduate Assistants/Graduate Teaching Assistants).

Strategy 1.3: Increase mechanisms to identify community and federal grants.

Tactics:

- 1.3.1: Strengthen relationship between CSD Academic Faculty and UCF Office of Research Director of Research Development as well as CHPS Director of Advancement.
- 1.3.2: Invite Development Officers to faculty meetings to learn more about how to best partner with them to secure research funding.
- 1.3.3: Engage in 1:1 meetings with Development Officers to discuss specific research needs.

GOAL 2: Elevate teaching and learning within health professions and sciences.

Strategy 2.1: Increase connections across course work and clinical activities, as well as across professions.

Tactics:

2.1.1: Identify areas of primary expertise across faculty (clinical, academic, etc.).

2.1.2: Conduct needs assessment for collaborative clinical consultation across the College of Health Professions and Sciences disciplines.

Strategy 2.2: Increase Graduate Assistant support for teaching.

Tactics:

2.2.1: Define roles and responsibilities of Graduate Teaching Assistants (GTAs), Graduate Assistants (GAs) and Undergraduate Assistants (UGAs).

2.2.2: Identify courses in which there is the highest need for GTAs, GAs, and UGAs.

Strategy 2.3: Target faculty recruitment in content areas (e.g., Pediatric dysphagia), potentially through increasing presence at conferences.

Tactics:

2.3.1: Identify key conferences to attend to recruit faculty.

2.3.2: Identify four priority areas of teaching needs to target for recruitment.

GOAL 3: Deliver pioneering clinical education and practice to improve individual and community health and wellness.

Strategy 3.1: Increase faculty/staffing to sustain initiatives focused on interprofessional education (IPE) and interprofessional practice (IPP).

Tactics:

3.1.1: Allocate 0.1 FTE for faculty professional development, student training, research, and collaboration in the Rehabilitation Innovation Center (IC)

3.1.2: Recruit a clinical faculty member for the Rehabilitation Innovation Center to support experiences, competencies, and technology.

3.1.3: Recruit a staff member as a CSD liaison to the IC to help coordinate faculty training.

3.1.4: Identify funding opportunities for a clinical IC faculty position tied to SOTL.

3.1.5: Collaborate with the Office of Research and Advancement to maximize potential for grant/gift funding opportunities.

Strategy 3.2: Improve community health and wellness by focusing clinical activities on the diversity of disorders and populations that comprise the Central Florida communities.

Tactics:

3.2.1: Identify served and underserved disorders and populations in the community to frame the disparities.

3.2.2: Expand the range of accepted payment sources to ensure a variety of diagnoses are represented in the Communication Disorders Clinic.

3.2.3: Present formal needs to Clinic Director and School Director.

GOAL 4: Advance a diverse and inclusive community of excellence that embraces faculty, staff, and student success and well-being.

Strategy 4.1: Allocate resources (i.e., time, money) to establishing consistent and ongoing opportunities for faculty staff and student training related to DEI and well-being.

Tactics:

4.1.1: Identify University and outside resources (time, funding) available as related to DEI and well-being.

4.1.2: Compile those resources into a module on the CSD Faculty Portal Webcourse.

Strategy 4.2: Develop ways to identify systemic institutional biases in our procedures (i.e., admissions, faculty job postings etc.) to begin to break down those barriers to entry.

Tactics:

4.2.1: Identify an outside consultant(s) to provide feedback on current procedures (admissions, job postings, etc.) related to implicit and/or explicit biases.

4.2.2: Identify faculty and necessary time to compile and interpret currently available DEI data (e.g., data available via CSDCAS).

4.2.3: Identify and connect with other institutions to obtain information about processes that reduce bias in procedures.

Strategy 4.3: Develop need-based workshops and/or trainings that are derived from a needs-based assessment to support the success of our diverse faculty, staff, and students in navigating their programs.

Tactics:

4.3.1: Identify baseline knowledge and gaps in knowledge related to DEI & well-being among both faculty, staff, and students.

4.3.2: Integrate DEI topics/check-ins into our monthly faculty meeting agenda.

4.3.3: Conduct and/or provide a minimum of one annual DEI and/or well-being training to faculty and staff.

GOAL 5: Enhance relationships with alumni, donors, businesses, industry, and communities.

Strategy 5.1: Increase public awareness of initiatives, programs, research, services, and other accomplishments of faculty, students, and alumni.

Tactics:

5.1.1: Establish a central repository for CSD Media highlighting monthly initiatives and accomplishments to provide ongoing content to CHPS media relations personnel.

5.1.2: Create a dedicated CSD Media TEAM for all CSD members, NSSLHA officers, and relative stakeholders to contribute content.

5.1.3: Create a CSD events calendar and link to CHPS calendar to post events and happenings.

Strategy 5.2: Expand meaningful CSD alumni relationships to foster collaborations for continuing education, research, clinical education, and philanthropy.

Tactics:

5.2.1: Identify and create a list of the community internship supervisors who are UCF alumni to regularly distribute communications about the program.

5.2.2: Plan and host a CSD alumni engagement event at the ASHA convention.

5.2.3: Plan and host at least one CSD alumni engagement event on campus (such as tailgate, etc.)

5.2.4: Invite and track CSD alumni who participate in the professional development events.

Strategy 5.3: Develop an Advisory Board to foster meaningful community services, academic programs, and research.

Tactics:

5.3.1: Board Purpose: To foster meaningful community services, academic programs, and research.

5.3.2: Identify and invite prospective Board members with the following composition:

Chair: A CSD Faculty member

Members to include representatives from the following:

- i. Disability organization
- ii. School
- iii. Private practice
- iv. Adult practitioner
- v. Pediatric Practitioner
- vi. Researcher
- vii. Medical
- viii. Faculty
- ix. Student

5.3.3: Host first meeting