

**STRATEGIC PLAN  
DEPARTMENT OF COMMUNICATION  
SCIENCES AND DISORDERS**

**APRIL, 2007**

**Facilitated by  
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## INTRODUCTION

The Department of Communication Sciences and Disorders engaged in a strategic planning process from January through April, 2007. Ms. Marilyn Crotty, Director of the Florida Institute of Government at the University of Central Florida facilitated the session.

The Chair, faculty, and staff revised the vision, values, and mission of the department. In addition, they conducted an environmental scan looking at external and internal trends and issues that may affect the Department. The participants then assessed what's working well in the department and things that need additional attention.

The participants agreed upon nine goals that are significant for the Department and then identified objectives for each goal. From the sixty-six objectives listed, the participants designated the objectives they believed were most important for implementation in the next five years. The objectives receiving the most support are identified as Tier One objectives; those of secondary importance are designated Tier Two; and all the rest of the objectives are designated as Other. Strategies and action steps were developed for each of the priority objectives. This report is a summary of the discussions and conclusions of the strategic planning process.

## VISION 2027

*Faculty and staff from the Department held an afternoon visioning session during which they pictured an ideal future for the Department without regard to any constraints (cost, regulations, etc.). The list below includes the ideas generated during this brainstorming meeting:*

- Department and Clinic co-located in a setting accessible to the public
- Faculty and staff communicate and work together through technology
- Greater interaction with other disciplines such as OT, PT, etc.
- Clinic is a Center of Excellence and hub for other disciplines
- Clinic includes other health and human services disciplines
- Reading program serves the community
- Specialty clinics exist for each disorder area
- Academic and clinical instructors work together as a team
- UCF Communication Disorders is the “place to go” – referrals from doctors, teachers,
- Medical College and VA hospital to look to the Clinic for rehabilitation services
- Clinic delivers services throughout the region by alternative means
- UCF and USF work together to serve communities in-between (I-4) corridor
- Establish national reputation for research
- Department becomes the frontrunner in developing web-based courses and use of simulations for instruction
- Research is linked to clinic through virtual and mixed reality simulations
- Technology is included in clinical education
- Satellite clinics exist throughout the area (e. g., Osceola county)
- Department has a presence in the Medial College in specific areas such as neurology and otolaryngology
- The Clinic has an “Aphasia House”, providing intensive therapy for individuals recovering from stroke or traumatic brain injury using the life participation model
- The Clinic has centers for parent, care-giver education
- The Department emphasizes full-time programming at the master’s level with funding to support students
- The Masters degree is a requirement for work in all settings, including the schools
- The student/faculty ratio is lower, especially at the graduate level
- The Department has more faculty members, while the student population remains stable
- The Department has developed a new model for clinical education
- Students exhibit more creativity and critical thinking
- All graduate students are proficient in the use of technological tools
- PDAs allow students to track achievements of ASHA standards and competencies
- Different ways of evaluating students exist
- There is a clinical focus on the identification and management of head injuries in college-age students
- The Department has become a leader in provide continuing education and professional development programs

- The Department emphasizes a blend of science, technical skills, and human interaction in its programming
- The capacity for mentoring large numbers of undergraduates exists
- Faculty receive pay increases that insure equity between private (practitioners) and public (faculty)
- The Audiology program returns
- The Clinic is a Center for Cochlear Implant mapping and treatment
- Communication between department and public schools is excellent
- The Clinic has approval for different type of third party reimbursement
- There is a universal health care system

*The ideas expressed in the visioning workshop culminated in a revised vision statement for the Department.*

### **VISION STATEMENT**

The Department is a community of scholars and clinicians collaborating to achieve excellence in academic pursuits, clinical education, regional service, and research for a diverse society. Working together in a collegial and student-centered environment, we foster university and community partnerships, opportunities for lifelong learning, and respect for all people. Our goal is to enhance the quality of services for speech, language, hearing, and associated disorders.

*A new set of organizational values was agreed upon as the guiding principles for the decisions and actions of students, staff, and faculty in the Department.*

### **ORGANIZATIONAL VALUES**

**RISE**  
**Respect**  
**Integrity**  
**Scholarship**  
**Excellence**

**Respect:** We value diversity in all people and perspectives

**Integrity:** Through our decisions and actions, we practice the highest ethical and professional standards

**Scholarship:** We value scholarship by developing original clinical procedures, educational practices, and research techniques based on scientific evidence

**Excellence:** We are committed to the pursuit of excellence in all departmental endeavors

*The following mission statement encompasses the vision and values of the Department and expresses the reason for the existence of the Department.*

### **MISSION STATEMENT**

The faculty and staff of the Department of Communication Sciences and Disorders are dedicated to the preparation of future speech-language pathologists, audiologists, and communication scientists who will achieve the highest standards of academic learning, clinical service, and scientific inquiry. We work together in an environment of integrity, cooperation, enthusiasm, and mutual respect to prepare professionals who are sensitive to issues of diversity, embrace the highest ethical standards, provide quality services, and advocate for the well-being of those impacted by communication and associated disorders.

### **EXTERNAL TRENDS AND ISSUES**

*The faculty and staff discussed issues and trends that are occurring in the international, national, state, and regional environment that may have an impact on the Department of Communication Sciences and Disorders in the near future. The following external forces were identified as significant for the Department:*

- Technology – haves and have nots; “digital divide”
- Aging population
- Depersonalization caused by technology
- Need for two-income families which changes family dynamics
- Society focused on wrong things; core values missing
- Increase in Hispanic American, African American, and Asian American populations
- Multi-cultural country
- Increase in crime
- Generation without hope
- Terrorism worldwide
- Mainstreaming in schools without specialized classes and accountability standards
- Technology changing language; social skills changing
- People disconnected from their environment
- Instant gratification related to patient care
- Reimbursement mechanism constantly changing
- Decline of US as an economic power
- Political gridlock
- War creating further divisions among people and cultures
- Higher education being impacted by economic conditions
- Public education not meeting needs of children
- The Internet
- Feeling of helplessness
- Global dissemination of information and research
- Media sensationalism, absence of truth

Global warming; change in geography of Florida  
Cures for diseases  
Bioethics  
Keeping up with increased specialized information  
Interactive teaching methodologies  
Accountability for students  
Evidence-based standards  
Students “simplify” as a reaction to today’s excesses

### **INTERNAL ISSUES AND TRENDS**

*The participants assessed internal issues and trends that may have an impact on the Department. The following items were identified:*

Funding flat now  
“New college” – unknowns  
Future structure of COHPA not determined  
Clinic challenges such as merging business with service delivery and teaching  
Potential problems with recruitment and retention of faculty  
Communication among faculty  
Communication between faculty and students  
Students motivated more re: meeting requirements than appreciating educational experience  
Insufficient staff  
Equipment replacement plan commencing  
Limited additional space available for expansion

### **What’s Working**

*The faculty analyzed facets of the Department they think have improved and are operating effectively.*

- Increase in size and quality of faculty
- Curriculum specialties
- Increased number of affiliation agreements and externship sites
- More positive feedback regarding our students
- Students sought after by employers
- Clinical scope expanded
- Undergraduates involved in research and clinical practice
- Research and clinical partnerships within the university and outside
- Materials fee
- Writing and receiving more grants
- New community partnerships
- Support for research and teaching via graduate assistants

- Service learning
- Equipment purchases improved; new equipment fee
- Renovated departmental and clinic facilities
- Undergraduate program on Southern Regional campus in Brevard
- On-line and mixed mode courses
- FFAST Center

### **What Needs Work**

*In addition, the participants identified areas that need improvement if the Department wishes to achieve its vision.*

- An “Aphasia House”
- More scholarships and other student support
- More space; co-locate clinic and department
- Enhanced faculty support for research administration within COHPA and university Office of Research
- More staff for department and clinic
- More clinic affiliations with preschools
- Marketing for student recruitment
- Marketing clinical services
- Cooperation, enthusiasm, mutual respect among faculty and students
- Sharing of departmental workload
- Too heavy load – service duty
- Advising program – greater interaction between faculty and students
- Greater balance among teaching, research, and service
- Greater accountability on part of students

### **STRATEGIC ISSUES**

*At this point, the group listed strategic issues that must be addressed to move the Department forward. They were grouped into nine goals:*

To offer a broad spectrum of educational programs and opportunities

- Increase student credit hours in innovative ways that don’t impact the major such as enhancing ASL offerings, creating highly sought after electives, and developing certificate programs
- Review graduate curriculum and reduce credit hours
- Enhance degrees completed at Regional campus
- Develop more on-line courses
- Reaffirm accreditation

To recruit and retain outstanding undergraduate and graduate students

- Identify competitive edge that differentiates UCF from UF, USF, FSU, FIU, FAU, and Nova
- Enhance advisement and communication with undergraduates

- Secure additional student financial support
- Eliminate scheduling problems

To develop a public relations and marketing plan for the department

- Increase public awareness of importance of field
- Lobby against legislative actions based on lack of knowledge of scope of field, funding

To recruit and retain outstanding academic and clinical faculty

- Insure recruitment of qualified faculty in time of national shortage

To enhance revenue generation for the department and clinic

- Consider ways to increase revenue through student credit hours generated outside the major, fundraising, writing service grants, enhancing clinic revenues, and providing continuing education programs

To expand innovative student and faculty research in basic and applied sciences

- Explore NIH area grants (research dollars decreasing while competition is increasing)
- Explore creative, interdisciplinary collaboration with other colleges, including the Medical College

To promote a collegial climate that fosters mutual respect, trust, cooperation, and shared responsibility

- Need team effort – shared responsibility, cooperation, respect, workload and greater accountability

To improve and expand clinic operations and services

- Overcome public perception of lesser quality due to the education of students who provide services
- Develop specific clinic niches

To create a student centered environment

- Culture of students – work ethic, commitment, accountability
- Greater communication (two-way); professional relationship with faculty\_

*The strategic planning process culminated in the identification of objectives for each goal and the selection of priority objectives. Any objective that received support from ten or more people (number in ( ) in front of each objective) is considered a tier one priority. Objectives with support from seven or more people are tier two priorities. The rest of the objectives are listed as other. There is no significance to the order in which the goals are listed. Action steps and leads for each priority objective are included for implementation of the goals and objectives.*

## **GOALS AND OBJECTIVES**

### **GOAL – TO OFFER A BROAD SPECTRUM OF EDUCATIONAL PROGRAMS AND OPPORTUNITIES**

#### **Objectives Tier One**

- (10) Develop Certificate programs

By the end of fall 2007, will establish a schedule for offering approved courses in a **Traumatic Brain Injury** program, publicize program, and resubmit a Personnel Preparation grant

Leads – Janet, Larry, Kenyatta

By the end of the fall semester, 2008 will develop and obtain approval for a program in **Augmentative and Alternative Communication** with Nova Southeastern University, including submission of a Personnel Preparation grant

Lead – Jennifer

By the fall semester, 2008 will finalize, obtain approval for, and publicize an **ESOL** Certificate program

Leads – Linda, Sally

Within the next two years will finalize, obtain approval for, secure community partners, and publicize a **Cochlear Implant** program

Leads – Melissa, Linda

School-based and Feeding/Swallowing programs will be developed at a later time.

## **Tier Two**

- (9) Collaboration with the new Medical College  
Invite the Dean of the Medical College to a meeting of interested CSD faculty in January, 2008;  
Brief the Dean of the Medical College relative to research done by CSD faculty in medical-related pathologies;  
Discuss future research collaborations in different areas;  
Establish concrete plans for future meetings once the Medical College has opened; decide on a CSD and Medical College contact person;  
Discuss existing collaboration with other medical facilities;  
Expand the inter-university agreement between UCF and the University of Gent, Belgium and the University of Nijmegen, the Netherlands to include the medical school;  
Discuss white paper proposal for a Ph.D. in medical SLP

## **Other**

- (5) Develop continuing education programs
- (4) Develop PhD programs in Medical Speech/Language Pathology and Rehab Sciences and an AuD program
- (4) Review master's program
- (3) Continue work with the College of Education on the Ed.S.
- (1) Develop Web-based course on famous athletes/people with communication disorders
- (1) Develop proposal for Bachelors degree in Interpreter Education
- (1) Develop a series of Web-based courses for career changers (undergraduate)
- (1) Develop a Web-based course on brain stories
- Develop a proposal for a Masters degree in Interpreter Pedagogy
- Explore opportunities for collaboration in theater programs – deaf, Alzheimer's care givers, children)

## **GOAL – TO RECRUIT AND RETAIN OUTSTANDING UNDERGRADUATE AND GRADUATE STUDENTS**

### **Objectives Tier Two**

- (8) Strengthen Brevard program  
The Brevard program will increase student enrollment by 10% per year over the next five years

The Brevard program will increase the number of distributed learning course offerings by one course per year over the next five years

Brevard Administration will dedicate a classroom and lab space for the exclusive use of Communication Sciences and Disorders by fall, 2008

Brevard Administration, in cooperation with Brevard Communication Sciences and Disorder faculty, will increase annual marketing initiatives by three in the first year to be repeated in successive years.

Leads – Brevard faculty and administration

### **Other**

- (4) Increase student financial support – scholarships, fellowships, personnel preparation grants, community graduate assistantships
- (4) Refine advising procedures at graduate level; improve undergraduate efforts
- (3) Review and implement the graduate recruitment plan, in particular to increase spring and summer enrollment; promote diversity; enhance quality
- (1) Develop plan for undergraduate recruitment, especially in promoting diversity
- (1) Offer hearing screenings for UCF students – Greeks, student union, events, etc.

**GOAL – TO DEVELOP A PUBLIC RELATIONS AND MARKETING PLAN  
FOR THE DEPARTMENT**

**Objectives  
Tier One**

- (12) Hire consultant to develop a coordinated marketing program  
By September 2007, the Chair will appoint a marketing committee comprised of representatives of: administration, academic faculty, clinical faculty, and student advisors who will be charged with determining the program's strengths/weaknesses. The committee needs to include innovative academic faculty, experienced clinical faculty, and motivated students. The committee will determine the scope and funding for the hiring of a marketing consultant and will initiate the process for advertising, interviewing, and hiring to be accomplished by December 2007.

**Tier Two**

- (8) By September, identify faculty member(s) to work with College web designer to update and redesign web site; faculty member(s) will work with the marketing committee and marketing consultant to establish content/changes and identify any associated costs for web within one month of hiring of consultant; faculty member(s) will work with web designer to make changes within three months of decisions regarding changes  
Lead - BarbaraLynn

- (8) Conduct a minimum of one community focus group (e.g. stroke, dementia, cochlear implant, TBI, early intervention, autism, fluency, reading/writing, disability) by December 2007  
Leads – Carla P., Janet and interested faculty

Conduct undergraduate and graduate focus groups for feedback on course offerings and clinical experiences, etc. no later than summer, 2008  
Lead - Janet

**Other**

- (3) Partner with professional organizations and others to educate legislators and advocate for communication disorders
- (2) Continue production and dissemination of Communique
- (1) Place periodic ads in professional publications

- (1) Review and update brochures and marketing materials on a regular basis
- Explore mini-health fairs at community events, etc.
- Promote Better Speech and Hearing month
- Promote participation in “Teach-Ins”

**GOAL – TO RECRUIT AND RETAIN OUTSTANDING ACADEMIC AND  
CLINICAL FACULTY**

**Objectives  
Tier One**

- (11) Assure equity in salary levels to attract and retain faculty  
By fall 2007, research mechanisms for achieving equity in salaries and develop the rationale and support for equity in the Department, College, and University  
Leads – Linda, Jack
- (10) Increase funding for travel and professional development opportunities, including additional funding for presenting at conferences  
By fall 2007, develop a plan for increasing travel dollars and the equitable allocation to faculty members, encouraging increased funding for peer-reviewed presentations  
Lead - Jack

**Other**

- (3) Seek an endowed chair
- (1) Secure adequate start-up money for equipment
- Pursue the use of minority and Provost lines

**GOAL – TO EXPAND INNOVATIVE STUDENT AND FACULTY RESEARCH  
IN BASIC AND APPLIED SCIENCES**

**Objectives  
Tier Two**

- (7) In January 2008, hold a meeting with CSD and IST to discuss past, present, and future research collaboration and to discuss potential long-term goals of established virtual reality programs to bridge the gap between clinic and in-vivo experiences (programs re: TBI, stuttering, AAC, voice, education for clinicians)  
Leads – Martine, Janet
  
- (7) Enhance relationship of college research office and university Office of Research; and, invite faculty member to a meeting to explain the new web submission process no later than September

Invite Dr. Wan to meet with research faculty to brainstorm possibilities  
Lead – Jack

- (7) Continue the pursuit of funds to support student participation in research (internal and external)

At the beginning of each academic year, all research-active faculty members will:

- Consider whether or not they have projects appropriate for undergraduate and/or graduate student involvement.
  - If yes, they should complete any or all of the below activities, as appropriate:
    - Advertise the project to students, select student(s) with whom to work, and submit RAMP applications.
    - Submit application(s) to work with LEAD Scholar Student Assistant(s).
    - Advertise and/or establish agreements with Volunteer Student Research Assistant(s).
    - Make arrangements for student(s) committing to significant research activities in a given semester to enroll in SPA 4912 or SPA 6918.

Each time a faculty member submits a grant proposal, (s)he will:

- Consider including funding in the budget to support undergraduate or graduate student support on the project.
  - If undergraduate student support is included, the faculty member will apply for university matching for the student salary and/or
  - If salary (e.g., summer salary) is included for undergraduate or graduate students, the faculty member will apply for a tuition waiver for the student at the college level.

Each time a faculty member works with student(s) conducting research, the faculty member will:

- Identify research programs, funding, and experiences for which research students are eligible to apply
  - Examples:
    - Internal – SGA, Office of Undergraduate Studies, Office of Graduate Studies, &/or Department travel funding to support dissemination of research findings; internal grants & scholarships.
    - External – ASHA research program (e.g., Minority Student Leadership Program, ASHA Travel Grant, SPARC Award), ASHA Foundation Scholarships, SERTOMA Scholarships, local community organization scholarships.
- Assist student(s) in preparing and submitting application(s).

Each academic year, faculty members in the Department of Communication Sciences and Disorders will be successful in:

- Obtaining funding to support at least one RAMP Scholar &/or LEAD Scholar.
- Supervise at least one student participating in research activities as a Student Volunteer Researcher, or a student in SPA 4912 or SPA 6918.
- Submit at least one grant proposal that includes funding for student research activities.
- Obtaining internal &/or external funding to support at least two students in research activities.

#### **Other**

- (1) Continue interdisciplinary collaboration and grants
- (1) Pursue a minimum of three federal and other grants per year
- Explore pursuing research on development of transitional programs for autistic adults

## **GOAL – TO IMPROVE AND EXPAND CLINIC OPERATIONS AND SERVICE**

### **Objectives**

#### **Tier One**

- (12) Acquire two lines for a coordinator of business services and a clinical instructor  
By May 1, 2007, the Chair will present a financial plan to the Dean for hiring a Coordinator of Business Services for the CDC to begin in FY 2007-08  
  
By May 1, 2007, the Chair will request permission from the Dean to reclassify the open position to a clinic position to begin August, 2007

#### **Tier Two**

- (8) Establish a clinical/research model of intervention for innovative services for clients with Traumatic Brain Injuries (TBI) by the fall of 2007  
  
Identify and secure referrals of clientele with TBI (e. g., VA, BSCIP, BIA, hospitals) – ongoing  
  
Facilitate interdisciplinary collaborations for sponsored research related to TBI – ongoing  
  
Recruit faculty and students for implementation of TBI coursework, no later than Spring 2008

#### **Other**

- ((6) Expand delivery modes for adults (e. g., day programs, therapy, etc.)
- (6) Design cochlear implant program
- (4) Develop marketing plan (competitive package)
- (4) Develop multiple financial resources (insurance)
- (4) Expand pediatric programming (summer camps, reading, fluency, etc.)
- (4) Increase interdisciplinary collaboration
- (4) Ensure policies and procedures are adhered to in accordance with ASHA and third party reimbursement

- (3) Continue to seek opportunities and contracts with community agencies and partners
- (3) Expand breadth of research opportunities
- (3) Increase hearing aid sales
- (3) Offer screening services throughout the community
- (2) Expand student experience with a variety of clients

**GOAL – TO ENHANCE REVENUE GENERATION FOR THE DEPARTMENT  
AND CLINIC**

**Objectives  
Tier Two**

- (9) Establish a Community Advisory Board at the beginning of Fall 2007; board members will be selected from the community
  
- (7) Identify community partners and individuals to assist with fundraising
  1. Adopt a known cause across the lifespan (autism, literacy, head injury/TBI or stroke – issues that touch most people)
  2. For these causes, find businesses in community who want to contribute funds to remediation
  3. Offer “partnerships” to these businesses/corporations with recognition through advertising/clinic notices
  4. Work with UCF Foundation to tag onto their contacts (to avoid conflict) and create new contacts

Begin as soon as possible; interested clinical educators/faculty; Orlando area Targeted first, Brevard a close second, and onward

**Other**

- (3) Explore the opportunity for providing mobile clinic services
  
- Explore scholarships from the private sector
  
- Enhance funded research to support programmatic objectives

**GOAL – TO PROMOTE A COLLEGIAL CLIMATE THAT  
FOSTERS MUTUAL RESPECT, TRUST, COOPERATION, AND  
SHARED RESPONSIBILITY**

**Objectives  
Tier Two**

- (7) Gain better understanding of roles and purposes of each other
- (7) Develop a framework for accountability – consequences and rewards
- (7) Clarify roles and establish mechanism for shared responsibility

Beginning in Summer 2007, the Department will hold the first of a series of retreats to lay the foundation for a positive change in the climate. The retreats will be led by an outside facilitator to address the following:

- Open and honest exchange of feelings
- Understanding of roles and responsibilities of each other
- Establishment of mechanisms for shared responsibility
- Development of a framework for accountability
- Scheduling opportunities for ongoing teambuilding tune-ups

Lead - Jane

**Other**

- (4) Develop effective models for working well together
- (2) Establish framework for open, honest, and direct communication among faculty and staff

## **GOAL – TO CREATE A STUDENT-CENTERED ENVIRONMENT**

### **Objectives Tier One**

- (13) Establish ongoing communication among students and faculty, faculty and faculty, including establishment of a Student Leadership Council and the development of standards and expectations for undergraduates (share at orientation, publish handbook)

The undergraduate committee will develop an undergraduate handbook to be completed by December, 2007

Schedule mandatory undergraduate meetings within first two weeks of each semester – in spring 2008, advising and undergraduate instructors (on a rotating basis coordinated by chair of undergraduate committee) will meet with new undergraduates to provide general information, and expectations

In spring, 2008, community service/clinic students will receive information on professionalism and interpersonal skills from clinical and academic faculty to be coordinated by the clinic director

In summer 2007, faculty will participate in a team-building retreat

By spring 2008, the undergraduate coordinator will design and establish a Student Leadership Council with input from students received by December 2007

### **Other**

- (4) Encourage graduate students to become members of NSSLHA
- (3) Develop additional student events and activities
- (3) Conduct student surveys periodically

## **PRIORITY OBJECTIVES**

### **Tier One**

- (13) Establish ongoing communication among students and faculty, faculty and faculty, including establishment of a Student Leadership Council and the development of standards and expectations for undergraduates (share at orientation, publish handbook)
- (12) Acquire two lines for a coordinator of business services and a clinical instructor
- (12) Hire consultant to develop a coordinated marketing program
- (11) Assure equity in salary levels to attract and retain faculty
- (10) Increase funding for travel and professional development opportunities (additional funding for presenting at conferences)
- (10) Develop Certificate programs – Traumatic Brain Injury (TBI), ESOL, Cochlear Implant Therapy, School Speech-Language Pathology (Web-Based), Augmentative and Alternative Communication, Feeding and Swallowing

### **Tier Two**

- (9) Establish a community advisory board
- (9) Collaboration with the new Medical College
- (8) Strengthen Brevard program
- (8) Design Traumatic Brain Injury (TBI) program
- (8) Update and redesign web site (ongoing activity, webmaster responsible for it)
- (8) Explore community focus groups to identify needs
- (7) Identify community partners and individuals to assist with fundraising
- (7) Gain better understanding of roles and purposes of each other
- (7) Develop a framework for accountability – consequences and rewards
- (7) Clarify roles and establish mechanism for shared responsibility

- (7) Partner with IST to develop simulations for the clinical process for use in educating clinicians (coordinated and funded program)
- (7) Enhance relationship of college research office and university Office of Research
- (7) Continue the pursuit of funds to support student participation in research (internal and external)