

Communication Disorders Strategic Plan (2009 – 2015)

Mission

The mission of the Division of Communication Disorders is to serve the citizens of Kentucky and beyond by preparing graduates with the knowledge and skills needed to provide quality clinical services and assume leadership roles; by serving the community and the professions through provision of evidence-based clinical services, continuing education, and exchange of information among practitioners in communication disorders; and by promoting, conducting, and supporting research that contributes to the understanding and management of persons with communication disorders.

Vision

In 5 years, the Division of Communication Disorders will be the leading research, instructional, and service program in the nation because:

- The research-based scholarly work of faculty is fully-funded and nationally recognized
- The curriculum utilizes the relationship with the College of Medicine to integrate academic and clinical preparation of students so that graduates are the most highly prepared entry level professionals
- Division clinics are identified as the primary referral sites for communication disorders

**GOAL 1
Enhance the College's stature among its peers**

Objective 1.1: Increase research and scholarly productivity

| Strategy | Indicator(s) | Who? |
|---|--|------------------|
| Increase the number of scholarly products | Tenured faculty will produce 1 scholarly product per 10% DOE per year | Division faculty |
| Increase participation in collaborative projects both within and outside the unit | Over the next five years, there will be a 5% increase in the proportion of grant funding from collaborative projects | Division faculty |

Objective 1.2: Increase financial support for highly qualified undergraduate and graduate students

| Strategy | Indicator(s) | Who? |
|--|---|---|
| Increase financial support with grants | Increase training grants to a new one every 3 years | Division faculty |
| | Include line items for student support on all eligible research and service grants submitted | Division faculty |
| Increase student support from the private sector | Develop promotional materials that clearly define net benefits to clinics and other organizations that provide support to graduate students | Clinic Coordinator Division Director College Development Office |
| | Diversify options for clinical placements (e.g., home health care) for graduate students | Clinic Coordinator Division Director |

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| | Increase scholarship donations from alumni by 10% by 2012 | Division Director College Development Office |
| | Find ways to utilize the clinics and the hospital to generate income for scholarships or assistantships | Clinic Coordinator Division Director |

Objective 1.3: Increase admission of highly qualified students

| Strategy | Indicator(s) | Who? |
|--|---|----------------------|
| Diversify methods of assessing applicants to both undergraduate and graduate programs | Develop a method for capturing the diverse cultural experiences our applicants have and value it in admissions process | Admissions committee |
| Increase students' program options to increase competitiveness for attracting outstanding students | For undergraduate students, evaluate prospects for an accelerated 3-2 program -- undergraduate degree in 3 years and with GPA at given threshold, automatic admission to graduate program | Faculty |
| | Implement more options to a traditional thesis (e.g., a "publishable" article, systematic reviews, analyses of existing data) | Graduate committee |

GOAL 2
Prepare students for leadership in knowledge economy and global society

Objective 2.1: Revise curriculum to produce more highly qualified entry level professionals

| Strategy | Indicator(s) | WHO? |
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| <p>Critically evaluate curriculum and revise as needed</p> <p>Use certification requirements as a vehicle for curriculum revision</p> <p>Seek input from professionals in the field about what does an entry level professional need to know and be able to do</p> | Establish principles for the revision of the curriculum e.g., The curriculum should: | Faculty |
| | Start students in the fall and end in May so as not to disadvantage them in the job market; | |
| | <p>Introduce and encourage students to consider scholarly careers;</p> <p>Introduce students to the totality of professional choices through specialty rotations;</p> <p>Encourage students to participate in international learning opportunities</p> | |
| | Revise curriculum by 2012 | Faculty |
| Enhance capacity of cooperating organizations to provide superior supervision of students | By 2012 offer a CEU training on how to supervise a graduate student in a clinical rotation | Faculty |

| Objective 2.2: Increase diversity of training experiences for graduate students | | |
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| Strategy | Indicator(s) | Who? |
| Provide international training experiences | Establish at least two international training opportunities for students | Clinic Coordinator Division Director |
| | By 2012 modify curriculum to facilitate international and specialty rotation training | Faculty |
| | Connect more clearly to existing College initiatives for international experiences | Division Director |
| Increase opportunities for specialty rotations | By 2011, have 2 new specialty rotations | Clinical coordinator |
| Increase opportunities for cultural diversity within the curriculum | Take advantage of cultural diversity on campus to bring students together with persons from other cultures | Director of Undergraduate Studies Director of Graduate Studies |
| | Increase opportunities for student exchange with other universities in US | Director of Graduate Studies Clinical Director |
| | Integrate service learning into undergraduate and graduate programs | Faculty |
| Objective 2.3: Provide experiences with relevant cutting edge technology for clinical and research applications | | |
| Strategy | Indicator(s) | Who? |
| Maintain cutting edge instrumentation | Submit yearly requests for non-recurring funding | Faculty Division Director |
| Prepare students for telemedicine | Increase both undergraduate and graduate experiences with telemedicine | Faculty |
| GOAL 3 Enhance intellectual and economic capital of KY through growth in research | | |
| Objective 3.1: Do outcomes research focused on critical health care issues related to CSD | | |
| Strategy | Indicator | Who? |
| Faculty and students do critical health care research | On a yearly basis, have at least 2 critical issues as focus | Faculty |

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| | Increase the participation of both undergraduate and graduate students in critical issues research through the use of directed studies and/or apprenticeships | Faculty |
| | Increase funding to support new research initiatives | Faculty |
| GOAL 4 Enhance and nurture diversity | | |
| Objective 4.1: Increase representation of students from Appalachia and other underserved groups | | |
| Strategy | Indicator(s) | Who? |
| Develop mechanisms to support students from Appalachia and other minorities | By 2011 have a targeted scholarship for students from Appalachia or other minorities | Dean of College Associate Dean Academic Affairs and Research Dept Chair Division Director UK and College Directors of Development |
| Actively recruit students from Appalachia and other rural areas | Develop relationships with Robinson Scholars and 4H and FFA as well as Experience-Based Career Education | College recruitment officials |
| | Connect with Area Health Education Center which is working with rural health providers to "grow your own" health providers | Division Director |
| | By 2010 have scripted community education module for career fairs | With faculty input through a committee have College PR/Marketing person prepare this |
| | Provide career education materials about communication disorders to community colleges | College recruitment officials |
| Enhance quality and diversity of program recruitment materials | Review recruitment materials from national associations and adapt for own use | |
| | Identify and define key messages for recruitment materials | With faculty input through a committee have College PR/Marketing person prepare this |

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| | Develop interactive promotional and recruitment materials | With faculty input through a committee have College PR/Marketing person prepare this |
| | Gather video testimonials (e.g., pre and post recordings) of the impact of clinical interventions | With faculty input through a committee have College PR/Marketing person prepare this |
| GOAL 5 | | |
| Engage Kentuckians through partnerships to elevate quality of life | | |
| Objective 5.1: Develop CE programs for rural clinicians via on-site or distance learning | | |
| Strategy | Indicator (s) | Who? |
| Develop and offer CE programs that meet rural professionals' needs | By 2011, be offering a schedule of CE topics (including those that focus on adult and pediatric disorders) suitable for delivery via on-site or distance learning on a regular/rotating basis | Ad hoc outreach committee College CEU committee |
| Develop alternative approaches to providing timely research-based information to meet the needs of rural professionals | Archive CEU programs and make available on-line | Ad hoc outreach committee College CEU committee |
| | Invite those providing clinic sites for students to come to UK to have a "catch up on the latest" with a faculty member based on interest and expertise of faculty member | Ad hoc outreach committee College CEU committee |
| Objective 5.2: Be the lead in improving services for Kentuckians with communications disorders | | |
| Strategy | Indicator(s) | Who? |
| Further develop Voice Center of Excellence to provide an interdisciplinary program to address voice disorders | By 2010, develop a training program in voice for rural SLPs | Clinical Voice Center Director |
| Develop a business plan for enhancing clinical services with a specialty clinic operated exclusively by the Division (e.g., aphasia or fluency) | Business plan completed | |
| Evaluate opportunities for billing alternatives to the Enterprise to increase financial resources available for supporting quality clinical services | Establish criteria for decision-making on alternatives | |

