Strategic Plan 2016-2020

SUNY Downstate Medical Center – Brooklyn’s Academic Medical Center

Introduction

SUNY Downstate is the sole academic medical center located in the heart of our nation’s largest, most ethnically diverse, working class, urban communities. Our five schools and colleges train the next generation of physicians, nurses, health care professionals and researchers serving our local community, the City of New York, and New York State. Through our research facilities, our mission is to advance the medical sciences to the community at large. Through our hospital and our educational affiliates, our mission is to serve the health care needs of the 2.6 million residents of Brooklyn and Staten Island. We aspire to have a staff that is representative of the diverse ethnic populations we serve and to become more efficient and cost effective in achieving our mission.

As one of the nation’s leading urban medical centers, the campus is a vital part of the Brooklyn community; one of its largest employers; and a critical source for education, research, and health care. Downstate’s College of Medicine (the 15th oldest in the country), College of Health Related Professions, College of Nursing, School of Graduate Studies, and School of Public Health enroll over 1800 students and offer a broad professional education that prepares students for practice or health related careers in any location or community.

SUNY Downstate serves a distinct and diverse population of students. Many students are from Brooklyn itself or the New York City area, are the first in their families to attend college. Many are from economically disadvantaged backgrounds, and many are immigrants or children of immigrants just getting their start in American society. Over a third of Downstate’s students are from underrepresented minority groups.

As the teaching hospital for Brooklyn’s academic medical center, SUNY Downstate’s University Hospital of Brooklyn offers a complete range of medical services, including some unavailable elsewhere in the borough. Downstate is a regional center for cardiac care, neonatal and high risk infant services, pediatric dialysis, and transplantation services.

Downstate maintains a commitment to community service. A remarkable variety of community projects involves nearly every department or program on campus and target health problems from HIV and AIDS to hypertension, diabetes, asthma, and pre- and postnatal care. The Arthur Ashe Health Science Academy provides science enrichment classes to talented local high school students. And through such programs as the Community Service Program – which matches students with community agencies on health
education projects – and the Center for Health Promotion and Wellness, which each year sponsor or participate in over hundreds of health fairs, educational seminars, and special events, Downstate has an unparalleled outreach record.

Downstate’s clinical and basic researchers have, in past years, attracted over $50 million annually in research funding. Many of the research projects study health concerns that directly affect Brooklyn’s communities, while others focus on basic research. In 1998, the late Distinguished Professor Emeritus Robert F. Furchgott, PhD, won the 1998 Nobel Prize in Medicine or Physiology for his work on nitric oxide—at the time the only active SUNY faculty member to have done Nobel prize-winning work while at SUNY. The first human MRI images were produced on the Downstate campus in the laboratory of Dr. Raymond Damadian, an achievement that revolutionized medical diagnosis. Dr. Eli Friedman is the inventor of a portable dialysis machine. And Dr. Henri Begleiter has received more than $80 million dollars from the National Institutes of Health for his groundbreaking work on the genetics of alcoholism.

Through our Advanced Biotechnology Incubator and Park, Downstate spurs the creation of technology companies and medical innovations. The cornerstone of a Brooklyn-wide effort to attract biotechnology research and development, the Incubator is designed to meet the growing demand for affordable manufacturing space in New York.

One of Downstate’s primary focuses is the study of and mitigation of health disparities. In response to this, Downstate established the Brooklyn Center for Health Disparities in November 2004, in partnership with the Brooklyn Borough President’s Office and the Arthur Ashe Institute of Urban Health. Made possible by an initial $1.1 million grant from the National Institutes of Health, the Center’s focus is on strategies to reduce disparities in cardiovascular health.
Mission Statement
• To provide outstanding education of physicians, scientists, nurses and other healthcare professionals
• To advance knowledge through cutting edge research and translate it into practice
• To care for and improve the lives of our globally diverse communities
• To foster an environment that embraces cultural diversity

Vision Statement
We will be nationally recognized for improving people’s lives by providing excellent education for healthcare professionals, advancing research in biomedical science, health care and public health, and delivering the highest quality, patient-centered care.

Values Statement
PRIDE - To take satisfaction in the work we do every day, and to value our collective contributions to the Downstate community.

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<tr>
<th>Professionalism</th>
<th>We commit to the highest standards of ethical behavior and exemplary performance in education, research, and patient care</th>
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<tr>
<td>Respect</td>
<td>We value the contributions, ideas and opinions of our students, coworkers, colleagues, patients and partnering organizations</td>
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<td>Innovation</td>
<td>We research and develop new and creative approaches and services for the anticipated changes in healthcare</td>
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<td>Diversity</td>
<td>We embrace our rich diversity and commit to an inclusive and nurturing environment</td>
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<td>Excellence</td>
<td>We commit to providing the highest quality of education and service to our students, patients and community by holding ourselves, our coworkers and our leaders to high standards of performance</td>
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Our Student Body
SUNY Downstate’s Colleges of Medicine, Health Related Professions, and Nursing, and its Schools of Graduate Studies and Public Health offer students a broad professional education that prepares them for practice or careers in any location and community. This education provides exceptional opportunities for those students with a commitment to promoting health in urban communities and addressing the complex challenges of investigating and preventing diseases that confront clinicians, educators, and researchers in such an environment.

This special aspect of Downstate’s unique mission is reflected in the students it attracts and selects, the vast majority of whom are drawn from the New York City metropolitan area. Many of these students are members of minority and cultural groups underrepresented in the health professions, and/or come from families of first-generation immigrants or from economically disadvantaged backgrounds.

The differences in the background and outlook that students bring with them can enhance the quality of the educational experience of all students at SUNY Downstate. The belief that diversity adds an essential ingredient to the educational process is one of Downstate’s primary tenets. Many factors, such as race, ethnic or cultural background, academic achievement, geographic location, diversity of experiences, leadership roles, and socioeconomic background, are taken into consideration in the admissions process. A diverse healthcare workforce will be better equipped to provide culturally competent care to an increasingly diverse population.

Building on our foundation for continued growth and excellence: Strategic planning and priorities
SUNY Downstate’s academic strategic plan builds upon a legacy and reputation for excellence in education, research, community service, and clinical care. In today’s challenging environment of health care, Downstate in its role as the public academic health center, educates the future health care workforce and leaders in changing models of integrated care delivery and engages in research to benefit our communities, both locally and globally. Funding reductions and reimbursement uncertainties, pressures from the expanding pipeline of medical and health professional students, training students for the new models of care, integrating research strategies with organizational initiatives, changing information technology and managing new relationships with community providers require nimble strategic thinking built upon our mission.

Over the past four years, under the leadership of President John Williams, Downstate has reorganized its operations with a dynamic new management team focused on the goals of financial stability, academic and clinical excellence, and future viability of the campus. Extensive planning efforts on the campus and system level have produced the Performance Improvement Plan, the Sustainability Plan approved by the New York State Executive and Legislature, and a major restructuring plan. The campus wide Performance Improvement Plan is in progress as Downstate continues to meet its goals, objectives, and tasks. Implementation of the strategic initiatives of the above plans has resulted in a financially stable campus with effective fiscal management, accountability, and
alignment of strategy, goals, and resource stewardship. Simultaneously, the academic side of the campus formulated and executed strategic plans for the 2010-2015 cycle, including the SUNY Excels 2015 Performance Improvement Plan. Assessment of the goals, actions, and outcomes in the 2010-2015 plans formed the basis for our 2016-2020 strategic plan. Fundamental to all we do is a culture of inclusiveness, the promotion of health equity and the elimination of health disparities.

The complexity of our organization, common to all the academic medical centers, and the rapidly changing external regulatory and health services system in which we operate demands strategic thinking, acting, learning, and conversation to improve our decision making and enhance our effectiveness as an organization. This process is on-going and allows Downstate to clarify and address major organizational issues, respond wisely to internal and external demands and pressures, and deal effectively with rapidly changing circumstances. It is a natural part of doing business and enables Downstate to maintain sustainability and continue to benefit the residents of New York State and beyond. To that end, the academic strategic plan is a direction and guidepost to our future, linking strategy with implementation across campus, building upon our strengths and overcoming our challenges.

**Campus-wide Strategic Priorities and Cross Cutting Issues**

In the development of the academic strategic plans, each college and school articulated the goals and priorities that are specific to their individual mission, vision, and programs. The strategic plan 2016-2020 outlines those initiatives to continuously advance educational excellence, advance research and scholarship, and increase engagement with campus and community. These priorities are individually important and are interconnected in the pursuit of excellence and supported by the University.

In our recent strategic planning discussions, cross cutting issues were identified, which have a significant impact on all the colleges, schools, and clinical training facilities. These strategic issues require campus wide efforts, resources and commitment and are currently under discussion in terms of goal setting, priorities, process, implementation, and outcomes. With the recent addition of new academic leadership, the Dean for the College of Medicine and the Dean for the College of Health Related Professions, we are in position to proceed in moving through the planning process.

**Cross-cutting Initiatives:**

- **Development of Office of Academic Assessment**
  
  **Goals:**
  - Provide institutional oversight of academic program assessment and systematic appraisal of student support services and administrative services
- Responsible for fostering an institution-wide culture of assessment that is grounded in evidence based instructional design and delivery as well as data driven decision making
- Support program assessment by providing a framework for continued analysis of student performance and development
- Assure compliance with regional accreditation requirements for the Middle States Commission
- Coordinates new program development and academic program changes

- Implementation of new campus website
  
  **Goals:**
  - Launch of redesigned website architecture and content management system to ensure modern web connectivity with our community, patients, and campus population
  - Develop a visitor-centric site which incorporates branding, communication, and marketing strategies

- Interdisciplinary Collaboration in Education, Research, and Clinical Services
  
  **Goals:**
  - Promote collaborative opportunities within the campus to advance basic science, clinical, and translational research programs
  - Develop collaborative centers and committees to focus on interdisciplinary learning and team building
  - Enhancement of existing interdisciplinary campus efforts and development of teaching and faculty development models to foster collaborative approach

- Research Centers for Excellence
  
  **Goals:**
  - Capitalize on the diversity of Downstate and its communities to expand research in population health disparities
  - Develop the Institute for Genomic Health’s Population Health and Translational Research Center to Provide increased support for investigations, especially genomics, health systems, population health, and translational research
  - Increase total campus research expenditures by greater than 20% over FY 15/16 expenditures
  - Develop and invest in targeted research programs to gain significant prominence in focal areas, thereby attracting further investment and talent, including genomics, population-based clinical efficacy studies, and primary care and medical home implementation
  - Significantly expand research collaborations within and without the SUNY system to leverage, rather than duplicate, important resources
Maximize the utilization of the Downstate Biotechnology Incubator through improving tech transfer and commercialization of Downstate faculty innovations and attracting and supporting biotechnology start-up or early-stage corporations.

- **Information technology**
  
  *Goals:*
  - Plan for and implement integrated information systems to facilitate seamless communication and information sharing across the campus and with our partners.
  - Apply innovative information technology solutions that enhance operational efficiency, strengthen fiscal stewardship and enable academic, clinical, and research excellence.

- **Operational transformation and Resource Stewardship**
  
  *Goals:*
  - Continue to strengthen Downstate as an effective and efficient organizational structure that support collaborative and drives changes while fostering trust, enhancing communication, and cooperation.
  - Alignment of strategic goals and purpose across Downstate’s colleges and schools, practice plan, and hospital.
  - Development and dissemination of tools to promote awareness, transparency, accountability, and evaluation of alignment and resource stewardship.

- **Expansion of academic-clinical partnerships for student placement**
  
  *Goals:*
  - Expand and enhance educational affiliations/partnerships to support the growth of our educational programs and ensure optimal choice, quality, diversity, and appropriateness for our student, including clinical affiliations, affiliations with other SUNY campuses, pipeline program affiliations, and industry collaborations.
• **Distance Learning**
  
  *Goals:*
  - Foster development of distance learning courses and curriculum with design and technology support
  - Develop evaluation and feedback mechanisms for continuous improvement and modification

• **Heighten workplace engagement and organizational culture**
  
  *Goals:*
  - Cultivate a culture that will attract and maintain engaged faculty and staff committed to achieving the mission through individual efforts and teamwork
  - Initiate sustainable leadership, staff, and faculty development programs
  - Strengthen institutional communications and marketing
  - Develop philanthropic programs targeted to advance our mission

• **Reaching Beyond Campus: Engage Alumni, Community, Institutional and International Partners**
  
  *Goals:*
  - Establish alumni associations for each college and school
  - Continued development and partnership with our Community Advisory Board
  - Create an office for community and public service activities
  - Enhance collaboration with other SUNY campuses, CUNY campuses, and K-12 schools
  - Develop global partnerships with institutions located in countries reflective of our communities
COLLEGE OF MEDICINE

MISSION
The College of Medicine’s (COM) primary mission is to make high-quality education available to New York State’s next generation of health professionals. On a broader level, our work has the potential to influence the future of the medical profession and the network of social institutions that support the provision of health care. To do this, we must educate our students, preparing them to be competent and caring physicians in the scientific and social context in which they will work. Through basic and clinical research, we must advance the understanding of basic mechanisms underlying health and disease and develop new strategies for the prevention and treatment of illness. Lastly, we have the opportunity to serve as leaders of the health-related network in our community in order to foster quality health care for the residents of Brooklyn and neighboring boroughs.

DIVERSITY STATEMENT
The College of Medicine’s commitment to diversity has three distinct sources: our location—in a borough and city that has served for centuries as a gateway for immigrants seeking a new life for themselves and their families in America; our recognition of the exceptional dedication and intellectual vitality that first and second generation immigrants bring to the profession of medicine; and our appreciation of the importance of the cultural diversity dimension of health care; and our commitment to ensuring the development of cultural competence in all of our graduates. Virtually every wave of immigration to this country has come through Brooklyn and Downstate has played an important and unique role in the Borough by providing educational opportunities to immigrants and the children of immigrants in our community that result in a more representative healthcare workforce for the diverse populations that settle in New York City (NYC). Approximately a third of the physicians that practice in Brooklyn are Downstate graduates and more physicians practicing in NYC graduated from Downstate than any other Medical School. Downstate Medical Center has long appreciated the educational value of a medical school class, faculty and staff that reflects the broad diversity of the community in which it is embedded.

DIVERSITY MISSION STATEMENT
Our Mission is to educate a medical school student body that is diverse in culture, ethnicity, economic background, sexual orientation and gender by achieving the holistic integration of New York’s and Brooklyn’s economically disadvantaged and underrepresented populations into our school. This includes students who are immigrants or the children of first generation immigrants. We also recognize the prime importance of a diverse faculty and staff to ensuring that we provide the best educational environment for our students and the best care for our patients.

DIVERSITY VISION STATEMENT
Our vision is three-fold: First, to create a culturally diverse learning community that includes our faculty, students, and staff. Second, to provide a physician workforce in the Borough of Brooklyn that more closely reflects the diversity of the population that has settled here and, in so doing, to more effectively care for our community. Third, contribute to the national pool of underrepresented minority physicians.

DEGREES:
- Doctor of Medicine MD
- Doctor of Medicine/Doctor of Philosophy MD/PhD
- Doctor of Medicine/Master of Public Health MD/MPH

STRATEGIC GOALS AND OBJECTIVES
1. Modify the medical school education and clinical setting learning experience to meet the changing needs of the healthcare landscape
   1) Implement the new Integrated Pathways Curriculum
   2) Increase opportunities for students to provide continuous care of patients, usually in an outpatient setting, over the entire four years of medical school
   3) Develop a clinical competence center
   4) Expand educational technology infrastructure

2. Form and strengthen multidisciplinary centers of excellence in research
   1) Downstate is recognized as a national leader in health disparities and health equity education, research and practice
   2) Establish an interdisciplinary Downstate Institute for Genomic Health
   3) Form a multi-investigator group for basic, clinical and translational research in stroke
   4) Create interdisciplinary research institutes as part of SUNY-wide Networks of Excellence programs
   5) Expand the MD/PhD program in Nanomedicine with SUNY Polytechnic Institute

3. Improve faculty development and assessment
   1) Continued embedding and utilization of programs of the Office of Faculty Affairs and Professional Development within all Departments of the College of Medicine and Downstate’s schools.
   2) Establish a taskforce on campus culture focusing on community life
   3) Establish a workgroup for mentoring and professional development
   4) Establish a workgroup on excellence in education to provide best practices to the teaching faculty

4. Enhance Downstate’s clinical enterprise
   1) Restructure Downstate’s major teaching facility, University Hospital of Brooklyn (UHB), for innovative models of care and for training of future providers
   2) Continue to work with Kings County Hospital and HHC to optimize their role as a major educational affiliate
   3) Expand and support affiliated training institutions to excel as educational partners and collaborators in training, patient care, and research
   4) Establish the Community Advisory Board to serve in consultative capacity on matters related to health care planning and services, health equity issues and advocacy for community health
### GOAL 1: Modify the medical school education and clinical setting learning experience to meet the changing needs of the healthcare landscape

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| 1. Implementation of new Integrated Pathways Curriculum       | 1) Curriculum completely phased in for all students  
2) Enhance the medical student research experience | Curriculum will be fully in place as of April 2016 | Student assessment measures  
Grading and student progress | A four year integrated academic curriculum in place for the first year class entering in August 2013 and overseen by the newly configured Office of Education |
| 2. Increase opportunities for students to provide continuous care of patients, usually in an outpatient setting, over the entire four years of medical school | 1) Identify ambulatory teaching sites and establish clinical satellites  
2) Undertake a pilot project involving one major public health problem in our community, such as diabetes or obesity | Ongoing, approximately half completed in 2016 | Increase in structured learning experiences combining community service with preparation and reflection | Continuity of care experience for all medical students |
| 3. Develop a clinical competence center | 1) Facilitate teaching and certification of clinical skills through the use of standardized patients, mechanical task-trainers, and computerized simulators  
2) An expanded clinical center is expected to be operational by 2017 | Ongoing | Direct assessment  
Individual assessment of clinical skills throughout the four years of medical school | Standardized patient experience  
Task training and simulation available throughout the four year curriculum |
| 4. Expand educational technology infrastructure | 1) Develop online objective-based modules for clerkships  
2) Institute computerized testing  
3) Implement a software monitoring system of clinical exposures for students and residents  
4) Create an electronic curriculum database | Ongoing | Demonstration of how learning objectives are achieved through specific learning experiences  
Ability to map curriculum content | State of the art information technology to assist in evaluation and assessment of learning objectives and student progress in place and operational |
### GOAL 2: Form and strengthen multidisciplinary centers of excellence in research

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<td>1. Downstate is recognized as a national leader in health disparities and health equity education, research, and practice</td>
<td>1) Develop a strategic plan for interdisciplinary research including public health, pre-clinical and translational studies, among others 2) Funding from the President’s Health Disparities Research Fund 3) Seek and secure additional extramural support from the National Institutes of Health (NIH) and other agencies</td>
<td>The Brooklyn Health Disparities Center (BHDC), funding by NIH as an EXPORT Center is under renewal in 2016 President’s Health Disparities Research Fund has distributed funds for campus pilot projects Develop educational symposiums and workshops with SUNY and external academic partners on population health issues</td>
<td>A minimum of three NIH R01 (or equivalent) currently funded investigators Associate members with funding and publications in health disparities and health equities research Productivity of the BHDC and the general research productivity of the campus</td>
<td>Continued enhancement of a robust Center of Excellence in Health Disparities and Health Equity Sustainable Center of Excellence funded by extramural resources Partnerships in place across campus and with industry and the community with the goal of becoming a major innovator in and focal point for health disparities research</td>
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<td>2. Establish an interdisciplinary Downstate Institute for Genomic Health</td>
<td>1) Design physical space with clinical research capabilities and core faculty 2) Recruitment of study subjects 3) Hire new faculty</td>
<td>Implementation in progress SUNY funding awarded in 2016</td>
<td>Faculty collaboration established and research grants submitted</td>
<td>Institute of Genomic Health is a scalable model for campus centers of excellence</td>
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<td>3. Form a multi-investigator group for basic, clinical and translational research in stroke</td>
<td>1) Develop the infrastructure for a research group, including faculty 2) Submit published results 3) Secure ongoing NIH research funding</td>
<td>Planning in progress Already NIH funded for NETT.NeuroNEXT Part of the NIH funded Columbia StrokeNET</td>
<td>Group formed and meeting regularly Grants submitted for funding</td>
<td>Funded research Expanded publications and presentations</td>
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<td>4. Create interdisciplinary research institutes as part of SUNY-wide Networks of Excellence programs</td>
<td>1) Development of collaborative research project with University at Buffalo and at Stony Brook to advance understanding and treatment of brain injury and disorders as part of the SUNY Brain Network of Excellence 2) Development of the SUNY Global Health Institute under the leadership of Jack DeHovitz, MD with the University at Buffalo, Upstate, and Stony Brook 3) Continued research operations in the collaborative SUNY Eye Institute</td>
<td>Planning in progress  ■ Already four medical center SUNY-wide funding for phase 2 clinical trials in neurology through NIH-funded NeuroNEXT through 2018</td>
<td>Development of a comprehensive plan including faculty, funds, space, technology, communication and collaborative partners in priority areas</td>
<td>■ Formation of interdisciplinary groups among SUNY’s four academic health centers  ■ Comprehensive program plan with identified resources  ■ Funding secured through grants</td>
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<td>5. Expand the MD/PhD program in Nanomedicine with SUNY Polytechnic Institute</td>
<td>1) Develop curriculum, faculty and budget resources 2) Finalize a plan with projected enrollment 3) Develop new funding streams to support students in the Program</td>
<td>Executive committee comprised of faculty from both institutions and co-program Directors (one from each campus) are in place  ■ Program approved in January 2011 and is an ongoing partnership with SUNY Polytechnic</td>
<td>Development and implementation of a joint degree program  ■ Approval of New York State Education Department (NYSED) and SUNY</td>
<td>■ Students enrolled in the MD/PhD Program  ■ Students completing the Program</td>
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### GOAL 3: Improve faculty development and assessment

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<td><strong>1.</strong> Continued embedding and utilization of programs of the Office of Faculty Affairs and Professional Development within all Departments of the COM and all Downstate’s schools and colleges</td>
<td>1) Support a culture of diversity and inclusion of the faculty by coordinating with the new Associate Dean of Office of Diversity and Inclusion in the College of Medicine 2) Continue the professional development of faculty of all schools and colleges utilizing the approach of on-going seminars, workshops, study groups and formal mentoring programs 3) Address academic personnel matters including recruitment, on-boarding, promotion and tenure 4) Support individual faculty development across their professional careers from on-boarding through retirement</td>
<td>- Vice President of Faculty Affairs and Professional Development hired August 2014 - The Office of Faculty Affairs and Professional Development is operational - Onboarding process of faculty is being streamlined with senior leadership - Human Resources, Finance and Faculty Affairs are working collaboratively to determine when it is necessary to use a search firm in the hiring of difficult to recruit faculty and faculty leadership - A campus-wide faculty orientation is in process of implementation - A faculty development lecture series is in its second year. - Faculty mentors are being assembled from all Schools/Colleges - On-site workshops, lectures and web-based resources for teaching and assessment methods are being planned</td>
<td>- Utilization of web-based resources - Attendance at faculty development presentations - Paper survey results of presentations - Participation in Association of American Medical Colleges (AAMC) faculty survey by June 2015</td>
<td>- Fully staffed and functioning Faculty Affairs and Professional Development Office - Campus-wide faculty orientation - Satisfaction by faculty with the usefulness and faculty-focus of the Office of Faculty Affairs and Professional Development</td>
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<td><strong>2.</strong> Establish a Taskforce on campus culture focusing on community life</td>
<td>1) Implement SUNY-wide policies against sexual violence 2) Hold regular Taskforce meetings on issue development, action, and assessment</td>
<td>- Priorities of Taskforce were determined and an action plan discussed with the President in an on-going manner</td>
<td>- Assessment of completion plan action items</td>
<td>- A campus that is collegial, focused on the well-being of students and faculty alike, fostering an atmosphere conducive to education, research, and clinical care</td>
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<td><strong>3.</strong> Establish a workgroup for mentoring and professional development</td>
<td>1) Schedule regular social events, some with educational presentations, to recognize the contributions of outstanding faculty from all our Schools/Colleges 2) Assemble a list of available mentors across all Schools/Colleges 3) Implement special coaching for mentors</td>
<td>- Events are currently being scheduled and held</td>
<td>- Surveying participants to see if their professional goals are being met - Surveying participants on usefulness/satisfaction with mentors</td>
<td>- Useful and value-added individual development plans utilized over the entire academic year - Target number of goals achieved</td>
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<td>4. Establish a workgroup on excellence in education to provide best practices to the teaching faculty</td>
<td>1) Keep faculty updated on new ideas through enrichment programs 2) Help faculty grow towards teaching excellence with educational techniques utilizing workshops, lectures, and web-based presentations 3) Assist faculty in expanding their academic and teaching portfolios</td>
<td>Formal and informal programs have been established across campus using workshops, lectures, and web-based presentations</td>
<td>Participation in the monthly learning academy series Monthly advertising and marketing series across campus Participation in the quarterly faculty development conferences/seminars Participation in the lunch and learn special interests series</td>
<td>Faculty becoming aware and more comfortable using SUNY educational resources Better understanding by faculty of what works in the classroom, with small groups and with adult learners Presentations that are interactive, stimulating, engaging and add value for students</td>
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## GOAL 4: Enhance Downstate’s clinical enterprise

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<td>1. Restructure Downstate’s major teaching facility, University Hospital of Brooklyn (UHB), for innovative models of care and for training future providers through DSRIP</td>
<td>1) Reconfigure inpatient and outpatient services to meet community needs 2) Develop an adequate and geographically diverse primary care base through partnerships 3) Enhance ambulatory and community-based health care models</td>
<td>Ongoing  Downstate is an active participant in the State Delivery System Reform Incentive Payment (DSRIP) Program through partnership with the Health and Hospitals Corporation (HHC)</td>
<td>Stable or growing inpatient and outpatient volumes at UHB  Compliance with all educational accreditation standards for clinical placements</td>
<td>University Hospital of Brooklyn is a major innovator in the delivery of health care services that are integrated with educational and clinical training programs for medical professionals</td>
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<td>2. Continue to work with Kings County Hospital and HHC to optimize their Role as a major educational affiliate</td>
<td>1) Increase clinical collaboration and educational training 2) Partner in the development of an accountable care organization (ACO) and patient-centered medical home (PCMH) 3) Serve as a model for clinical training with Coney Island and Woodhull Hospitals</td>
<td>Ongoing  DSRIP partnership established-and population health projects commencing</td>
<td>Resident and student evaluations for clinical sites  Compliance with all educational accreditation standards for clinical placements</td>
<td>In partnership with Downstate, Kings County Hospital aligns its educational and training programs to meet the new models of healthcare in Brooklyn</td>
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<td>3. Expand and support affiliated training institutions to excel as educational partners and collaborators in training, patient care, and research</td>
<td>1) Provide enhanced professional development opportunities for affiliated faculty and program directors including teaching skills development, mentoring, and evaluation techniques</td>
<td>Ongoing</td>
<td>Improved retention of affiliated faculty  Improved undergraduate and graduate medical trainee experiences and evaluations at affiliated facilities  Stable/expanded affiliation network</td>
<td>Development programs in place for faculty at affiliated training sites  Greater collaboration between the College of Medicine and affiliated faculty  Improved site evaluations by Downstate trainees</td>
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<tr>
<td>4. Establish the Community Advisory Board to serve in consultative capacity on matters related to health care planning and services, health equity issues and advocacy for community health</td>
<td>1) Quarterly board meetings scheduled with faith and community leaders to discuss collaborative approach to improve community healthcare 2) Community asset mapping project developed and completed in partnership with board members 3) Plan of action developed in response to asset map analysis.</td>
<td>Partnership development and goals with specific actions planned</td>
<td>Continued dialogue with community leaders  Completion of community asset map  Development of partnership to address major issues of community</td>
<td>Robust partnership with Community Advisory Board to be an instrument of change in improving the lives of our community residents</td>
</tr>
</tbody>
</table>
STRATEGIC GOALS AND OBJECTIVES

1. Increase the financial resources through diversification of the revenues and funding base
   1) Increase the percentage of faculty awarded federal training grants and other extramural funding
   2) Grow funding for student fellowships
   3) Reactivate the Alumni Association and create an Alumni Research Directory
   4) Develop a grants officer position
   5) Promote research achievements to the campus and community more aggressively

2. Increase opportunities for campus wide interdisciplinary research collaboration
   1) Explore and develop hybrid research programs with College of Medicine and School of Public Health
   2) Continue and expand a program of informal research presentations by faculty and students of all Schools/Colleges
   3) Leverage School of Graduate Studies faculty and laboratory resources to identify and facilitate interdisciplinary research collaboration
   4) Enhance reviews of scientific content of grants before submission to the National Institutes of Health (NIH) and other funders
   5) Initiate a faculty development program for enhanced mentoring skills
   6) Develop a clinical trials program with University Hospital of Brooklyn (UHB) and the College of Medicine (COM)
   7) Explore development of translational research centers

3. Enhance recruitment and diversity of the student body
   1) Enhance recruitment to attract diverse students with interests in Downstate’s areas of research strength
   2) Increase enrollment of U.S. citizens or permanent residents to meet criteria for federal training grants
   3) Implement biomedical educational pipeline programs from secondary through undergraduate school
   4) Expand the graduate student teacher STEM program with Medgar Evers and other undergraduate colleges to include SGS students with experiences in mentoring

4. Expand research and educational collaborations with internal and external partners
   1) Expand the MD/PhD program in Nanomedicine with the Colleges of Nanoscale Science and Engineering SUNY Polytechnic Institute
   2) Develop a campus wide entrepreneurial curriculum focused on product and business development
   3) Explore joint Master/PhD programs in business, law and education
   4) Develop an Industry Advisory Board for the SGS
   5) Expand academic and research programs with the Biotech Incubator and BioBAT
   6) Develop additional joint degree programs on campus

5. Develop student mentoring and student support programs to reduce time to degree
   1) Reduce degree time to 5.5 years
   2) Develop faculty mentoring programs for oversight, evaluation and progress of SGS doctoral students
   3) Expand career counseling and employment assistance programs for students
**GOAL 1:** Increase the financial resources through diversification of the revenues and funding base

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<tr>
<td>1. Increase the percentage of faculty awarded federal grants and other extramural funding</td>
<td>1) Identify potential opportunities for extramural research 2) Submit federal and other training grants 3) Attract new faculty</td>
<td>Successful NIH funded training grant with Medgar Evers College for minority recruitment Continue training program with Institute for Basic Research (IBR) that supports eight students Brooklyn College grant pending for research pipeline</td>
<td>Submission of grants Grant awards</td>
<td>Increased number of faculty grant awards Funded NIH training and other grants Grants fund established</td>
</tr>
<tr>
<td>2. Grow funding for student fellowships</td>
<td>1) Identify opportunities for endowment in coordination with the Office of Institutional Advancement and Philanthropy</td>
<td>Endowment fund and donor identification are in the early phases of development</td>
<td>Development of fundraising materials Implementation of fundraising campaign</td>
<td>Endowment fund established Financial plan in place</td>
</tr>
<tr>
<td>3. Reactivate the Alumni Association and create an Alumni Directory</td>
<td>1) Initiate regular communication with alumni 2) Develop a plan for an alumni philanthropy campaign 3) Establish an online alumni directory that is updated regularly 4) Promote alumni career services (i.e., job opportunities)</td>
<td>Ongoing regular communication with alumni Alumni directory is 50% completed</td>
<td>Development of a faculty committee for alumni relations Creation of a newsletter with current graduate activities Creation of interactive website Publication of alumni directory</td>
<td>Completed Alumni Directory Consistent correspondence with alumni Alumni meetings/events held Alumni supported activities organized (seminars, students, other)</td>
</tr>
<tr>
<td>4. Develop a grants officer position</td>
<td>1) Develop a cost sharing financial plan for securing a grant officer with other Schools/Colleges at Downstate</td>
<td>A potential candidate has been identified and hiring is dependent on funding allocation</td>
<td>Position funded and staffed</td>
<td>Part-time or full-time hire</td>
</tr>
<tr>
<td>5. Promote research achievements to the campus and community more aggressively</td>
<td>1) Highlight accomplishments, awards and publications of residents, students and faculty</td>
<td>Ongoing</td>
<td>Regular dissemination of school research activities</td>
<td>Increased number of media references to the SGS and researchers</td>
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**GOAL 2: Increase opportunities for campus wide interdisciplinary research collaboration**

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<tr>
<td>1. Explore and develop hybrid research programs with College of Medicine and School of Public Health</td>
<td>1) Bench to bedside to community projects in planning</td>
<td>Ongoing</td>
<td>Define specific projects</td>
<td>Development and implementation of projects</td>
</tr>
<tr>
<td>2. Continue and expand a program of informal research presentations by faculty and students of all Schools/Colleges</td>
<td>1) Three presentations planned per year 2) Seminars and works in progress</td>
<td>Five to six interdisciplinary seminars are currently coordinated by the SGS annually  Regular departmental faculty talks on research topics held  Focused research presentations offered</td>
<td>Attendance and participation by faculty interested in collaborative research</td>
<td>Interdisciplinary research projects initiated</td>
</tr>
<tr>
<td>3. Leverage School of Graduate Studies faculty and laboratory resources to identify and facilitate interdisciplinary research collaboration</td>
<td>1) Identify at least two new collaborative themes/groups on campus 2) Identify new SUNY college partners</td>
<td>Current working groups include Otolaryngology, Health Disparities, GI, Cancer and Stroke</td>
<td>Working teams formed with representation of all Schools/Colleges to develop potential projects  Relationships developed and fostered among faculty  Grant applications prepared and submitted by multi-disciplinary teams  Papers published in peer reviewed journals</td>
<td>Development of interdisciplinary proposals for funding and increased number of awards</td>
</tr>
<tr>
<td>4. Enhance reviews of scientific content of grants before submission to the National Institutes of Health (NIH) and other funders</td>
<td>1) Develop a joint review process with the College of Medicine (COM) and School of Public Health (SPH) 2) Convene a group of funded faculty from all SGS programs to review applications</td>
<td>Ad hoc committees to review grants in development</td>
<td>Increased percentage of grants funded</td>
<td>Number of grant awards</td>
</tr>
<tr>
<td>5. Initiate a faculty development program for enhanced mentoring skills</td>
<td>1) Incorporate time for mentorship and faculty development skills 2) Build stronger ties with the John Conley Division of Medical Ethics and Humanities 3) Assemble a list of available mentors across all schools 4) Provide special coaching for mentors on how to mentor</td>
<td>Participation in the Office of Faculty Affairs and professionals and programs  Participation in monthly mentoring calls with Group on Faculty Affairs (GFA) of the Association of American Medical Colleges (AAMC)</td>
<td>Greater participation by faculty  Evaluation of faculty development activities  Positive faculty evaluations by students</td>
<td>Mentoring the mentors becomes an integral part of the faculty development program</td>
</tr>
<tr>
<td>What do we want to have accomplished in the next two to five years?</td>
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<td>6. Develop a clinical trials program with University Hospital of Brooklyn (UHB) and the College of Medicine (COM)</td>
<td>1) Discuss the recruitment of a clinical trials coordinator with UHB and COM 2) Create a working collaborative group for clinical trials with internal and external partners 3) Contribute to the SUNY-wide clinical infrastructure</td>
<td>SUNY-wide clinical trials service has been established for health science centers  Campus trials office under study</td>
<td>Development of a comprehensive plan to support clinical trials including required infrastructure, core facility, external funding, equipment, space, and collaborative partners</td>
<td>Campus trials office in place  SUNY-wide clinical trials service available to all campuses</td>
</tr>
<tr>
<td>7. Explore development of translational-research centers</td>
<td>1) Discuss traumatic brain injuries center with the VA NY Harbor Healthcare System, Brooklyn campus 2) Establish an Otolaryngology Translational Research group 3) Establish a Microvascular Disease group</td>
<td>Otolaryngology Translational Research group is established  Microvascular Disease group is operational with partners</td>
<td>Development of a formal proposal to establish centers of translational research, including faculty, resources, and priority areas</td>
<td>Formation of interdisciplinary groups  Published papers  Grant awards  Targeted faculty hires</td>
</tr>
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### GOAL 3: Enhance recruitment and diversity of the student body

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<td>1. Enhance recruitment to attract diverse students with interests in Downstate’s areas of research strength</td>
<td>1) Improve marketing and outreach to diverse students and develop social media presence 2) Publicize the research accomplishments of our faculty and students 3) Develop an active alumni network for student advisement 4) Maintain an active presence at national meetings</td>
<td>Research pipeline NIH application is in development with Brooklyn College for underrepresented students in Masters/PhD science programs</td>
<td>Number of diverse applicants to the SGS</td>
<td>Research pipeline application with Brooklyn College funded</td>
</tr>
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<td></td>
<td></td>
<td>Research program with Medgar Evers funded for minority recruitment</td>
<td>Increase in minority recruitment and retention</td>
<td>Application numbers and statistics reflect a more diverse student population</td>
</tr>
<tr>
<td>2. Increase enrollment of U.S. citizens and permanent residents to meet criteria for federal training grants</td>
<td>1) Develop a recruitment and marketing plan aimed at U.S. citizens and permanent residents</td>
<td>Minimal progress to date</td>
<td>Increased admissions of U.S. citizens or permanent residents</td>
<td>Higher enrollment numbers of U.S. citizens and permanent residents</td>
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<td>Successful NIH funded training grant with Medgar Evers College</td>
<td>Increase in student applications and admissions from partner colleges</td>
<td>Increased training grant submissions and awards</td>
</tr>
<tr>
<td>3. Implement biomedical educational pipeline programs from secondary through undergraduate school</td>
<td>1) Organize and seek funding for potential programs through federal grants, National Science Foundation (NSF), National Institutes of Health (NIH) 2) Expand current summer training programs for high school students 3) Discuss development of pipeline programs with potential partners, including Brooklyn and Medgar Evers Colleges, Polytechnic Institute of New York, Cooper Union and the SUNY State College of Optometry 4) Obtain NSF grant funding for STEM mentoring in middle schools through a partnership between SUNY and the NY Academy of Sciences</td>
<td>Funded pipeline programs established</td>
<td>STEM mentoring program funded</td>
<td>STEM mentoring program funded</td>
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<td>NIH grant application was submitted with Brooklyn College, awaiting results</td>
<td>High school undergraduate students engaged in research</td>
<td>High school undergraduate students engaged in research</td>
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<td></td>
<td>Formal research programs for undergraduates established</td>
<td>Enrolled students in funded pipeline program</td>
<td>Enrolled students in funded pipeline program</td>
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<td></td>
<td>Enrolled students in research track for high school and undergraduate colleges</td>
<td>Applicants and enrollees from pipeline programs entering and obtaining degrees from Downstate or other health professional schools</td>
<td>Applicants and enrollees from pipeline programs entering and obtaining degrees from Downstate or other health professional schools</td>
</tr>
<tr>
<td>4. Expand the graduate student teacher Science, Technology, Engineering and Math (STEM) program with Medgar Evers and other undergraduate colleges to include SGS students with experiences in mentoring</td>
<td>1) Develop a model student teacher program that encompasses student mentorship, educational seminars and workshops with Medgar Evers College and other colleges 2) Develop STEM mentoring programs with Fordham and Morgan State Universities to mentor high school and undergraduate students and to foster a hybrid PhD/M.Ed. program</td>
<td>Planning in progress</td>
<td>Incorporation of education and mentoring responsibilities for SGS students</td>
<td>STEM mentoring enrollees</td>
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<td>Number of students accepted to SGS or related programs at other schools</td>
</tr>
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<tr>
<td>1. Expand the MD/PhD program in Nanomedicine with the Colleges of Nanoscale Science and Engineering, SUNY Polytechnic Institute</td>
<td>1) Develop curriculum, faculty and budget resources 2) Develop new funding streams to support students in the program</td>
<td>Program was formally approved in 2011 by SUNY  Students are currently enrolled in the program  Program was re-approved with SUNY Poly in 2015</td>
<td>Development and implementation of joint degree program  Approval of New York State Education Department (NYSED) and SUNY</td>
<td>Students enrolled in the MD/PhD Program  MD/PhD degrees awarded  Internships</td>
</tr>
<tr>
<td>2. Develop a campus wide entrepreneurial curriculum focused on product and business development</td>
<td>1) Identify knowledge areas required for product development: patents, intellectual property, contracts, and business practices 2) Develop a seminar series for campus on entrepreneurship with business and industry partners</td>
<td>Seminar series in place  Entrepreneurship club formed in 2015</td>
<td>Seminar series initiated with partners</td>
<td>Entrepreneurial curriculum in place and active  On-going product development</td>
</tr>
<tr>
<td>3. Explore joint Master/PhD programs in business, law and/or education</td>
<td>1) Discuss potential partners and curriculum 2) Conduct feasibility study for joint degree programs 3) Develop preliminary proposal</td>
<td>Opportunity with the University at Albany Law School is under discussion</td>
<td>Completion of feasibility study</td>
<td>Program proposal developed  Approval of SUNY and NYSED  Students enrolled in the degree program</td>
</tr>
<tr>
<td>4. Develop an industry Advisory Board for the SGS</td>
<td>1) Develop a proposal for advisory board with faculty</td>
<td>Advisory Board is in the planning stage</td>
<td>Establishment of Advisory Board</td>
<td>Design a scope of work for Advisory Board  Identify members  Licenses/startups or grants obtained</td>
</tr>
<tr>
<td>5. Expand academic and research programs with the Biotech Incubator and BioBAT</td>
<td>1) Develop a working relationship with startup companies for student training at the biotech facilities 2) Collaborate on grant submissions</td>
<td>SGS Dean continues to meet with company directors  Ongoing discussions with the Biotech Incubator/BioBAT on student training</td>
<td>Student internships in place  Discussion with BioBAT to include SGS in an advisory role  Initiate discussion of collaborative grant submissions</td>
<td>Student internships in incubator labs  Intellectual property agreement on research products in place</td>
</tr>
<tr>
<td>6. Develop additional joint degree programs on campus</td>
<td>1) Explore joint PhD programs with the School of Public Health 2) Develop joint MD/Masters of Science degree with the College of Medicine 3) Develop PhD/MSED program</td>
<td>Ongoing discussions between Deans  MD/PhD program for medical residents established</td>
<td>Feasibility of the joint degree programs  Establishment process initiated with New York State Education Department (NYSED) and SUNY</td>
<td>Approval received from NYSED and SUNY  Students enrolled in the degree Program(s)</td>
</tr>
</tbody>
</table>
### GOAL 5: Develop student mentoring and student support programs to reduce time to degree

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<td><strong>1. Reduce degree time to 5.5 years</strong></td>
<td>1) Increase faculty oversight of students and progress towards degree 2) Implement mentoring and a formal evaluation process for students’ progress to degree that is conducted every six months 3) Establish structured work and progress programs 4) Offer a grant writing course to students</td>
<td>Students are currently graduating on time and achieving milestones</td>
<td>Completion of program within the required time</td>
<td>Time to degree reduced  Time to other milestones (qualifying exams, thesis proposal) met</td>
</tr>
<tr>
<td><strong>2. Develop faculty mentoring programs for oversight, evaluation and progress of SGS doctoral students</strong></td>
<td>1) Establish benchmarks for faculty participation in education and mentoring 2) Institute formal recognition of teaching and mentoring achievements (e.g., Nomination for Chancellor’s Award of Excellence) 3) Integrate more rigorous monitoring programs</td>
<td>Ongoing</td>
<td>Reporting mechanism for participation by faculty Institutionalization of education and mentoring responsibilities for each faculty member</td>
<td>Mentoring the mentors becomes an integral part of a broader mentoring initiative</td>
</tr>
<tr>
<td><strong>3. Expand career counseling and employment assistance programs for students</strong></td>
<td>1) Expand placement resources for students</td>
<td>Significant progress has been made and a potential partnership with the University of Albany is under discussion</td>
<td>Establishment of a career guidance program for students with successful placements</td>
<td>Regular postings of relevant jobs  Number of students with interviews, offers and employment</td>
</tr>
</tbody>
</table>
MISSION
To advance public health knowledge, promote health and well-being, and prevent disease and disability within communities, particularly in urban and immigrant communities. Such actions are accomplished through excellence in the education of public health professionals, scientific research into public health issues, and service to communities through collaborative partnerships.

VISION
Grow the SUNY Downstate School of Public Health into a nationally recognized School of Public Health that is known for:
- advancing Global Health
- creating innovative models to empower communities to address health disparities
- fostering the development of new knowledge and public health practices
- leadership in Urban and Immigrant Health
- promoting health equity
- training diverse public health professionals

VALUES
- Advancement of public health knowledge
- Promotion of health and well being
- Prevention of disease and disability
- Reduction of premature mortality
- Health Equity
- Academic excellence in the education of public health professionals
- Academic Integrity
- Grounded scientific research in public health problems
- Partnerships with local and regional community organizations to affect health promotion and disease prevention
- Provision of service to local and regional populations and communities to improve health and prevent disease and disability
- Protection of, and respect for participants involved in public health research, for example: conducting research with “informed consent” per National Institutes of Health (NIH) guidelines
- Compliance with Health Insurance Portability and Accountability Act (HIPAA) guidelines
- Medical and Public Health Ethics
- Diversity of the Student Body
- Diversity of the Faculty and Staff
- Community Service
- Faculty Participation in School Governance
- Student Participation in School Governance

DEGREES:
- Master of Public Health MPH
- Doctor of Medicine/Master of Public Health MD/MPH
- Peace Corps Master’s International Program MPH
- Doctor of Public Health DPH
- Advanced Certificate in Public Health

STRATEGIC GOALS AND OBJECTIVES

1. Revision of the curriculum and evaluation of the SPH organizational structure to comply with the new CEPH accreditation standards
   1) Recruit Chair for Environmental and Occupational Health Sciences vacancy
   2) Prepare for occupancy of New School of Public Health/Academic Building
   3) New Courses to be offered: Healthcare Finance, Health Education and Risk Management and Quality Improvement
   4) Make all core Master of Public Health (MPH) courses hybrid (90% on-line; 10% in person) in 2016-2017
   5) Make concentration core and elective MPH courses hybrid (90% on-line; 10% in person) in 2017-2018

2. Provide an academic environment for public health education, research, and practice in an urban setting with an emphasis on urban and immigrant health, to an increasing number of students
   1) Maintain a strong curricular, research and practice focus on urban and immigrant health
   2) Matriculate a minimum of 45 Master of Public Health (MPH) students each year
   3) Matriculate a minimum of 10 Downstate medical students per year in the concurrent MD/MPH Program
   4) Matriculate a minimum of 3 Doctor of Public Health (DPH) students per year
   5) Admit qualified international students
   6) Offer new Advanced Certificate programs
   7) Develop a Population Health Institute in collaboration with the College of Medicine

3. Advance public health knowledge through scientific investigation of health and disease, with a focus on urban and immigrant health issues
   1) Have 60% of full-time faculty engaged in community based public health research by 2017
   2) Have 55% of full-time faculty secure extramural public health grant or contract funding each year by 2018
   3) Have faculty publish at least 30 articles in peer-reviewed journals, books or book chapters per year on public health issues by 2017
   4) Have faculty make at least 25 scientific presentations or poster presentations annually at national meetings by 2016

4. Advance the health of underserved communities, both locally and globally, through collaborative public health approaches to health promotion, disease prevention and intervention
   1) Have 75% of faculty participating in external community service activities, including serving on advisory boards by 2017
   2) Expand the number of overseas sites for the Global Health Elective in Developing Countries

SUNY Downstate Medical Center Strategic Plan  School of Public Health 2016-2020
### GOAL 1: Revision of the curriculum and evaluation of the SPH organizational structure to comply with the new CEPH accreditation standards

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<td>1. Recruit Chair for Environmental and Occupational Health Sciences vacancy</td>
<td>1) Recruit Chair for Environmental and Occupational Health Sciences</td>
<td>Chair of Environmental and Occupational Health Sciences currently unfilled</td>
<td>Recruitment and search Committee activities in place</td>
<td>New Chair hired</td>
</tr>
<tr>
<td>2. Prepare for occupancy of the new School of Public Health/Academic Building</td>
<td>1) Plan for building occupancy</td>
<td>In planning stage</td>
<td>Occupancy of new School of Public Health /Academic Building in 2017</td>
<td>New School of Public Health /Academic Building open</td>
</tr>
<tr>
<td>3. New Courses to be offered: Health-care Finance, Health Education and Risk Management and Quality Improvement</td>
<td>1) New courses will begin to be offered in 2016-2017 or Spring 2017-2018 semester</td>
<td>These new courses now have draft syllabi that will be presented to the Dept. of Health Policy &amp; Management for review before submission to the Committee on the Curriculum</td>
<td>New courses begin by Spring 2017-2018 semester</td>
<td>New courses begin by Spring 2017-2018 semester</td>
</tr>
<tr>
<td>5. Make concentration core and elective MPH courses hybrid (90% on-line; 10% in person) in 2017-2018</td>
<td>1) Begin to make courses hybrid in 2016-2017</td>
<td>In preparation</td>
<td>Courses hybrid by June 2018</td>
<td>Concentration core and elective MPH hybrid courses accessible in 2018</td>
</tr>
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**GOAL 2:** Provide an academic environment for public health education, research, and practice in an urban setting with an emphasis on urban and immigrant health, to an increasing number of students

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<td>1. Maintain a strong curricular, research and practice focus on urban and immigrant health</td>
<td>1) Engage faculty and administration in strategic planning to keep all curricula, research and practice current</td>
<td>A number of syllabi currently undergoing updating</td>
<td>Changes in curricular content, research activities and practice experiences</td>
<td>Continued updating of curriculums, research and practice activities</td>
</tr>
<tr>
<td>2. Matriculate a minimum of 45 Master of Public Health (MPH) students each year</td>
<td>1) Grow the enrollment in the Master of Public Health Program</td>
<td>Ongoing recruitment efforts at education/career fairs</td>
<td>Annual number of newly enrolled MPH students</td>
<td>A minimum of 45 MPH students enrolled per year</td>
</tr>
<tr>
<td>3. Matriculate a minimum of 10 Downstate medical students per year in the concurrent MD/MPH Program</td>
<td>1) Grow the enrollment in the MD/MPH Program</td>
<td>Faculty of the SPH continue to interview large numbers of applicants to the College of Medicine as part of the admissions process</td>
<td>Annual number of newly enrolled MD/MPH students</td>
<td>A minimum of 10 medical students in the MPH Program enrolled per year</td>
</tr>
<tr>
<td>4. Matriculate a minimum of 3 Doctor of Public Health (DPH) students per year</td>
<td>1) Grow the enrollment in the Doctor of Public Health Program</td>
<td>Ongoing recruitment efforts at education/career fairs</td>
<td>Annual number of newly enrolled DPH students</td>
<td>A minimum of 3 DPH students enrolled per year</td>
</tr>
<tr>
<td>5. Admit qualified international students beginning in the Fall Semester 2016-2017</td>
<td>1) Admit qualified international students</td>
<td>Underway</td>
<td>Annual number of newly enrolled international students</td>
<td>Growth in the number of international students admitted</td>
</tr>
<tr>
<td>7. Develop a Population Health Institute in collaboration with the College of Medicine focused on addressing health and health disparities</td>
<td>1) Planning</td>
<td>Planning stage</td>
<td>A functional Institute</td>
<td>Population Health Institute established</td>
</tr>
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**GOAL 3:** Advance public health knowledge through scientific investigation of health and disease, with a focus on urban and immigrant health issues

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</thead>
<tbody>
<tr>
<td>1. Have 60% of full-time faculty engaged in community-based public health research by 2017</td>
<td>1) Increase mentoring of junior faculty in applying for research grants</td>
<td>As of 2016, 30% of the full-time faculty were engaged in community-based public health research</td>
<td>Monitoring of the number of faculty successfully applying for research grants</td>
<td>Increased number of faculty engaged in this type of research per year</td>
</tr>
<tr>
<td>2. Have 55% of full-time faculty secure extramural public health grant or contract funding each year by 2018</td>
<td>1) Increase mentoring of junior faculty in applying for research grants</td>
<td>As of 2016, 26% of full-time faculty had secured extramural public health grant or contract funding</td>
<td>Monitoring of number of faculty successfully applying for research grants</td>
<td>Increased number of faculty receiving extramural funding per year</td>
</tr>
<tr>
<td>3. Have faculty publish at least 30 articles in peer-reviewed journals, books or book chapters per year on public health issues by 2017</td>
<td>1) Encourage faculty to publish their research and scholarly activities</td>
<td>As of the end of 2015, the faculty published 42 articles, books and book chapters</td>
<td>Number of articles, books and book chapters published by faculty</td>
<td>Increased number of faculty publications per year</td>
</tr>
<tr>
<td>4. To have faculty make at least 25 scientific presentations or poster presentations annually at national meetings by 2016</td>
<td>1) Encourage faculty to make scientific presentations and to provide stipend/travel support to them</td>
<td>As of the end of 2015, faculty made 28 scientific presentations at national meetings</td>
<td>Number of scientific presentations made by faculty</td>
<td>Increased number of faculty presentations at national meetings per year</td>
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</tbody>
</table>
**GOAL 4:** Advance the health of underserved communities, both locally and globally, through collaborative public health approaches to health promotion, disease prevention and intervention

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<td>1. To have 75% of faculty participating in external community service activities, including serving on advisory boards by 2017</td>
<td>1) To continue to encourage faculty to participate in external community service activities</td>
<td>As of the end of 2015, 81% of the faculty were participating in external community service activities</td>
<td>Number of faculty engaged in such activities</td>
<td>Increase number of faculty participating in these types of activities per year</td>
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<tr>
<td>2. Expand the number of overseas sites for the Global Health Elective in Developing Countries by 2017</td>
<td>1) Expand the number of overseas sites for the Global Health Elective in Developing Countries</td>
<td>Discussion with new sites</td>
<td>Number of new overseas sites added</td>
<td>Increase number of overseas sites by 2017</td>
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MISSION
The mission of the College of Nursing is to foster an environment of excellence in the education of professional nurses. Graduates of the program are prepared as leaders who are empowered to influence health policy and provide culturally competent care to a diverse urban population. Faculty and students contribute to nursing knowledge through advancements in clinical practice, scholarly endeavors and research.

VISION
The vision of the College of Nursing is to become a nationally recognized College of Nursing that is known for leadership in nursing education and contributes to the advancement of the nursing profession.

GOALS
- Provide quality education to students for professional nursing practice in a variety of settings;
- Support students’ professional growth in cultural competence and diversity appreciation;
- Provide educational experiences for students that promote leadership development, clinical excellence, ethical decision-making and scientific inquiry;
- Promote an environment that supports faculty teaching, scholarship, service and practice;
- Contribute to the advancement of the nursing profession through application of theory to clinical practice, scholarly activities and research.

DEGREES OFFERED
- Accelerated BS in Nursing
- RN to BS in Nursing
- MS in Family Nurse Practitioner
- MS in Women’s Health Nurse Practitioner
- MS in Adult-Gerontology Clinical Nurse Specialist
- MS in Pediatric Clinical Nurse Specialist
- MS in Nurse Anesthesia
- MS in Nurse Midwifery
- Advanced Certificate in Family Nurse Practitioner
- Advanced Certificate in Women’s Health Primary Nurse Practitioner

STRATEGIC GOALS AND OBJECTIVES

1. Develop the College of Nursing (CON) as a Center for Nursing Scholarship
   1) Facilitate student and faculty scholarship
   2) Develop a Center for Nursing Research and Innovations as a vehicle for developing new knowledge through research and disseminating faculty and student scholarly activities
   3) Enhance collaborative research and scholarly activities with other Schools/Colleges/departments at Downstate and other institutions
   4) Recognize and encourage faculty and students to disseminate their scholarly activities to the professional community at the local, state and national levels

2. Expand the College’s academic programs in response to trends and changes in health care, nursing and higher education
   1) Establish a CON Advisory Board
   2) Ensure adequate faculty-student ratios to meet accreditation and regulatory standards
   3) Develop a Doctor of Nursing Practice (DNP) Program
   4) Create a Certificate in Care Coordination Program
   5) Design an online registered nurse baccalaureate (RN-BS) in Nursing Program
   6) Develop a Post-Master’s degree in Nursing Education Program
   7) Establish a Post-Master’s degree in Executive Nursing Leadership program
   8) Acquire additional space for classroom, faculty offices, computer lab, and Learning Resource Center (LRC)/Simulation Lab to accommodate program expansion

3. Integrate health policy and evidence-based care for diverse populations into the curriculum
   1) Implement the undergraduate and graduate curricula consistent with the American Association of Colleges of Nursing (AACN) core competencies expected of graduates of baccalaureate and graduate programs
   2) Integrate health policy, evidence-based and culturally competent care into the undergraduate and graduate curricula
   3) Conduct workshops and/or continuing education programs related to health policy, cultural competency, evidence-based nursing for faculty and students

4. Establish collaborative partnerships with internal and external institutions
   1) Continue to strengthen partnerships with University of Brooklyn’s (UHB) Clinical Resource Committee in providing continuing education programs for registered nurses (RNs)
   2) Strengthen ties with the community through educational and service programs
   3) Establish an Annual Research Day in collaboration with Schools/Colleges/departments at Downstate and other institutions

5. Improve the economic resources of the CON
   1) Conduct marketing campaign and fund-raising events through a “Giving Tree” initiative
   2) Establish a CON Alumni Academy
   3) Expand the continuing educational (CE) programs of the CON by having a dedicated staff and faculty
### GOAL 1: Develop the College of Nursing (CON) as a Center for Nursing Scholarship

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| 1. Facilitate student and faculty scholarship | 1) Enhance scholarship in the undergraduate and graduate curricula  
2) Hold Annual Honor Society Induction Ceremony  
3) Continue to support the mission of the Scientific Research Committee (SRC)  
4) Modify the structure and process of the SRC in response to trends  
5) Establish a Sigma Theta Tau International (STTI) Chapter (Honor Society in Nursing) in 2017  
6) Collaborate with the Office of Faculty Affairs  
7) Facilitate mentoring for faculty scholarship | Ongoing enhancement of scholarship in undergraduate and graduate curricula  
Annual Honor Society Induction Ceremony scheduled for April 2016  
Establishment of Sigma Theta Tau International (STTI) Chapter in process with a target date of 2017  
In collaboration with the Office of Faculty Affairs, Dr. Laila Sedhom was appointed CON Faculty Champion to facilitate faculty mentoring | Enhanced scholarship as a curriculum thread in undergraduate and graduate programs  
Annual Honor Society Induction Ceremony  
Establishment of a Sigma Theta Tau International (STTI) Chapter (Honor Society in Nursing) | Student and faculty scholarship more formally integrated into the CON  
Increased student and faculty scholarship by 20% annually |

| 2. Establish a Center for Nursing Research and Innovations as a vehicle for developing new knowledge through research and disseminating faculty and student scholarly activities | 1) Form an Interprofessional Research Advisory Group  
2) Recruit faculty with strong research background and track record of scholarship  
3) Collaborate with other Schools/Colleges/departments at Downstate and other institutions  
4) Strengthen collaboration with clinical partners  
5) Coordinate efforts with the Research Foundation  
6) Disseminate faculty and student scholarship | Establishment of an Interprofessional Research Advisory Group in process  
Appointed one DNP faculty with a clinical research agenda in Spring 2016  
Conferences in collaboration with University Hospital of Brooklyn (UHB) and Maimonides Medical Center being planned for Spring 2016  
Ongoing review of faculty and student scholarship by SRC  
Ongoing dissemination of faculty and student scholarship | Center for Nursing Research and Innovations established  
Increased faculty scholarship by 20% annually (e.g., research/grants, publications, presentations, consultancies, grant reviewers, clinical practice expertise) | Increased research funding and activity with additional mechanisms for dissemination |

| 3. Enhance collaborative research and scholarly activities with other Schools/Colleges/departments at Downstate and other institutions | 1) Create an Interprofessional Research Advisory Group  
2) Form Taskforces focused on particular initiatives | Creation of an Interprofessional Research Advisory Group in process  
Ongoing (UHB Nursing Department, Maimonides Nursing Department, 2016-2017; Faculty & students scheduled to participate in the Annual Research Day sponsored by the School of Graduate Studies in 2016) | Number of research collaborations, with at least three annually | Increased research funding and activity |
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<td>4. Recognize and encourage faculty to disseminate their scholarly activities to the professional community at the local, state and national levels</td>
<td>1) Initiate an annual Dean’s Distinguished Lecture Series 2) Support faculty travel to disseminate their scholarly activities at professional conferences</td>
<td>First annual Dean’s Distinguished Lecture Series is planned for Fall 2016</td>
<td>Dean’s Distinguished Lecture Series held annually  CON ongoing support of faculty travel to professional conferences</td>
<td>Increased faculty scholarship and dissemination</td>
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### GOAL 2: Expand the College's academic programs in response to trends and changes in health care, nursing and higher education

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<td>1. Establish a CON Advisory Board</td>
<td>1) Identify and invite nursing leaders in education, practice and research; professional nursing organizations and other health professions; community and business leaders; alumni and students</td>
<td>Advisory Board Members identified by Summer 2016</td>
<td>■ College of Nursing Advisory Board meetings held annually</td>
<td>■ Integration of new programs and offerings by the CON to meet the current needs of the marketplace and stay on trend in nursing education</td>
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<td>2) Assess staffing/faculty levels and required credentials and skills to achieve program goals and expected outcomes</td>
<td>First meeting scheduled for Fall 2016</td>
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<td>3) Replace faculty vacancies expeditiously</td>
<td>Ongoing work to obtain necessary funding to support the College of Nursing Advisory Board activities</td>
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<tr>
<td></td>
<td>1) Identify and invite nursing leaders in education, practice and research; professional nursing organizations and other health professions; community and business leaders; alumni and students</td>
<td>■ Ongoing work to obtain funding for additional necessary faculty</td>
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<td>2. Ensure adequate faculty/student ratios to meet accreditation and regulatory standards</td>
<td>1) Recruit and retain qualified faculty to meet accreditation and regulatory standards</td>
<td>Acceptable faculty/student ratio based on Commission on Collegiate Nursing Education (CCNE) and specialty accreditation and regulatory standards</td>
<td>■ Maintain accreditation status</td>
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<tr>
<td></td>
<td>2) Assess staffing/faculty levels and required credentials and skills to achieve program goals and expected outcomes</td>
<td>■ Faculty meet the educational and clinical requirements based on accreditation and regulatory standards</td>
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<td>3) Replace faculty vacancies expeditiously</td>
<td>■ Maintain accreditation status</td>
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<tr>
<td>3. Develop a Doctor of Nursing Practice (DNP) Program</td>
<td>1) Conduct a Feasibility Study</td>
<td>Update Feasibility Study by Summer 2016</td>
<td>■ Doctor of Nursing Practice Program established</td>
<td>■ Approval of degree by SUNY NYSED, CCNE and Middle States</td>
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<td></td>
<td>2) Create DNP Taskforce</td>
<td>■ Develop DNP curriculum in Fall 2016–Spring 2017</td>
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<td>■ Students enrolled in the DNP Program</td>
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<td>3) Recruit qualified faculty for the DNP program</td>
<td>■ Letter of Intent submission deferred due to faculty resources</td>
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<td>4) Develop DNP curriculum</td>
<td>■ Ongoing work to obtain additional faculty resources to support DNP Program</td>
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<td>5) Submit a Letter of Intent to SUNY and New York State Education Department (NYSED)</td>
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<tr>
<td>4. Create a Certificate in Care Coordination program</td>
<td>1) Conduct a Feasibility Study</td>
<td>Feasibility Study planned for Fall 2016</td>
<td>■ Certificate in Care Coordination program established</td>
<td>■ Approval of Certificate in Care Coordination program by SUNY, NYSED, CCNE and Middle States</td>
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<td>2) Create a Task Force on Care Coordination program</td>
<td>■ Letter of Intent planned for Spring 2017</td>
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<td>3) Develop the Care Coordination curriculum</td>
<td>Ongoing work to obtain additional faculty resources to support the program</td>
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<td>4) Submit a Letter of Intent to SUNY and NYSED</td>
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<tr>
<td>5. Design an online registered nurse baccalaureate (RN-BS) in Nursing Program</td>
<td>1) Create online RN-BS Taskforce 2) Develop online RN-BS curriculum 3) Submit a Letter of Intent to SUNY and NYSED</td>
<td>Online curriculum development to start in 2016-2017  Ongoing work to obtain additional faculty and technology support required for the online RN-BS in Nursing Program</td>
<td>Online RN-BS in Nursing established</td>
<td>Approval of degree by SUNY NYSED, CCNE and Middle States  Students enrolled in the online RN-BS in Nursing Program</td>
</tr>
<tr>
<td>6. Develop a Post-Master’s degree in Nursing Education program</td>
<td>1) Conduct a Feasibility Study 2) Create a Taskforce on Post-Master’s in Nursing Education program 3) Develop the Post-Master’s in Nursing Education curriculum 4) Submit a Letter of Intent to SUNY and NYSED</td>
<td>Planning to start in Fall 2017  Ongoing work to obtain funding for additional faculty to support the Post-Master’s degree in Nursing Education Program</td>
<td>Post-Master’s in Nursing Education program established</td>
<td>Approval of degree by SUNY NYSED, CCNE and Middle States  Students enrolled in the Post-Master’s degree in Nursing Education Program</td>
</tr>
<tr>
<td>7. Establish a Post-Master’s degree in Executive Nursing Leadership</td>
<td>1) Conduct a Feasibility Study 2) Create a Taskforce on Post-Master’s in Executive Nursing Leadership 3) Develop the curriculum 4) Submit a Letter of Intent to SUNY and NYSED</td>
<td>Planning to start in Fall 2017  Ongoing work to obtain funding for additional faculty to support a Post-Master’s degree in Executive Nursing Leadership</td>
<td>Post-Master’s degree in Executive Nursing Leadership established</td>
<td>Approval of degree by SUNY NYSED, CCNE and Middle States  Students enrolled in Post-Master’s in Executive Nursing Leadership</td>
</tr>
<tr>
<td>8. Acquire additional space for classroom, faculty offices, computer lab and Learning Resource Center (LRC)/Simulation Lab to accommodate program expansion</td>
<td>1) Assess programmatic needs regarding the use and integration of technology and computer-related equipment throughout the undergraduate and graduate curricula</td>
<td>Ongoing</td>
<td>Additional spaces acquired based on programmatic needs</td>
<td>State-of-the-art nursing simulation laboratory in full operation  Additional classroom and faculty offices</td>
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### GOAL 3: Integrate health policy and evidence-based care for diverse populations into the curriculum

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<tr>
<td>1. Implement the undergraduate and graduate curricula consistent with the current American Association of Colleges of Nursing (AACN) core competencies expected of graduates of baccalaureate and graduate programs</td>
<td>1) Evaluate the revised undergraduate and graduate curricula that reflect the AACN core competencies for graduates of baccalaureate and graduate programs</td>
<td>Continue to implement and evaluate the curriculum based on AACN core competencies</td>
<td>Revised undergraduate and graduate curricula implemented</td>
<td>Undergraduate and graduate curricula consistent with the current AACN core competencies implemented</td>
</tr>
<tr>
<td>2. Integrate health policy, evidence-based and culturally competent care into the undergraduate and graduate curricula</td>
<td>1) Evaluate the revised undergraduate and graduate curricula that reflect the integration of health policy, evidence-based and culturally competent care into appropriate courses</td>
<td>Continue to implement and evaluate the revised curriculum</td>
<td>Health policy, evidence-based and culturally competent care integrated into undergraduate and graduate curricula</td>
<td>Health policy, evidence-based and culturally competent care fully integrated into the undergraduate and graduate curricula</td>
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<tr>
<td>3. Conduct workshops and/or continuing education programs related to health policy, cultural competency, and evidence-based nursing for faculty and students</td>
<td>1) Conduct needs assessments related to health policy, cultural competency, and evidence-based care</td>
<td>This goal is being reexamined in light of financial and faculty resources</td>
<td>Annual workshops on health policy, cultural competency, and evidence-based nursing for faculty and students held</td>
<td>Continuing education programs related to health policy, cultural competency, and evidence-based nursing available to faculty and students</td>
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## GOAL 4: Establish collaborative partnerships with internal and external institutions

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<td>1. Continue to strengthen partnerships with University Hospital of Brooklyn’s (UHB) Clinical Resource Committee in providing continuing education programs for registered nurses (RNs)</td>
<td>1) Collaborate with UHB’s Clinical Resource Committee to develop and provide nursing grand rounds to DMC nurses</td>
<td>Ongoing Grand Rounds offered on a monthly basis with tracking of participants</td>
<td>Grand Rounds offered monthly</td>
<td>Continuing education programs offered to UHB registered nurses onsite</td>
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<td>Attendance by 20-25 UHB nurses at each session</td>
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<td>2. Strengthen ties with the community through educational and service programs</td>
<td>1) Develop a database of current community projects for campus dissemination and potential collaboration 2) Form a Taskforce on Community Initiatives 3) Create a Community Advisory Board with industry and civic group members</td>
<td>Creation of Task Force on Community Initiatives in Fall 2016</td>
<td>Participation in community health activities by faculty and students at least two to four times per year</td>
<td>Stronger ties fostered with the community through health promotion and disease prevention projects</td>
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<td>Planning in progress</td>
<td>Educational programs on health related topics offered to the community twice per year</td>
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<td>Ongoing tracking of educational programming and participation</td>
<td>Community Advisory Board will be established in Fall 2016</td>
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<td>Community Advisory Board will be established in Fall 2016</td>
<td>Ongoing work to obtain additional funding to support community activities</td>
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<td>Community Advisory Board meetings held annually</td>
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<td></td>
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<td></td>
<td>Ongoing tracking of educational programming and participation</td>
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<tr>
<td>3. Establish an Annual Research Day in collaboration with Schools/Colleges/ departments at Downstate and other institutions</td>
<td>1) Develop programs for Research Day 2) Collaborate with Schools/Colleges/ departments at Downstate and other institutions 3) Engage faculty and students to collaborate on research projects</td>
<td>Ongoing</td>
<td>Annual Nursing Research Day collaboratively sponsored with other institutions at least twice per year</td>
<td>Creation of partnerships across campus and with other institutions to increase research and mechanisms for scholarly dissemination</td>
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### GOAL 5: Improve the economic resources of the CON

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| **1. Conduct marketing campaign and fundraising events through a “Giving Tree” initiative** | 1) Design a brochure for a marketing campaign and publication  
2) Plan for the unveiling of “Giving Tree”  
3) Ongoing marketing and fund-raising activities | Unveiling of a “Giving Tree” planned for May 2016  
Ongoing work around marketing campaign and fundraising | “Giving Tree” installed  
Marketing campaign launched  
Fundraising campaign started | “Giving Tree” installed with successful marketing and fundraising for the College |
| **2. Establish a CON Alumni Academy** | 1) Conduct alumni survey and develop database  
2) Form a Taskforce for the Alumni Academy  
3) Develop Alumni Academy bylaws  
4) Elect a Board of Directors and other Officers of the Alumni Academy | Taskforce created  
Draft of the bylaws completed for review in Fall 2016  
Ongoing work to obtain funding for the Alumni Academy | Alumni survey conducted with more than 50% response  
Alumni database established and updated regularly  
Board members and officers elected and meet regularly  
Bylaws developed and published  
Alumni reception held annually  
Annual fund-raising event with contributions and donations received | Strengthened ties with the CON alumni  
Generate additional revenue for the College |
| **3. Expand the continuing educational (CE) programs of the CON by having a dedicated staff and faculty** | 1) Form a consortium with a minimum of four participating Brooklyn hospitals  
2) Appointment of dedicated faculty and staff for CE deferred due to faculty resources | Ongoing work to obtain additional funding to expand the CE programs | Annual survey distributed to faculty and clinical partners with more than 50% response rate  
Continuing educational programs offered annually with at least 50 participants | Expansion of the program to meet the needs for continuing education of the nursing community  
Generate additional revenue for the College |
STRATEGIC PLAN

COLLEGE OF HEALTH RELATED PROFESSIONS 2016-2020
STRATEGIC GOALS AND OBJECTIVES

1. Develop and expand educational programs and related educational opportunities to meet the evolving and varied needs of each discipline
   1) Ensure adequate faculty/student ratios in all CHRP programs to meet accreditation and enrollment requirements
   2) Offer BS/MS Program in Physician Assistant (PA) education
   3) Offer clinical doctoral level education in Midwifery (MW)
   4) Offer a second track in Diagnostic Medical Imaging (DMI) called Certificate Program for Sonographers
   5) Offer a second track in Medical Informatics called PACS (Picture Archiving Communication System) Administrator
   6) Offer a doctoral program (OTD) in Occupational Therapy (OT)
   7) Expand simulation activities offered to students
   8) Expand phantom and hands on scanning activities for DMI students

2. Improve clinical training through diversification of sites, preceptorships, and innovative placements
   1) Expand clinical affiliate training opportunities to increase the college’s competitiveness in the environment (all professions/programs)
   2) Strengthen relationships with preceptors through education opportunities and on-line offerings
   3) Enhance evaluation of the clinical training experiences

3. Develop mechanisms to facilitate diverse student recruitment and employment opportunities for graduates
   1) Maintain and/or expand the percentage of applicants who are well qualified and from underrepresented populations in the health professions

4. Foster faculty development, recognition and support
   1) Partner with the Office of Faculty Affairs and Professional Development to continue to support faculty development in building curriculum and integrating innovative teaching methods
   2) Secure extramural funding to support clinician faculty development and training
   3) Increase faculty publications, presentations and dissemination
   4) Increase participation by college faculty in professional organizations
   5) Work with the campus in the development of grants officer positions

5. Expand research, clinical and educational opportunities both internally and externally
   1) Participate in urban health education, prevention or direct care activities each year to underserved populations either for credit or as community service
   2) Enhance collaborative research activities with other professions, schools, SUNY colleges and other institutions, with emphasis on providing care to underserved populations
**GOAL 1: Develop and expand educational programs and related educational opportunities to meet the evolving and varied needs of each discipline**

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| 1. Ensure adequate faculty/student ratios in all CHRP programs to meet accreditation and enrollment requirements | 1) Retain faculty to meet national standards  
2) Replace vacant positions expeditiously  
3) Assess staffing levels and required skills at the program level to facilitate implementation of programs and goals and objectives | Student/faculty ratios are reviewed annually; they are discussed in the College’s annual report  
Licenses, certifications and professional development assessment instruments are reviewed annually by the Dean | Maintain acceptable student/faculty ratios in each program  
All faculty, with exception of adjuncts and preceptors, have their NYS licenses and national certifications up to date  
Professional development assessment instruments are reviewed annually to assure continued competencies and ongoing professional development | Student/faculty ratios are consistently at acceptable levels |
| 2. Offer BS/MS Program in Physician Assistant (PA) education | 1) Submit a Letter of Intent to the New York State Education Department (NYSED)  
2) Submit an accreditation application to the professional accreditation body  
3) Admit first class to BS/MS Physician Assistant program | The proposal has been approved by SUNY Central and is ready for NY State Education Department review  
Awaiting the official letter from SUNY to follow up on next steps | NYSED approval received  
Accreditation by professional accreditation body granted  
First students admitted to the program | Permission to grant the degree  
Students enrolled in the BA/MS PA Program |
| 3. Offer clinical doctoral level education in Midwifery (MW) | 1) Submit a Letter of Intent to the New York State Education Department (NYSED)  
2) Submit an accreditation application to the professional accreditation body  
3) Admit first students to doctoral program | The proposal has been approved by SUNY Central and is ready for NY State Education Department review  
Awaiting the official letter from SUNY to follow up on next steps | NYSED approval  
Accreditation by professional accreditation body granted  
Fundraising to support increased faculty and doctoral support services underway  
First students admitted to the program | Permission to grant the degree  
Students enrolled in the doctoral level Midwifery Program |
| 4. Offer a second track in Diagnostic Medical Imaging (DMI) called Certificate Program for Sonographers | 1) Evaluate interest of practicing sonographers in attaining certification in additional specialties  
2) Develop content for specialty tracks  
3) Develop description of each specialty track requirements  
4) Enroll students | Committee supervised by Chair is meeting regularly to discuss which credential is of most interest  
Formal needs assessment underway to determine feasibility, need and interest of sonographers in cross training | Survey conducted to measure interest in practicing sonographers  
Course syllabi and academic policies for this track developed  
Track offered to an incoming class of practicing sonographers | Choice of track finalized  
Curriculum developed  
Students enrolled in the Certificate Program |
<table>
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<tr>
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<td>5. Offer a second track in Medical Informatics called PACS (Picture Archiving Communication System) Administrator</td>
<td>1) Develop description and content required for this certificate track 2) Collaborate with the DMI and Radiology programs for common course content 3) Recruit practitioners interested in this certificate</td>
<td>Funding has been received from SUNY to develop a graduate program in Medical Imaging  ■ Development of the curriculum and the lab component is currently underway  ■ Engaged in program benchmarking and faculty learning</td>
<td>Course syllabi developed  ■ Track offered to students</td>
<td>Development of syllabus for track  ■ Development of curriculum  ■ Students enrolled in PACS Program</td>
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<td>6. Offer a doctoral program(OTD) in Occupational Therapy (OT)</td>
<td>1) Compare current curriculum with other OTD programs 2) Determine accreditation criteria for the OTD degree 3) Develop course syllabi for new and revised courses 4) Submit a Letter of Intent to the New York State Education Department (NYSED)</td>
<td>Faculty committee meeting regularly  ■ Needs assessment from alumni surveys completed  ■ First specialization track with a child and family focus determined  ■ Planning and rollout exploration underway for a post-professional OTD program</td>
<td>Faculty committee reviewing other OTD programs  ■ Accreditation criteria for the OTD degree determined  ■ Syllabi for new and revised courses finalized  ■ Letter of intent submitted to the State Board of Education</td>
<td>Development of degree offerings  ■ Permission to grant the degree  ■ Students enrolled in the OTD Program</td>
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<td>7. Expand simulation activities offered to students</td>
<td>1) Integrate simulation activities into MW, DMI, PA, OT, and Physical Therapy (PT) curricula</td>
<td>Simulation has already been integrated into MW and DMI  ■ Expand simulation through the ongoing work of the CHRP Standardized Patient Committee  ■ Working to secure OT and PT simulation space in the new Academic Building  ■ Continuing advocacy around securing the mobile unit portion of the simulation management system  ■ Draft proposals including costs are in development for using specific simulation equipment in the center-wide Simulation Center along with standardized patients</td>
<td>Simulation activities integrated into PA, PT and OT Programs</td>
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<td>8. Expand phantom and hands on scanning activities for DMI students</td>
<td>1) Integrate scanning with didactic content 2) Expand hours available to students for scanning practice</td>
<td>A new Scanning Skills course was rolled out in Fall 2015 that incorporates faculty directed hands-on scanning as well as phantom and simulation activities  ■ DMI acquired a Medaphor simulator  ■ Scanning activities are being embedded into the DMI curriculum</td>
<td>Scanning integrated with didactic content  ■ Expanded hours available to students for scanning practice</td>
<td>Faculty positions filled in order to oversee expanded scanning activities aligned with the didactic content of the DMI Program</td>
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**GOAL 2: Improve clinical training through diversification of sites, preceptorships, and innovative placements**

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| 1. Expand clinical affiliate training opportunities to increase the College’s competitiveness in the environment | 1) Offer a range of sites that match the number of students  
2) Expand into new sites | - Sites are reviewed each clinical semester with reporting of findings every May, August and December  
- Web-based clinical affiliation software package, EXAAT, is recommended with possible purchase through the NY state procurement process, and if it is acquired it will strengthen and streamline communication with sites, preceptors and students, as well as enhance evaluation ability | - Adequate ratio of sites offered each clinical semester to students is maintained  
- Number of new affiliated training sites per year  
- Annual request for funding for the EXAAT system | - Ratio of students to sites is 1:1 or greater  
- Twenty new clinical affiliate training contracts annually |
| 2. Strengthen relationships with preceptors through education opportunities and on-line offerings | 1) Offer at least one educational opportunity per year to clinical supervisors/preceptors for each CHRP Program | - Ongoing annual review of program offerings  
- Implementation of new strategies to support clinical coordinators and the affiliations coordinator  
- Temporary personnel were secured previously to assist with clerical needs  
- Dean to implement five new strategies for improving efficiency and satisfaction of operations  
- Exploration of ways to give preceptors more faculty privileges and institute periodic training luncheons for continuing education | - Number of offerings/year  
- Number of clinical supervisors who attend or use the offerings | - At least one offering per year with a maximum of two offerings per year per CHRP Program  
- Ten clinical supervisors attending or using CHRP educational offerings per year |
| 3. Enhance evaluation of the clinical training experiences | 1) Improve use of data tracking (MW and OT continue to use New Innovations software during clinical placements) | - Discussed regularly throughout the year at Program Chairs’ meetings | - Ongoing sharing by Program Chairs of the methods of data tracking being used including collecting, storing, and analyzing data related to the students’ clinical experiences | - Continued improvement in the collection, storing and analysis of clinical training experience data for each CHRP Program |
**GOAL 3:** Develop mechanisms to facilitate diverse student recruitment and employment opportunities for graduates

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<td>1. Maintain and/or expand the percentage of applicants who are well qualified and from under-represented populations in the health professions</td>
<td>1) Update each CHRP Program’s Downstate website page to attract a diverse applicant pool 2) Develop a mechanism to track and involve alumni in CHRP recruitment and employment opportunities</td>
<td>Ongoing annual review and update of program websites  Ongoing annual review of applicant data  CHRP Alumni Association is in the process of being activated which will provide an opportunity to explore and identify more strategies to increase student diversity  Several community engagement initiatives have been identified to aid this goal (e.g., additional pipeline programs)</td>
<td>All program websites reviewed and updated annually, including: faculty research, publications, service and involvement in professional organizations  Student activities, student comments about the program, etc. publicized  Annual review in September/October of applicant data from Student Admissions</td>
<td>Continued growth in the percentage of applicants who are well qualified and from under-represented populations in the health professions</td>
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### GOAL 4: Foster faculty development, recognition and support

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| 1. Partner with the Office of Faculty Affairs and Professional Development to continue to support faculty development in building curriculum and integrating innovative teaching methods | 1) Poll faculty for perceived needs  
2) Involve faculty in mentoring program activities  
3) Involve faculty in teaching academy activities  
4) Implement a new faculty mentoring program | Faculty development is integrated as a component of the College’s Annual Report  
Implementing a new faculty mentoring program in partnership with the Office for Faculty Affairs | Poll faculty for perceived needs  
Number of CHRP faculty involved as mentors to junior faculty  
Number of CHRP faculty involved in teaching academy committee and planning activities | Three CHRP faculty involved as mentors to junior faculty  
Two CHRP faculty involved in teaching academy committee and planning activities |
| 2. Secure extramural funding to support clinician faculty development and training | 1) Identify funding sources  
2) Support programs to complete successful proposals | Grant secured by the Office of Diversity and Inclusion that offers workshops for faculty on supporting the struggling learner  
Dean has identified an objective to enhance the grant writing capacity of the faculty | Number of training grants secured annually | College to secure one training grant annually |
| 3. Increase faculty publications, presentations and dissemination | 1) Develop student research projects that promote faculty projects and/or interests | Faculty publications, presentations and dissemination are integrated as a component of the College’s Faculty Report  
Dean has identified an objective to enhance publication and presentation productivity and visibility of CHRP faculty | Number of presentation(s) or publication(s) for each program per year | One presentation or publication for each CHRP Program per year |
| 4. Increase faculty participation in professional organizations | 1) Encourage attendance at professional conferences | Faculty participation in professional organizations is integrated as a component of the College’s Faculty Report  
Each faculty member has an annual allotment for professional development that the Dean is working to increase | Percentage of faculty who annually attend at least one national or local conference or meeting of their professional organization  
Increase in funding for professional development for faculty | 50% of faculty annually attending at least one national or local conference or meeting of their professional organization |
| 5. Work with the campus in the development of grants officer positions | 1) Ensure that CHRP priorities and needs are known and acted upon by the grants officers  
2) Increase the ability and skill of faculty to search for and find applicable training grants in health and education professions | Dean participated in the Research Foundation search committee and hirings that were finalized in Summer 2014  
Work is ongoing in this area | Dean’s participation in the search committee for leadership positions in the Research Foundation  
Dean and interested faculty meet with Pre-Award Officer every semester  
Workshop held for faculty on how to search for service and training grants in health and education professions | Ongoing collaboration between the College and the Research Foundation to successfully apply and receive grant funding |
**GOAL 5: Expand research, clinical and educational opportunities both internally and externally**

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<td>1. Participate in urban health education, prevention or direct care activities each year to underserved populations either for credit or as community service</td>
<td>1) Continue CHRP faculty and student participation in the Brooklyn Free Clinic work 2) Continue student participation in community settings as part of their coursework 3) Dean instituting “Dean’s Community Leader Roundtable Discussion Series” that will bring community based leaders and innovators to speak to faculty</td>
<td>Activities are integrated as a component of the College’s Annual Report  A CHRP faculty group received funding from the President’s Health Disparities funding initiative</td>
<td>Number of settings in which the College participates  Number of students of each course conducting a needs assessment  Number of faculty participating in the Brooklyn Free Clinic or in Community Practice course-work each year</td>
<td>CHRP is involved with 25 community service settings each year  Twenty students per each course conducting a needs assessment  Four faculty participating in the Brooklyn Free Clinic or in Community Practice course-work each year</td>
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<td>2. Enhance collaborative research activities with other professions, schools, SUNY colleges and other institutions, with emphasis on providing care to underserved populations</td>
<td>1) Collaborate to promote training in early intervention to expand services to underserved populations by OT Program and the New York City Department of Health and Mental Hygiene (NYCDOHMH) 2) Collaborate between PA Program and the Special Treatment and Research (STAR) Program 3) Collaborate with the School of Public Health (SPH) 4) Collaborate (OT and PT faculty) with Brooklyn College on a study focused on quality of care for children with disabilities</td>
<td>Training materials for collaboration with NYCDOHMH currently in development  Medical Informatics Program is currently collaborating with SPH as part of a workforce retraining grant  Ongoing discussion between CHRP and SPH for future collaboration  PA, PT and OT students are required to develop a needs-based project with a community organization</td>
<td>Number of internal and external collaborative research activities focused on providing care to underserved populations</td>
<td>Training materials for collaboration with NYCDOHMH finalized  Specialty in Early Intervention practice offered to current OT students  Specialty track in HIV/AIDS offered to PA students  At least one collaboration per year with the School of Public Health</td>
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