



Stony Brook
School of Health Professions

Strategic Plan 2020 - 2025

Introduction

The School of Health Professions (SHP) was established in 1970 by Dr. Edmund McTernan. The School of Allied Health Professions, (SAHP) as it was initially known, was one of the first schools to be developed in support of what was to become the highly anticipated Stony Brook University Hospital, which opened in 1981. At a time when most allied health profession programs were hospital-based certificate programs, the school met a growing local need for quality health care professionals and attracted high caliber clinical faculty to educate the next generation. By 1993, the school had a new dean in Dr. Lorna McBarnette, who ultimately decided to change the name of the School to what she felt more accurately reflected the programs and mission of the School, and so the School was renamed the School of Health Technology and Management. In 2021, once again, the faculty and staff reevaluated accurate reflection of the School's name, and it was decided that the name should be changed to the School of Health Professions (SHP).

In 1999, after McBarnette's departure, the next administration assumed full responsibility of the School. Since then, the School has seen significant changes in its culture that have resulted in unprecedented growth in both enrollment and demand for its students. With a well-deserved reputation for producing outstanding health professionals in all disciplines, SHP maintains its focus on high quality education with an interprofessional approach to the process while expanding its offerings to include certificate, undergraduate and graduate education. Under the current administration, the focus remains on providing exceptional educational opportunities for those pursuing healthcare careers, while building an infrastructure that promotes scholarship, research, technology, and evidence-based practice.

Now the largest school in the Health Sciences Center with almost 1,300 students, SHP remains poised to not only serve its local and national constituencies, but to further demonstrate that it is a leader among schools of its kind.

Executive Summary

The School of Health Professions will provide the highest quality education and lead the nation in creating quality health care programs that complement the countries current and emerging public health challenges.

The tenets of the SHP revolve around excellence in education, research, clinical and community initiatives. The mission and vision of the School were developed as a means of educating the health care practitioners of tomorrow.

Mission

The mission of the School of Health Professions is to provide the highest quality education in an inter-professional learning environment that fosters scholarly activity, including basic, translational and educational research, critical thinking, evidence-based practice, leadership, and professionalism, while affirming the importance of ethical behavior, human diversity, equity and inclusion, cutting-edge technology, and a team approach to health care.

To achieve this, the School endeavors to:

- Promote patient health and well-being by teaching the knowledge, behavior, and skills needed to ensure excellence in practice;
- Expand knowledge and inspire ideas through research, scholarship and creative activity;
- Facilitate innovative and responsible methods of managing and delivering high quality, cost-effective, accessible health care;
- Respond to current and emerging public health challenges both locally and globally;
- Cultivate partnerships among faculty, staff, students, and community;

Vision

The School of Health Professions strives to be the preferred choice for tomorrow's interprofessional healthcare workforce, preparing the next generation of high-quality clinicians, while supporting basic, translational and educational research, and innovative, inclusive teaching that anticipates and responds to the needs of our diverse community, our region, and beyond.

Our mission will continue to support an interprofessional learning environment that fosters research, scholarly activity, critical thinking, evidence-based practice, leadership, and professionalism, while affirming the importance of ethical behavior, human diversity, service, and a team approach to health care.

Education

In 1993, the total enrollment of undergraduate and graduate students was 284, composed primarily of students in undergraduate programs in medical technology, physical therapy, physician assistant education and the masters in health sciences. Today, by comparison, SHP is the largest of the HSC

schools with almost 1,300 students enrolled in certificate, undergraduate and graduate programs on both the Stony Brook and Southampton campuses.

Our programs include:

Applied Health Informatics (MS)

Athletic Training (MS)

Clinical Laboratory Sciences (BS)

EMT-Basic (Certificate)

Health Science (BS)

- Clinical Concentrations in:
 - Anesthesia Technology
 - Medical Dosimetry
 - Radiation Therapy
 - Radiologic Technology
- Non-Clinical Concentrations in:
 - Disability Studies and Human Development
 - Emergency and Critical Care
 - Environmental Health and Safety
 - Healthcare Informatics
 - Healthcare Management
 - Public Health/Community Health Education

Medical Molecular Biology (MS and Advanced Certificate)

Occupational Therapy (MS)

Paramedic (Certificate)

Phlebotomy (Certificate)

Physical Therapy (DPT)

Physician Assistant (MS)

Respiratory Care (BS)

Polysomnography Specialization Option

Speech-Language Pathology (MS)

Conceived in 2000 as a new model of healthcare education within a research institution, the Health Science major has become a particular source of pride for the School. With its focus on both clinical and non-clinical tracks, the major is structured in a unique way that allows it to immediately respond to trends in the health care industry by:

- Providing on going curricula changes that correspond to the evolution of the university.
- Creating programs that meet current workforce needs.
- Responding to student needs by creating coursework that provides job skills that lead to professional entry level employment.

- Preparing students to apply for graduate programs in the health professions

The major has also significantly reduced the attrition rate on campus by identifying and supporting those whose interests lay in the medical field but for whom entering a traditional field of study such as medicine may not have been feasible.

The quality of our programs speaks for itself in the consistently high pass rates on national certification exams as well as in accolades afforded to various programs via their accrediting bodies.

Our Physical Therapy program has a 10-year accreditation by CAPTE (Commission on Accreditation in Physical Therapy Education), its national accrediting organization, and boasts a 98% ultimate pass rate for test takers. Our Physician Assistant Education program is identified as 15th in the nation by US News and World Report, and the #1 program of its kind in the Northeast as well as New York State. During its last accreditation site visit in 2017, the PA program was awarded the maximum of 10 years for accreditation. The five year average of first-time test takers for graduates of the PA program who sat for the national licensing exam achieved a 96% pass rate. The Occupational Therapy program maintains a 99% 3-year average pass rate among first-time test takers, while Respiratory Care claims a four year average pass rate of 98% among its students. Clinical Laboratory Sciences students who sat for the national registry exam achieved a 100% pass rate over the last three years, with the Medical Dosimetry track offered in the health science program reaching a 100% pass rate; among those who took the national registry exams and boards in other tracks of the Health Science major, 100% passed. Similarly, our Paramedic certificate program graduates have achieved a 100% pass rate on the NY State certification written and practical exams over the past 29 years, compared to the national average of 69%. Our Athletic Training program, the first Masters-level program in the area, boasts a 100% pass rate on the BOC exam.

The most recent addition to our health professions is our Master's Degree in Speech-Language Pathology program, which resides at our Southampton campus. It is a comprehensive and rigorous program which prepares students for positions in a variety of settings including hospitals, rehabilitation facilities, long-term care facilities, extended care facilities, schools, agencies, and private practices. The mission of the program is to develop exceptional speech-language pathologists dedicated to positively impacting their communities through service, ethical and evidence-based practices, and advocacy and scholarship. In order to achieve this, we are committed to educate our students to become clinical practitioners, teachers

and researchers in communication and swallowing disorders. The students will engage in team-based and problem-based learning experiences and provide services to individuals with communication disorders under expert faculty supervision while learning about integrating theory into clinical practice in a variety of medical and educational settings. Graduates from the program will be known for their commitment to lifelong learning, high standards of professional behavior, collaborative practices, sensitivity to human diversity, and their ability and willingness to use their knowledge and skills to enrich the lives of others. There is a growing need for speech-language services in Suffolk County, especially the East End. The demand for SLPs is rising, with projected job growth at 21% through 2024. There is also a need for bilingual SLPs. Recent data shows that 22% of the homes in Suffolk speak a language other than English, and that the demographics of our region are quickly changing with projections that this number will increase. With the addition of the Speech-Language Pathology program, we will be able to meet these needs among the Long Island community.

Research

As we continue to grow in our research capacity and our ability to attract sponsors, we will maintain working relationships with new and existing University and outside collaborators to meet the health and health care needs of the various communities we have the privilege to serve.

The faculty of the School of Health Professions has grown dramatically both in research capacity and productivity, leading and collaborating on important scientific projects to address priority health and health care problems locally, nationally, and internationally.

The composition of the faculty of SHP is the result of strategic hiring decisions to bolster the research capacity of the school, as well as professional development support for our existing clinical faculty who have or plan to pursue doctoral studies while continuing to excel in areas of teaching, clinical education and practice. Among our current faculty are scholars with independent programs of research and reputations nationally for expertise in disability studies, community-based participatory research and minority health/health disparities research, rehabilitation and movement science, and telehealth. Members of SHP's faculty have collaborative relationships with scientists and clinicians in the Schools of Medicine, Dentistry, Nursing, Communication and Journalism, Professional Development, and Social Welfare, as well as the Colleges of Arts and Sciences, Business, and Engineering and Applied Sciences.

SHP faculty have pioneered programs and Centers, such as the Center for Public Health Education, the Center for Community Engagement and Leadership Development, and the Research Rehabilitation and Movement Performance laboratory (RRAMP).

Our faculty members have authored or co-authored numerous scholarly peer-reviewed works per year, including keynote and plenary presentations at national and international professional meetings, peer-reviewed or invited scientific talks and poster sessions, as well as indexed journals, text books, and book chapters. Many of our faculty members currently hold editorial board positions on scientific and professional journals in fields that are representative of our diverse expertise such as women's health, disability studies, cardiopulmonary rehabilitation, physical therapy, occupational therapy, emergency medicine, and related areas of behavioral health science and medicine.

Clinical Education

The clinical aspect of education at the School of Health Professions plays a major key to its continued success in producing high quality practitioners. Specifically, both the degree bearing programs and the certificate programs in the School offer students a wide range of choices in clinical sites. Those sites, whether in a major urban hospital, a small rural clinic, a private practice, or a school provide exposure to the breadth and depth of the diverse health care needs across the country. At each site, students benefit from the experience and supervision of clinical instructors skilled in their particular discipline who are equipped to supplement the didactic education the students receive in the classroom setting.

With 1,459 clinical contracts, the School of Health Professions continues to partner with clinical facilities throughout New York State and nationwide to provide our students with the most diverse experiences possible.

Community

While involvement in and support of the community began during the height of the HIV/AIDS crisis, the School of Health Professions truly made community efforts part of its focus.

The Center for Public Health Education (CPHE), originally known as the AIDS Education Resource Center, was opened in 1984 in response to a regional need to train health care workers in the care of patients who were afflicted with HIV or AIDS. The first and only unit within SHP with a mandate that is completely community focused, the Center continues to provide critical and relevant information on HIV/AIDS and related topics.

Many communities on Long Island experience deficits in important areas, including healthcare access, advocacy, and social participation. As Stony Brook University increases its focus on research, a significant opportunity and need has arisen to direct attention to these underserved communities to assist in strengthening their social capital and to help address some of their challenges. The Center for Community Engagement and Leadership Development (CCE) in the School of Health Professions is a multidisciplinary effort that applies the leadership and social change expertise of Stony Brook University faculty and students for the purpose of bridging the gaps in healthcare and social resource disparities that have persisted in many of Long Island's underserved communities. Through such service to the community, the Center also enriches the academic experience for faculty and students.

Fast forward to the present with a major focus on the COVID-19 pandemic, our School has initiated efforts to address this current healthcare crisis in our communities, with initiatives such as including the implications of COVID-19 into its programs' curricula; working closely with Stony Brook University and Southampton Hospitals; and training students for the front lines of COVID-19 patient care.

In order to meet the mission and vision, the following goals, objectives and tactics were developed by the SHP faculty, staff and administration in a collaborative process during 2019-2020 academic year, for implementation and assessment from 2020 -2025.

Goal 1: SHP will implement innovative strategies to enhance undergraduate and graduate education to develop nationally-renowned academic programs that foster student productivity, success, and community service.

Objective 1: Implement innovative strategies to enhance education

Tactics:

- Develop a School-wide cultural competency curriculum that will be integrated in each program's curriculum;
- Enhance interdisciplinary learning by creating an ad hoc committee to develop projects such as a combined interdisciplinary journal club/Project Based Learning (PBL) course;
- Collaborate with West Campus to propose a Center for Healthcare Writing for SHP students giving them an opportunity to improve their ability to write for grants, public healthcare articles and research, and improve the quality of written documents

- Create a task force within the SHP School Assembly to explore training with simulation methods and remote learning especially networking with the telemedicine and telehealth committees;
- Create content in health care, in collaboration with Stony Brook's Alan Alda Center for Communicating Science that may be accessible across programs in SHP.

Objective 2: Continue to develop current and create new nationally-renowned academic programs

Tactics:

- Conduct strategic expansion of academic degree programs around targeted areas of growth in the health professions;
- Explore educational pipeline opportunities with academic programs, based on targeted areas of workforce growth;
- Explore internal and external partnerships for educational, research, and scholarship collaborations within targeted areas of work force growth;
- Develop programs and classes that include co-teaching with other departments or Schools with joint appointment for faculty, offering opportunity for East and West campus collaborations and shared resources, and involving students in interdisciplinary coursework;

Objective 3: Create new, and expand existing relationships with Stony Brook Medicine affiliates to maximize opportunities for students and faculty

Tactics:

- Collaborate with our partners in Southampton and integrate with their community network to engage participation on campus, i.e.; health events, lectures;
- Establish a food pantry and/or community garden in coordination with local community groups in Southampton;
- Create a web page in coordination with the Dean's office, in conjunction with a marketing plan, to highlight ongoing community engagement projects and opportunities.

Goal 2: SHP will promote excellence and expand knowledge through innovative research, scholarship and creative activity

Objective 1: Create structured mentorship programs for the development of new clinician researchers to facilitate scholarship activity, promotion and tenure

Tactics:

- Create a research infrastructure that will promote activity among new and junior researchers by:
 - Educating in grant writing;
 - Creating diverse and interdisciplinary mentorship teams so that experienced researchers in similar fields of study can mentor new and junior researchers;
 - Identifying diverse scholarship opportunities in alignment with current foundational, local, state, and federal funding opportunities.

Objective 2: Create individualized mentorship programs to enhance research opportunities and increase research productivity for experienced researchers

Tactics:

- Create a research infrastructure that will promote continued activity among senior and experienced researchers by:
 - Assisting in locating and applying for competitive grants;
 - Facilitating the completion of grant applications;
 - Prioritizing grant deadlines;
 - Identifying diverse scholarship opportunities in alignment with current foundational, local, state, and federal funding opportunities.

Objective 3: Create a policy to support research efforts through various incentives

Tactics:

- Create a research seed grant program for faculty;
- Create policy and procedure that incentivize, reward, and acknowledge faculty and staff for increased efforts (e.g. faculty research awards at end of year, attendance at research conferences, financial return on grants awarded, assistance with grant writing);

Objective 4: Develop partnerships with students, faculty, staff and community stakeholders to engage in interprofessional scholarly or creative activity

Tactics:

- Foster inter-departmental and intra-departmental collaborations within SHP;
- Create an interprofessional mentorship research database to

- complement the mentorship program;
- Collaborate with departments in other Stony Brook Colleges/Schools by creating research initiatives with faculty and students;
- Create research initiatives in collaboration with the hospital;
- Form partnerships and create MOUs with community organizations;
- Partner with high schools for students interested in allied health professions scholarship;
- Facilitate partnerships with other academic institutions and professional organizations to foster scholarly activity and creativity;
- Partner with companies that develop equipment and software seeking academic partners for use and testing of their products;

Objective 5: Improve the visibility of SHP scholarship on and off campus through different forms of media

Tactics:

- Create and maintain a research database and webpage within the School to indicate faculty's areas of research and current research projects;
- Create a research newsletter to disseminate to internal and external stakeholders;
- Utilize social media to post content about faculty and student research.

Goal 3: SHP will increase recruitment and retention of a diverse faculty, staff, and student body

Objective 1: Recruitment of a more diverse student body

Tactics:

- Review the School's current diversity climate by conducting a School-wide diversity climate survey and assessment;
- Create strategic partnerships with internal SBU and external organizations;
- Offer school-wide in person and virtual information session/career fairs where the School can highlight its programs;
- Review and modify admission criteria for each program to assure a qualified diverse student population that will meet the needs of the

- changing healthcare environment;
- Provide school wide training for faculty and staff to understand the concepts of hidden bias
 - Increase the visibility of SHP to undergraduate students and work with various clubs on campus to educate about SHP;
 - Create and post a list of partners and collaborators to the SHP website and include in every program's information session;
 - Collaborate with the different advising entities on campus.
 - Apply for workforce grants developed to increase diversity among the student body

Objective 2: Implement strategies to improve the retention rate of students from underrepresented populations

Tactics:

- Create an SHP "Share a Thought" program where students from underrepresented groups engage in meaningful discourse with faculty;
- Conduct diversity and inclusion workshops for faculty, staff, and students;
- Develop a compendium of inclusive best practices in the curriculum and classroom.
- Increase student involvement in the Diversity Task Force in collaboration with the Chief Diversity Officer and the SHP Director of Diversity, Equity and Inclusion
- Provide training to Faculty and Staff to understand the role of hidden bias and methods to develop effective mentoring for students

Objective 3: Increase recruitment of underrepresented faculty and staff

Tactics:

- Identify best practices for recruiting underrepresented populations by partnering with the PRODIG Initiative ("Promoting Recruitment, Opportunity, Diversity, Inclusion and Growth") and Human Resources;
- Review recruitment and hiring procedures to align with best practice for recruiting underrepresented faculty and staff;
- Collaborate with Chief Diversity Officer and the SHP Director of Diversity, Equity and Inclusion to assist in securing funds for underrepresented faculty to expand the search for faculty;
- Include individuals from underrepresented populations on

- search committees;
- Provide training to all search committee members to understand hidden bias
 - Spotlight faculty who work on activities and research in areas that are related to diverse populations;
 - Highlight different diversity groups for faculty and staff;
 - Highlight faculty and programs on social media and on the SHP website at least one time per every two months.
 - Review the required diversity statement from all applicants

Goal 4: SHP will cultivate collaborative, reciprocal, inclusive, and symbiotic relationships with global partners in the areas of health education and delivery, research, and service to foster collaboration that elevates student engagement and enriches the student experience

Objective 1: Identify existing global partners aligned with Stony Brook University or any of the other SUNY Schools

Tactics:

- Create a Global Task Force of institutional stakeholders within the SHP School Assembly charged with outreach to SBU/SUNY schools and professional organizations;
- Create a directory to identify global partners associated with SBU and SUNY schools that includes a synopsis of the project, program, and contact information for both the domestic and global coordinators;
- Identify 3-5 partners that align with the goals of SHP and have significant prospects.

Objective 2: Understand the needs and strengths of our global partners in the areas of health education, healthcare delivery, research, and service;

Tactics:

- Create and complete a needs assessment with the 3-5 selected partners in the areas of health education, healthcare delivery, research, and service;
- Create a team of delegates to liaise with one to two global partners.

Objective 3: Develop programs/projects with global partners that promote student engagement and enhance learning

Tactics:

- Establish contractual agreements with global partners that outline commitments and proposed outcomes;
- Create a pilot program and clinical experiences that were identified as mutually beneficial and reflect the needs assessment in collaboration with our global partners.

Objective 4: Increase supervised student engagement with global partners through mission experiences, telehealth, research, and remote academic collaborations

Tactics:

- Assess programs and number of students currently engaged in global activities;
- Increase programs and the number of students engaged in global activities of research, telehealth and promoting remote academic collaborations.

Goal 5: SHP will collaborate with on- and off-campus organizations to establish state-of-the-art, sustainable health science campuses with outstanding facilities, student support services, an IT infrastructure and an advancement effort that meets the programmatic, physical, aesthetic and cultural needs of our students, faculty, and staff

Objective 1: Work within SHP and across the University community to promote cross- utilization of space to maximize environmental and cost efficiency to deliver the highest level of health care education and research

Tactics:

- Create a cross-utilization task force within the SHP School Assembly with representation from SHP and all other HSC Schools to map out potential physical areas for cross-utilization;
- Propose a system to prioritize need for space utilization across the five HSC Schools;
- Identify community spaces that will facilitate Interprofessional Education within SHP and among the HSC Schools;
- Create a report to be submitted to senior leadership regarding recommendations of cross-utilization of space.

Objective 2: Continue to collaborate with University Transportation Services and Campus Safety to reduce our environmental footprint

Tactics:

- Create a task force within the School Assembly to meet with Campus Planning to advocate for increased alternative transportation infrastructure: sidewalks, charging stations, bike paths, lighting, bike sharing extension to HSC;
- Identify a single SHP faculty or staff member to act as the liaison between SHP and Transportation and Parking Services;
- Identify a single SHP faculty or staff member to act as the liaison with Campus Safety
- Create a survey to assess the reduction of environmental footprint and report results to the SHP Dean and SHP faculty and staff with specific information regarding changes accomplished and modifications still needed to reduce the environmental footprint of SHP.
- Encourage faculty representation on the University Senate Environmental Committee

Objective 3: Collaborate with University Facilities and Services, and Governmental Relations Office to improve pedestrian and bike safety

Tactics:

- Create a task force within the SHP School Assembly to determine the needs of SHP stakeholders regarding safety and accessibility on Stony Brook University properties;
- Present results of the needs assessment to Facilities and Services, and Governmental Relations Office with suggestions for improvement in pedestrian and bike safety;

Objective 4: Determine undergraduate and graduate student, staff and faculty needs for health and wellness;

Tactics:

- Create a SHP Health and Wellness Task Force within the SHP School Assembly;
- Generate a survey to examine the needs and wants of students, faculty, staff, and other stakeholders with regard to health and wellness;
- Partner with campus recreation and Healthier U. to create health and wellness opportunities for SHP faculty, staff, and students;
- Provide ongoing and up-to-date information about available

programs and resources for faculty and staff via a Health and Wellness tab on the SHP website;

- Collaborate with Counseling and Psychological Services (CAPS) to provide mental health services specific to SHP students.

Objective 5: Ensure that SHP maintains the most up- to-date technology with appropriate and ongoing IT support

Tactics:

- Inform faculty and staff of professional development opportunities for alternative teaching methods;
- Create and employ an instrument to measure outcomes of alternative teaching methods;
- Streamline access to support and services of A/V equipment, technology, and software including updates and replacement;
- Investigate opportunities for IT funding through private grants, SUNY technology grants, and technology/usage fees.

Objective 6: Pursue advancement opportunities for SHP to provide the resources to support the strategic plan and quest for excellence

Tactics:

- Create a standing committee within the SHP School Assembly dedicated to advancement opportunities;
- Improve communication with alumni and opportunities for alumni to interact with SHP and contribute to the SHP mission;
- Establish the infrastructure and continuous support needed to generate and obtain grant funding from private, state and federal institutions.
- Update alumni lists in all programs and send requests for giving back;
- Collaborate with Alumni Relations to draft communications for alumni outreach to be sent out by Assembly Alumni Committee;
- Create a senior student/new graduates program to encourage continuity of alumni support.

Goal 6: SHP will create interprofessional programs that will promote the economic growth of the School, health and quality of life for students, faculty, and staff as well as local, regional, national and global communities

Objective 1: Improve the economic growth of the community by offering educational programs in entry-level healthcare positions

Tactics:

- Perform a needs assessment of certificate programs in healthcare by conducting a search of Department of Labor Statistics, Suffolk County Labor, DOH;
- Identify background requirements for certificate programs (i.e., medical assistant and home health aide), by comparing to currently offered programs at other institutions;
- Develop curriculum for certificate programs and propose to the SHP Curriculum Committee/Dean's office;
- Market certificate programs.
- Increase promotion of programs to local middle schools, high schools, community colleges, and 4- year institutions including Stony Brook's west campus;
- Offer program information sessions by an interprofessional team from SHP.

Objective 2: Increase economic growth of SHP through interprofessional research and grants

Tactics:

- Create interprofessional research teams consisting of members from within and outside of SHP;
- Create monthly journal clubs/research meetings to promote interprofessional collaboration and brainstorming of ideas.

Objective 3: Increase health of community by exploring the creation of interprofessional health clinics, and pro bono faculty mentored/student clinics

Tactics:

- Explore interprofessional health teams to provide healthcare for non- communicable, chronic diseases as well as provide healthcare to uninsured and underinsured populations;
- Explore alternative models of University-based clinical practice plans;
- Establish an interprofessional team to discuss the development of faculty mentored/student pro bono clinics.

Objective 4: Determine issues related to the quality of life of faculty, staff and students within the SHP

Tactics:

- Create, administer and analyze a Quality of Life questionnaire annually to be completed by SHP faculty, staff and students;
- Share recommendations with senior leadership based on results of the questionnaire;

Objective 5: Create a SHP Interprofessional Conference (CEUs) to promote economic growth and increased visibility of SHP in the community

Tactics:

- Create an annual Interprofessional Conference to promote SHP; Topics will be rotated each year so that each program will take turns in lead;
- Explore needs for Continuing Education Units (CEUs) with a variety of stakeholders and community partners.

Goal 7: SHP will proactively secure resources and diversify revenue streams through innovative and sustainable efforts that meet the School's ongoing financial obligations and future goals.

Objective 1: Create a comprehensive plan to identify, cultivate and develop diversified and sustainable revenue streams

Tactics:

- Conduct market research to establish SHP's place in the collegiate landscape and identify opportunities for growth, such as pipeline programs with West Campus (i.e., College of Arts & Sciences, Honors College, WISE), community and other colleges, and development of high-need healthcare education;
- Develop articulations and incentives with other SBU academic schools and departments to share resources in the development of academic programming and attracting and retaining highly qualified faculty candidates;
- Actively seek to increase enrollment of out of state and international students by creating and implementing a strategy to support growth in this area, including market research and rollout plan;
- Implement an academic program review process to assess program strength and relevance in relationship to available resources and identification of needed areas of support, development, and healthcare trends;
- Develop affiliation agreements to formalized relationships between

health systems and SHP for the express purpose of collaboration on joint research, academic programs, and clinical care initiatives.

Objective 2: Create awareness and develop partnerships to secure resources from external funding sources

Tactics:

- Develop strategic corporate partnerships to address and encompass workforce needs within program curricula, and create opportunities for corporate sponsored seed grants and research opportunities;
- Create strategies for successful advancement and development opportunities by facilitating philanthropic relationships with potential donors, corporate partners, and alumni including major gifts, endowments, and funding of major projects;
- Create a comprehensive fundraising campaign to include community outreach and marketing, with a focus on creating awareness among external SHP constituents; connect with specialty areas within SHP and unique populations of interest;
- Implement a robust scholarship program that attracts top quality prospective students to SHP, using a scholarship plan that works to meet scholars' financial needs.