



# NEW YORK MEDICAL COLLEGE

A MEMBER OF Touro University

School of Health Sciences and Practice



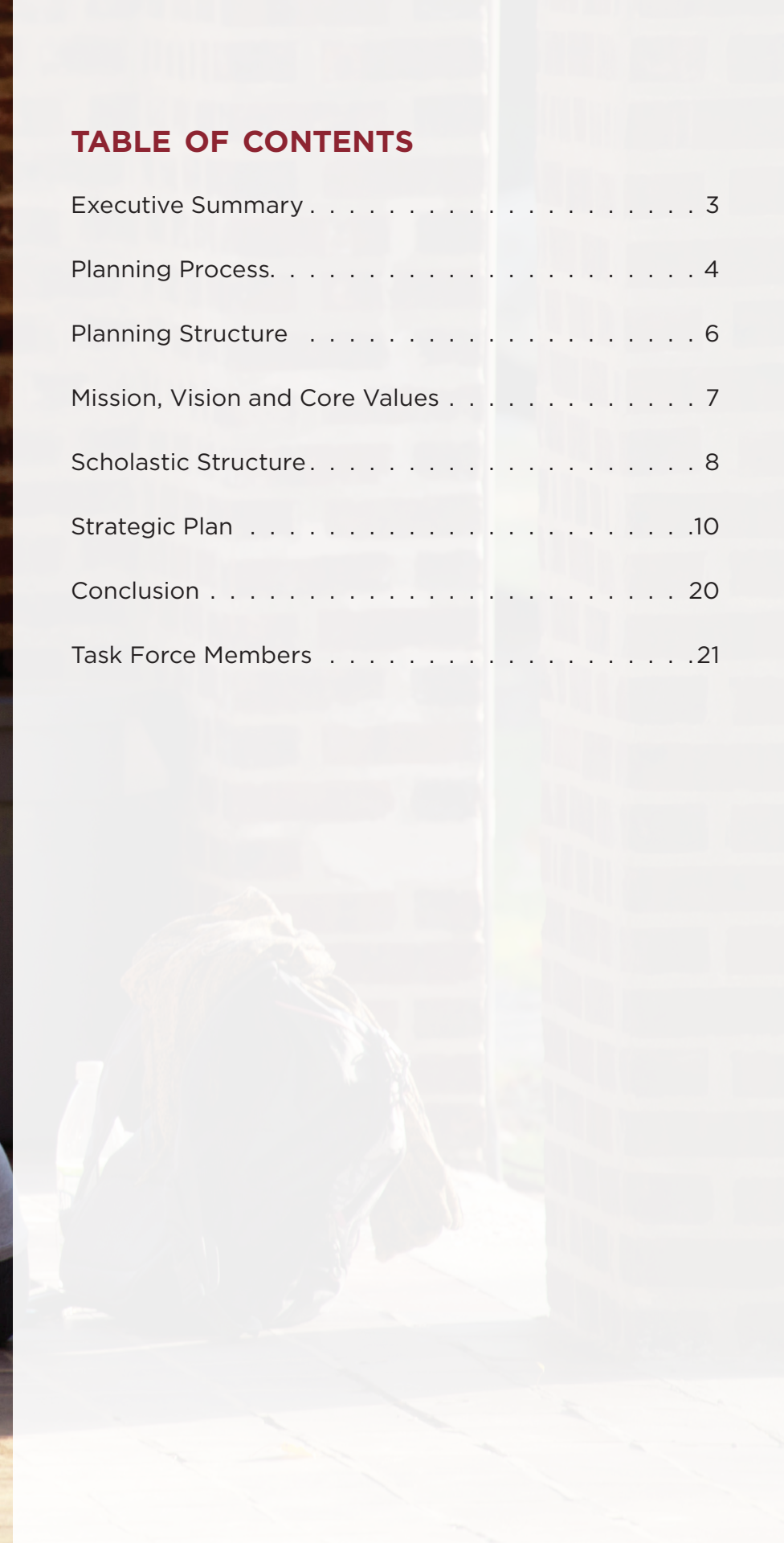
## STRATEGIC PLAN 2022-2027





## TABLE OF CONTENTS

Executive Summary . . . . .	3
Planning Process. . . . .	4
Planning Structure . . . . .	6
Mission, Vision and Core Values . . . . .	7
Scholastic Structure. . . . .	8
Strategic Plan . . . . .	10
Conclusion . . . . .	20
Task Force Members . . . . .	21





## EXECUTIVE SUMMARY

New York Medical College (NYMC) unveiled its 2021-2026 Strategic Plan, which prompted the School of Health Sciences and Practice (SHSP) faculty and administration to create a new strategic planning process. The process was designed to review recent performance indicators and engage the broad SHSP community in imagining the next five years with a comprehensive and strategic road map for progress marked by innovation and growth.

SHSP conducted an internal review to (1) assess its current position as one of the schools of NYMC, (2) identify its systemic weaknesses and potential threats and (3) draw from its strengths to address present challenges and capitalize on present and future opportunities.

The values of the school's faculty and administration include (1) educational excellence is foremost in all the school's distinct programs, (2) clinical students should gain population-based perspectives of public health and (3) public health students should gain clinical perspectives of the special needs of individuals and families living with disabilities, and the opportunities for rehabilitative therapies.

The school achieved pre-accreditation and full accreditation as the School of Public Health in 2003 and 2009, respectively. The school formally adopted its current name in 2009, recognizing the growing impact of its clinical programs in physical therapy (D.P.T.) and speech-language pathology (SLP), both of which also are fully accredited by their respective bodies.

During the past five years, SHSP focused on increasing enrollment across all departments and expanded its academic programs, while significantly increasing funds committed to student scholarships. Newly launched programs in SHSP include a Master of Science in Biostatistics and an advanced post-master's Certificate in Pediatric Dysphagia. In addition, the school added a Master of Science and Advanced Certificate program in Medical Ethics in 2021, subsequently changed to Bioethics in early 2022, when management and operations of the program transferred from the School of Medicine.

SHSP leadership sought an innovative approach as the new strategic planning process got under way. A clear need emerged to address the dynamic higher education landscape, especially as influenced by the COVID-19 pandemic. In particular, the evolving fields of public health, speech-language pathology, physical therapy and bioethics all required fresh pedagogical concepts and operational solutions. This new strategic plan is intended to guide SHSP in meeting its goals while also contributing to NYMC's capabilities in meeting challenges and opportunities effectively laid out in its overall strategic plan.

# THE PLANNING PROCESS

The *SHSP Strategic Plan: 2022 - 2027* is the result of several months of review, conceptual development, discussion and negotiation that generated four essential pillars for success. Each pillar contains equally essential goals and sub-goals. The planning process included numerous open brainstorming sessions with SHSP community members, collaborative strategy meetings and draft-writing cycles that led to the plan. The SHSP plan is the culmination of an inclusive planning process set into motion with the completion of the College's strategic planning initiative.

SHSP's Strategic Planning Task Force was launched in 2021 and comprised of faculty, staff and administration. Vice Dean Ben Johnson, Ed.D., and Associate Dean for Admissions and Enrollment Management Michelle Novotny, M.A., co-chaired the task force.

The task force employed the following operating process that was both transparent and inclusive:

1. Strategic Planning Cloud-Based Document Repository - a BOX shared folder was created to ensure that all task force members had access to all pertinent documents, files, videos and other such information gathered to facilitate and inform the planning process.
2. Town Hall brainstorming sessions were conducted via Zoom with a focus on four areas selected by the task force. The sessions were led by the co-chairs of the respective task force sub-committees for these areas. Meetings were conducted with the entire SHSP community on the following topics:
  - a. Supporting faculty and research
  - b. Supporting students
  - c. Supporting the SHSP community
  - d. Enhancing SHSP facilities and resources
3. A broad representation of each stakeholder community was engaged in the overall process, including members of the administration, members of the faculty, staff and students from each academic department and center of excellence and community stakeholders, including alumni of all academic programs.



# THE PLANNING STRUCTURE

The Strategic Planning Task Force created committees corresponding to the four primary areas of focus noted previously.

In addition, the academic department representatives on the task force from Physical Therapy, Public Health, Speech-Language Pathology and Bioethics along with the respective department chairs were charged with conducting a Strength, Weakness, Opportunity and Threat (SWOT) analysis for their respective units. The results of the SWOT analyses were shared with the Strategic Planning Task Force. One of the primary reasons for conducting the SWOT analyses, apart from providing each academic constituency the opportunity to share their insights with the task force, was to engage all faculty in thinking about the current status and potential future opportunities pertaining to their department and the school.

The committee co-chairs conducted and facilitated Zoom-based brainstorming sessions with the SHSP community and compiled the input provided. These open discussion forums were recorded for careful review by all task force members. The co-chairs also solicited participation from the SHSP community following the brainstorming sessions. Collectively, the input gathered from the analysis of the previous SHSP strategic plan, the goals and sub-goals listed in the College's 2021-2026 Strategic Plan, the results from the departmental SWOT analyses and the ideas raised in the five brainstorming sessions led to the full development of the proposed goals and sub-goals under each of four essential pillars:

## I. Supporting Students

## II. Supporting Faculty

## III. Supporting Community

## IV. Diversity, Inclusion, Belonging

All proposed goals and sub-goals were brought to the full Strategic Planning Task Force for review and finalization. The task force members were provided time to fully evaluate all the proposed goals and sub-goals before the task force reconvened to deliberate the final strategic plan to be submitted to the SHSP Dean Robert W. Amler, M.D., M.B.A. Following discussion among the task force members, a fourth essential pillar, Diversity, Inclusion, Belonging, was established.

The strategic plan was shared with the dean of SHSP for approval. The resulting plan consisted of the four essential pillars with expressed aspirational goals and sub-goals that the task force deemed most critical to the success of the school over the strategy period 2022-2027.



## MISSION

SHSP at NYMC is a health sciences-focused school whose purpose is to educate clinical and public health professionals as well as researchers to prepare them for practice and to positively impact human health and well-being. The school engenders a diverse and inclusive community that promotes an atmosphere of excellence, scholarship and professionalism through its faculty and affiliated partners.

## VISION

SHSP will promote health science education, scholarship and service to prepare and empower the next generation of health sciences and practice leaders to advance human health and well-being across a wide spectrum of diverse settings.

## CORE VALUES

### Excellence

We believe in holding ourselves to high professional and academic standards. We are therefore committed to pursuing ambitious goals and quality assurance in our intellectual, educational and programmatic endeavors. We strive not to rest on our accomplishments but rather to build on them to set new standards in our fields.

### Human Dignity

We believe that health science professionals must see their fellow citizens, constituents and patients as well as themselves first and foremost as people. This commitment to acknowledging and appreciating the entirety of a person will lead our students to develop professional and personal integrity.

### Intellectual Curiosity

We believe in the importance of a life-long commitment to intellectual curiosity that encourages individuals to not only seek to push beyond boundaries of research but also to question commonly held assumptions. By providing an atmosphere where students and faculty are encouraged to seek out, master and respond to the latest advances in their fields of study, we can further health sciences research and patient care.

### Service

We believe that health science education and research should not be pursued solely for the sake of intellectual edification. Rather, we are committed to the belief that health science education should be used to improve the lives of all citizens and benefit the communities we serve.

### Diversity, Equity and Inclusion

We believe that the rich diversity of our student body and faculty are important to our mission of educating outstanding well-rounded health science professionals for the multicultural world of the 21st century. Our commitment to diversity, equity and inclusion, encompasses our accommodation for Jewish observance and culture, as we recognize the benefit of providing Jewish students the ability to become health science leaders in an environment where they do not have to choose between professional and personal values and obligations. This commitment to diversity, equity and inclusion extends to all members of the greater SHSP community on-and off-campus.

### Integrity

We believe that acting on our values in pursuit of our mission will keep us both true to our mission and to our values. We strive not only for a culture that complies with our norms and policies, but to embed a culture of integrity into everything we do.

# THE SCHOLASTIC STRUCTURE

SHSP has grown in size, mission and recognition, since its creation in 1980 and then in 1990 as a distinct school within NYMC. Its first academic program, leading to a M.P.H. degree, was staffed with a small teaching faculty recruited primarily from local health care facilities, public health departments and academic institutions. In subsequent years, successful clinical programs were added in physical therapy and speech-language pathology. Recently, bioethics in 2022 was transferred from the School of Medicine to SHSP.

SHSP's faculty inspires as well as educates. SHSP has a proud tradition of preparing health professionals to help communities as well as individuals by improving health and quality of life. Throughout our various professional programs, SHSP is committed to the social and environmental determinants of health and disease with special concern for the underresourced.

An education at SHSP offers a broad foundation of educational experiences provided by practitioners and industry-based professionals. Our degree programs, offered through the Department of Physical Therapy, Public Health and Speech-Language Pathology as well as a Bioethics program housed under the Dean's Office, provide opportunities for field-based education through our synergies with local community partners. The high value we place on the integration of research, service and education is reflected in our evidence-based curriculum in the classrooms or online modules, in the clinics and in the field experiences of our students.

SHSP's Institute of Public Health houses the school's centers of excellence: Children's Environmental Health Center, Center on Disability and Health, Center for Disaster Medicine (CDM) and Center for Long-Term Care. These centers focus on high-priority topics of concern to communities and the nation at large. They draw upon the expertise in our academic departments and other resources outside as well as within NYMC.

In addition, the Department of Public Health created Consulting/Collaboration for Applied Research Support (CARS), which serves the research needs of NYMC faculty, students and the community. CARS personnel have expertise in epidemiology, biostatistics, survey

development and health services research and provide comprehensive, customized services that include study design and/or instrument development; analytic plan development; primary data collection; analysis and synthesis; and secondary data utilization.

SHSP collaborates with more than 30 community-based organizations and the health commissioners and public health directors in more than 10 nearby counties and cities, who serve on the SHSP Public Health Practice Council. Together these constituency groups regularly update and inform the school leadership on public health and health care workforce priorities and expectations. There is increasing interest from county health commissioners and other health leaders around the State of New York due to the work of our CDM, which has received increased funding from state and local government. The CDM conducts vital local and regional trainings to improve medical response, countermeasure and disaster preparedness throughout the Hudson Valley, the State of New York and Northeast United States. Additionally, SHSP has a growing and increasingly more active Alumni Leadership Council to provide feedback to SHSP's leadership and to foster enhanced opportunities for our students in their respective fields of study.

The chief academic and administrative officer of SHSP is Robert W. Amler, M.D., M.B.A., dean of the SHSP and vice president for government affairs, who has served in this capacity since 2005. Dean Amler is a clinical and public health physician, board-certified in pediatrics and preventive medicine. Previously, he was regional health administrator and commanding officer for emergency medical preparedness (ESF-8) in the U.S. Department of Health and Human Services, chief medical officer for the Centers for Disease Control



and Prevention's Agency for Toxic Substances and Disease Registry (ATSDR) and advisor to the U.S. Surgeon General.

Members of Dean Amler's leadership team are specialized academic administrators who work closely with department chairs, center directors and faculty to ensure continuous quality improvement within all aspects of SHSP's operations. The team is led by Vice Dean Ben Johnson, Ed.D., who serves both academic and administrative (business, personnel, fiscal) operations. The Dean's Leadership Council meets monthly with the following associate deans and department chairs:

**Amy Ansehl, M.S.N., D.N.P.,** Associate Dean for Student Experience

**Denton Brosius, Ph.D.,** Associate Dean for eLearning

**Vikas Grover, PhD, CCC-SLP,** Chief and Associate Professor, Division of Speech-Language Pathology in the Department of Rehabilitation Sciences, SHSP

**Edward C. Halperin, M.D., M.A.,** Chancellor and Chief Executive Officer, NYMC and Director, Biomedical Ethics Program

**Kenneth Knapp, Ph.D.,** Chair, Department of Public Health, Director, Center for Long-Term Care

**Janet Dolot, P.T., D.P.T., Dr.P.H., OCS,** Chief and Associate Professor, Division of Physical Therapy in the Department of Rehabilitation Sciences, SHSP

**Michelle Novotny, M.A.,** Associate Dean for Admissions and Enrollment Management

**Ben Johnson, Ed.D.,** Vice Dean

# THE STRATEGIC PLAN

Excellence in health sciences and practice education and scholarship is embedded in SHSP's mission. The school is dedicated to ensuring a culture of innovation and continuous quality improvement throughout its academic programs and centers of excellence located within the Institute of Public Health that are committed to research and service, including opportunities for research, scholarship, and clinical practice, with dedicated and empowered faculty, staff and highly qualified students. SHSP will continue to strengthen student support, including academic services and scholarships.

SHSP, as an integral part of NYMC, has an honorable history of diversity and inclusion. The school is committed to further strengthening this strong foundation. This includes identifying and resolving disparities or shortcomings discovered in health science education and associated clinical care and practices. To achieve this goal the school will prepare its entire student community to become tomorrow's health science innovators and practice leaders, through four pillars of action.



# I. STUDENT SUCCESS

Establish a school-wide *Student Success* function to ensure implementation of strategic goals directed toward student satisfaction, boosted enrollment and greater graduation and retention rates.

## Goal 1: Student Support Services

Working with the Office of Academic Support, SHSP will implement academic support services for the diverse student populations throughout their academic programs.

**Subgoal A:** Enhance academic advisement, next-course selections, counseling.

**Subgoal B:** Expand career development resources.

**Subgoal C:** Streamline electronic access to transcripts, document systems, email, Canvas and library resources; and special accommodations for learning challenges.

**Subgoal D:** Work with the Office of Development and Alumni Relations to augment SHSP alumni participation in the NYMC Alumni Leadership Council.

## Goal 2: eLearning

Maintain a robust eLearning environment across all SHSP programs to ensure cohesive, effective and reliable education.

**Subgoal A:** Regularly upgrade structured course templates and course evaluation rubrics.

**Subgoal B:** Regularly update training resources and develop a formal certification process for new and experienced full-time and adjunct faculty.

**Subgoal C:** Regularly upgrade hardware and software technologies, including classroom technology and levels of competent staffing to ensure success.

**Subgoal D:** Establish formal evaluation processes.

## Goal 3: Interprofessional Education

Facilitate collaboration in interprofessional education (IPE) across programs in SHSP, NYMC, and Touro University (TU).

**Subgoal A:** Compile and disseminate a comprehensive TU directory of academic programs with potential appeal to students and faculty in related programs.

**Subgoal B:** Identify and actively promote IPE opportunities within SHSP.

## Goal 4: Recruitment and Affordability

Maintain the cost of SHSP attendance in relative alignment with regional and national benchmarks, including economic factors such as living expenses, financial aid, tuition discounts, expanded scholarship opportunities and prospects for gainful employment.

**Subgoal A:** Maintain, publicize and regularly review tuition discount programs targeted at potential applicants.

**Subgoal B:** Optimize enrollment by reducing attrition and attracting broad new populations, including international and online students. Create a plan to mitigate attrition.

**Subgoal C:** Working with the Office of Development and Alumni Relations, expand outreach for targeted philanthropic scholarships, fellowships, training grants and awards in order to attract incoming students and to reward student excellence.

**Subgoal D:** Conduct market research of peer institutions for all programs (product, price, placement, promotion).

## Goal 5: Curriculum and Instruction

Establish ongoing processes to review the market niche of the SHSP academic programs to ensure each is addressing the current needs and interests of students, utilizing dynamic and contemporary best practices in classroom/laboratory/clinical practices and in step with real-world needs.

**Subgoal A:** Departments will formally interview and survey students on an annual basis to determine satisfaction, interests and needs.

**Subgoal B:** Departments will formally review the curriculum for all degree and certificate programs at the minimum of every three years to determine quality and contemporaneity.

**Subgoal C:** Department chairs will rigorously assess teaching quality for all faculty, full-and part-time, to ensure quality instruction is occurring both in the classroom and online.

## Goal 6: Clinical Experience and Internships

Departments will prioritize their efforts in expanding the number of sites and slots available to students for clinical experiences and internship opportunities for applied practice.

**Subgoal A:** Departments will reinvigorate their effort to identify and/or expand community-based clinical placements and internship experiences for students.

**Subgoal B:** Departments will collaborate in identifying community-based clinical placements and internship experiences for students where multiple departments may be able to place students.

## Goal 7: Growth and Expansion to Benefit Students

Departments will explore options for growing their existing and creating new educational programs and experiences for students. Additionally, these enhancements should positively impact the financial performance of the department either through increased revenues or reduced expenses.

**Subgoal A:** Departments will consider opportunities for curricular expansion to meet student needs by adding new specialty tracks and certificate programs.

**Subgoal B:** Physical Therapy will explore the establishment of an on-campus physical therapy clinic to serve the general public and campus community while also providing significant opportunities for its students to gain clinical experience.

**Subgoal C:** The Bioethics program, will reorganize its curriculum and explore options to make it a financially viable program by partnering with Touro University to provide elective course experiences and badges for their students while also aggressively recruiting students for a master's degree or certificate in bioethics.

**Subgoal D:** Public Health will explore curricular changes including the addition, deletion or modification of program areas of study for the M.P.H. degree with the goal of increasing the number of enrolled students and overall credit hour production. Faculty will consider modifications to the core classes for all programs, adjustment of the number of credits associated with the Applied Practicum Experience and Capstone and increasing the number of credits for electives in all program areas. The Generalist M.P.H. program will be reactivated and the curriculum modified to meet contemporary standards.





## II. INNOVATIVE FACULTY AND RESEARCH

Establish a school-wide *Faculty Success* function to ensure implementation of strategic goals directed toward professional satisfaction through excellence in scholarship and performance, education and retention of masters and doctoral students, and opportunities for research and collaboration within and across academic disciplines.

### Goal 1: Scholarship, Recognition and Incentives

Establish equitable performance-based systems of ranking, promotion, compensation and incentives for full-time faculty engaged in teaching, student support, service and research.

**Subgoal A:** Review and, where appropriate, update SHSP by-laws with respect to criteria and processes for academic appointments and promotions.

**Subgoal B:** Review and update SHSP proposed platform for performance-based compensation patterns among full-time faculty and establish incentives to encourage faculty performance and advancement.

**Subgoal C:** Establish and disseminate transparent performance metrics for faculty teaching, student support, service and research in each academic degree program and center of excellence that accurately evaluate levels of effort for different faculty tracks.

### Goal 2: Community of Scholars

Working with the Office of Research Administration (ORA), establish a *Research Success* initiative, with individual points of contact in each academic degree program and center, to stimulate proposals for research by faculty and student research assistants.

**Subgoal A:** With the ORA director of human subjects administration, review information from IRBs at peer institutions and assess representation on NYMC's IRB of perspectives specific to population-based research and clinical investigations in rehabilitation science and other non-medical fields.

**Subgoal B:** Assess the value and impact of emerging technology in biomedical publications and consider position of support for faculty publications in reputable open-access publications.

**Subgoal C:** Promote opportunities for interdisciplinary and collaborative scholarship and education among faculty within SHSP and across NYMC in an effort to increase faculty interprofessional education, collegiality, innovation and opportunities for collaborative scholarship and education.

**Subgoal D:** Partner with government and external affairs to enhance extramural funding opportunities from government and private foundation sources, as well as faculty-managed small business units.

### Goal 3: Physical Facilities

Ensure a safe and robust teaching environment for students, faculty and administrative staff.

**Subgoal A:** Expand capacity and programming for SHSP programs at the NYMC Clinical Skills and Simulation Center in the Dana Road building.

**Subgoal B:** Upgrade existing classrooms and clinical teaching/lab spaces to meet contemporary standards to ensure effective teaching and to support emerging online modes of instruction.

**Subgoal C:** Expand and consolidate available office and teaching spaces, where feasible, to accommodate all three academic departments in the SHSP Building and Vosburgh Pavilion.



### Goal 4: Leadership

Ensure SHSP has instituted and routinely follows sound leadership strategies to ensure ongoing success of its academic mission.

**Subgoal A:** Develop an assessment committee to monitor, review, assess and shape the ongoing strategic planning process, accreditation process and the school's overall performance.

**Subgoal B:** Review and reinforce policies and practices that support and sustain a culture of shared governance and transparency.

### Goal 5: Faculty Sufficiency and Program Quality

Ensure all SHSP departments and programs maintain and employ a faculty force sufficient in both numbers and in presence to provide quality outcomes in achieving all aspects of its mission.

**Subgoal A:** Annually evaluate the appropriate balance and quality of full-time and adjunct faculty who deliver the programmatic courses.

**Subgoal B:** Annually review the personnel and OTPS costs associated with delivering all programs within SHSP and ensure the tuition generated is sufficient to cover these costs.

**Subgoal C:** Review all SHSP programs at the minimum every three years to ensure program quality and educational outcomes are meeting the expectations of the respective accrediting agencies. Programs that are not meeting these standards or that are under-enrolled based on student demand will be modified or eliminated. Likewise, programs that are excelling based on student demand will be enhanced.

### III. COMMUNITY PARTNERSHIPS

Establish a school-wide *Community Success* function to ensure implementation of strategic goals and enhanced NYMC visibility through broad regional community engagement, targeted outreach programs, enhanced student and faculty experiences and centralized coordination of population wellness throughout the region.

#### Goal 1: Engagement and Outreach

Strengthen long-standing partnerships and recruit new members of SHSP's Public Health Practice Council, Community Action Group, and Alumni Leadership Council.

**Subgoal A:** Assess and track current strategic partnerships in the community to determine the numbers and/or frequency of students participating in outreach efforts through surveys.

**Subgoal B:** Reunite the Public Health Practice Council, post-pandemic, and recruit additional county and city health commissioners and health department directors to continue SHSP's remarkable academic continuity with practical public health priorities in New York and the region.

**Subgoal C:** Reunite the Community Action Group, post-pandemic, and recruit additional community-based organizations to continue SHSP's remarkable academic continuity with practical community priorities in New York and the region.

**Subgoal D:** Actively engage independently and with community-based environmental groups in sustainability and green initiatives across the campus.

**Subgoal E:** In tandem with the Office of Development and Alumni Relations, enhance and encourage Alumni Leadership Council initiatives through increased involvement of the departments and faculty.



#### Goal 2: Visibility and Awareness

Increase public recognition of SHSP's brand, its multifaceted capacity for service and the value it brings to communities in improving well-being for New York and the region.

**Subgoal A:** Enhance awareness of NYMC and SHSP in the business, governmental and private foundation communities, leading to collaborative opportunities, grants and philanthropic funding.

**Subgoal B:** Increase overall brand recognition of SHSP and its academic programs.

**Subgoal C:** Assess and update departmental sections of the NYMC website including the updating of faculty bios in order to facilitate access to the latest information that includes accomplishments by faculty and students.

#### Goal 3: Centers of Excellence

Initiate a campaign to actively market SHSP's centers of excellence among the community partners across all sectors in New York and the region.

**Subgoal A:** Consulting for Applied Research Services – Researchers in all fields of investigation across TU and NYMC should be alerted to newly expanded availability of technical biostatistical and research-design support including education in applied biostatistics, epidemiology, study design and interpretation of provisional and published results.

**Subgoal B:** Children's Environmental Health Center – Clinical physicians and other health care providers across the region should be alerted to the clinical unit that provides expert consultation on potentially toxic environmental exposures and unusual symptoms or health conditions possibly linked to environmental hazards. The unit is staffed by a multidisciplinary team and housed in the Pediatric Pulmonary, Allergy and Sleep Medicine Division of Boston Children's Health Physicians.

**Subgoal C:** Center on Disability and Health – Academic institutions across the country should be alerted to the Leadership in Neuropsychological Education (LEND) Fellowship, a federal-sponsored program that for nearly 20 years has trained next generations of health care professionals assisting children and adults living with development disabilities and other special needs.

**Subgoal D:** Center for Disaster Medicine – Hospital and community emergency managers, first responders, law enforcement, government officials and business continuity managers should be alerted to availability of advanced disaster and state-of-the-art training education using high-fidelity simulators and other modalities considered unique to the civilian sector.

**Subgoal E:** Center for Long-Term Care – Elder care professionals, advocates and community-based organizations should be alerted to this community resource dedicated to improving the quality of long-term care for seniors in New York and the region. The center also addresses the needs of younger people who face disabilities and providers of care including family caregivers and paid paraprofessionals.



## IV. DIVERSITY, INCLUSION, BELONGING

Establish a school-wide *Diversity Success* function that coordinates proactively with initiatives from NYMC's vice chancellor for diversity and inclusion to convey a positive, comfortable atmosphere of universal belonging and sense of community, by supporting and enhancing the educational and extra-curricular experiences of students, faculty, staff and visitors from diverse backgrounds, abilities and cultures.

### **Goal 1: Diversity of Student Population**

Increase the percentage of students from under-represented populations and international students for all degrees and programs in SHSP.

**Subgoal A:** Employ targeted marketing efforts to recruit diverse students for all SHSP degrees and programs.

**Subgoal B:** Improve infrastructure support, including the areas of housing, shuttle service and off-campus transportation.

**Subgoal C:** Seek private philanthropy and government funding for financial incentives to attract diverse students with targeted scholarships and other forms of support.

**Subgoal D:** Initiate a continuous-improvement program by surveying prospective and matriculating international students to determine what types of student support services might provide the greatest benefit to their success.

**Subgoal E:** Employ annual student and graduate surveys to assess effectiveness.

### **Goal 2: Diversity of Full-Time Faculty**

Increase the hiring of full-time faculty from under-represented populations for all degrees and programs in SHSP.

**Subgoal A:** Partner with the Office of Human Resources to emphasize recruitment and hiring of qualified faculty candidates from targeted diversity groups to ensure that the SHSP full-time faculty reflect the matriculating SHSP student body.

**Subgoal B:** Consider implementing a *Scholastic Advancement Program* that recruits future diverse faculty from a highly selective pool of M.S. or M.P.H. students and admits them into the Dr.P.H. program as a pathway to faculty status.

**Subgoal C:** Seek private philanthropy and government funding for financial incentives to attract diverse faculty with targeted forms of support.

### **Goal 3: Curriculum and Learning Experiences**

Foster diversity and inclusion across all SHSP curricula and learning experiences.

**Subgoal A:** Develop community-based projects and opportunities that apply the social-determinants-of-health framework for students to provide community service especially in underresourced populations across the region.

**Subgoal B:** Develop clinical and practical opportunities and other student educational experiences in underresourced communities.

**Subgoal C:** Review and enhance course curricula and course materials (i.e. books and educational reading material) to enhance presence of diversity and inclusion in all learning-related activities.

**Subgoal D:** Expand educational opportunities for members of community-based health care organizations in underresourced areas.

**Subgoal E:** Establish social and academic events to celebrate diversity and international students.

**Subgoal F:** Establish targeted tech support such as specialized Canvas resource.

## CONCLUSION

The *SHSP Strategic Plan 2022-2027* has been built on an objective assessment of the school's 2017 strategic plan that considered successes as well as lessons learned. It builds on NYMC's and SHSP's long history of diversity and inclusion, education, research, scholarship, health care and public health.

The school-wide strategic planning process identified new opportunities and a strategic plan for the next five years. Special attention has been paid during the strategic planning process to ensure it not only promotes the school mission, vision and goals but also those of NYMC. It also includes tactics and measurable assessments to ensure that the school will responsibly pursue those goals as well as assess real-time progress to adjust as needed while driving mission success. The school community supports this strategic plan with commitment and confidence that it marks a path for success.

Over the next five years, SHSP will further establish its position within NYMC as a dynamic and *next practices* school that aspires to be a leading U.S. health sciences educational source in health sciences and practice. The school will achieve this by investing in and empowering faculty and students to promote their success. This includes strategic initiatives to enhance teaching and learning, promote and build sustainable and competitive research/scholarship, as well as promote and build partnerships to enhance research/scholarship and clinical experiences, provide educational research and clinical opportunities for students. These initiatives will provide opportunities to promote college branding and fundraising based on research successes and areas of strength recognizable to the public.

SHSP will strive for increased diversity and inclusion, enhanced transparency and open communications so that our entire community is invested in working toward our vision, mission, and goals. SHSP will also increase focus on community outreach to help address today's important issues including health disparities and social determinants of health. To drive these initiatives, SHSP will continue to cultivate support through strengthening ties with its community of alumni and trusted community of donors, leverage our expertise in research to pursue grant funding, achieve excellence in financial performance and manage SHSP's resources in a deliberate manner in support of programs and services aligned with its mission, vision and core values.

As NYMC and SHSP implement strategic planning, progress will be regularly monitored and measured in nourishing partnerships with the broad constituent communities that brought these plans to fruition and will help achieve success.



## TASK FORCE MEMBERS

### CO-CHAIRS

**Ben Johnson, Ed.D.**, Vice Dean and Professor of Physical Therapy and Public Health

**Michelle Novotny, M.A.**, Associate Dean for Admissions and Enrollment Management

**Amy Ansehl, D.N.P.**, Associate Dean for Student Experience and Associate Professor of Public Health, Department of Public Health (*Co-Chair of Community Partnership Subcommittee*)

**Adam E. Block, Ph.D.**, Associate Professor of Public Health, Department of Public Health (*Co-Chair of Inclusion, Diversity, Belonging Subcommittee*)

**Denton Brosius, Ph.D.**, Associate Dean for eLearning and Associate Professor of Public Health, Department of Public Health (*Co-Chair of Student Success Subcommittee*)

**Janet Dolot, P.T., D.P.T., Dr.PH., OCS, COMPT**, Chief and Associate Professor, Division of Physical Therapy in the Department of Rehabilitation Sciences, SHSP (*Co-Chair of Innovative Faculty and Research Subcommittee*)

**Kenneth Knapp, Ph.D.**, Assistant Professor and Interim Vice Chair of Public Health, SHSP, Director, Dr.P.H. Program, Director, Center for Long-Term Care (*Co-Chair of Student Success Subcommittee*)

**Monica McHenry, Ph.D., CCC-SLP**, Professor of Speech-Language Pathology, Department of Speech-Language Pathology (*Co-Chair of Innovative Faculty and Research Subcommittee*)

**Paola Nicolas, Ph.D.**, Assistant Professor of Medical Ethics, Bioethics Program (*Co-Chair of Inclusion, Diversity, Belonging Subcommittee*)

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# NEW YORK MEDICAL COLLEGE

A MEMBER OF Touro University

## School of Health Sciences and Practice

New York Medical College is committed to a sustainable campus.



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