



**Brooklyn Campus**

**School of Health Professions**  
**Strategic Plan**  
**2008-2013**

**May 29, 2008**

## **Introduction**

The strategic plan of the School of Health Professions at Long Island University was developed throughout the 2007-2008 academic year. The process was initiated by a series of planning questions that were e-mailed to the faculty and administrators of the School. Their answers were discussed and submitted to the dean at a subsequent school-wide meeting. The *core values* of this plan emerged from the answers to those questions. The mission statement was developed from the planning questions as well. Additional School-wide meetings were held throughout the remainder of the year at which faculty and administrators worked in small groups to develop *goals and strategies*. The dean assembled notes from each meeting and circulated drafts of the emerging plan for feedback.

The document that resulted from these efforts is a Strategic Plan for the next 5 years that truly was developed by the faculty, division directors and other administrators of the School of Health Professions. The plan reflects the priorities and values of each person in the school and it belongs to everyone. It will be reviewed and modified, as needed, on an annual basis and represents our roadmap for the next five years.

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Dean, School of Health Professions

# **Strategic Plan 2008-2013**

## **School of Health Professions**

### **Long Island University – Brooklyn**

**Mission:** The School of Health Professions at Long Island University is dedicated to providing superior quality education and conducting leading research in the health professions as avenues to outstanding career opportunities for a diverse student body. The School is dedicated to providing professional expertise to the people of Brooklyn and New York to serve the community health care and health education needs.

**Core Value 1:** The School of Health Professions (SHP) is dedicated to education in the allied health professions, providing students with programs that stress excellence in practice and professionalism, promote ethical behavior and cultural sensitivity and lead to outstanding career opportunities.

**Goal 1.1.** The SHP will provide high quality professional programs that achieve first time pass rates on certification/licensing examinations exceeding 90%.

**Strategy 1.1.1:** Each program will develop a mechanism to assess student preparedness for certification/licensing examinations

- Programs will coordinate development of this mechanism so that, to the extent possible, all programs follow a similar process
- Student assessment will occur throughout the curriculum so that student difficulties are identified as early as possible

**Strategy 1.1.2:** The SHP will work with the university to provide technology support for:

- Computer based examinations similar to board exams
- Evaluating current assessment tools for reliability and validity

**Strategy 1.1.3:** Programs will implement strategies that strengthen their recruitment position to insure selection of students with high likelihood of success.

**Strategy 1.1.4:** Programs will regularly review their curriculum in the context of student outcomes to seek ways for continuous improvement.

**Strategy 1.1.5:** Programs will regularly review curriculum in response to advances in the professions to insure currency and excellence.

**Goal 1.2.** All students of the SHP will be culturally competent and aware of the importance of cultural sensitivity in professional practice. Likewise, all students of the SHP will demonstrate ethical and professional behavior

**Strategy 1.2.1:** The SHP will support development of an interdisciplinary instructional module for classroom or didactic use that will include concepts of cultural diversity and ethical behavior. This instructional tool will address cultural sensitivity as well as ethical and professional behavior.

**Strategy 1.2.2:** Fieldwork syllabi for all programs will contain explicit information about the importance of cultural sensitivity, ethics and professional behavior.

**Strategy 1.2.3:** Each program will insure that a mechanism exists to assess students' cultural competence, professionalism and ethical behavior within fieldwork experience

**Strategy 1.2.4:** Programs will regularly review curriculum to insure that opportunities exist for students to learn the importance of cultural competence and ethical behavior in the context of global health care delivery.

**Goal 1.3.** The SHP will provide professional programs that are aware of and responsive to the health care and professional needs of the community, the state and the nation

**Strategy 1.3.1:** The SHP will work with the healthcare and professional communities, locally and nationally, to continually assess health professions workforce needs.

**Strategy 1.3.2:** As workforce needs are identified, the School will determine feasibility of responding to those needs through program expansion, new program creation or other mechanisms.

**Strategy 1.3.3:** Faculty and administration will participate in local, national and international conferences related to delivery of health care.

**Strategy 1.3.4:** The SHP will support development of activities that promote awareness of community, state, national and global health issues

**Goal 1.4.** The School will promote excellence among faculty

**Strategy 1.4.1:** The SHP will promote faculty development in teaching through continuous evaluation and support of teaching skills development.

**Strategy 1.4.2:** The SHP will encourage the scholarship of teaching as part of its research agenda

**Strategy 1.4.3:** The SHP will establish a mentorship program for faculty and administration that promotes both teaching and scholarship

**Strategy 1.4.4:** Recruitment of new faculty will be done at the national level and utilize resources that insure both excellence and diversity.

**Goal 1.5.** The School will provide programs that effectively use technology within the principles of the LIU Technology Initiative

**Strategy 1.5.1:** The SHP will utilize every opportunity to promote faculty knowledge and skill in the use of technology for instruction.

**Strategy 1.5.2:** The appropriateness of new and innovative uses of technology for didactic and clinical instruction will be explored.

**Strategy 1.5.3:** The SHP will consider the feasibility of a School Technology Plan

**Strategy 1.5.4:** The SHP will seek to maximize the quality and availability of hardware, software and technology support for instructional purposes.

**Strategy 1.5.5:** The use of Standardized Patients and the technology associated with assessment of students in this protocol will be explored.

**Core Value 2:** The SHP values high quality scholarship and research that advances the knowledge base for health care and provides students with scholarly tools for life-long learning.

**Goal 2.1.** SHP faculty will increase research activity as appropriate for their profession

**Strategy 2.1.1:** In consultation with the Dean each division will set research goals (ie. quantity and quality of publications, grants, presentations etc.) appropriate to the discipline.

**Strategy 2.1.2:** The Dean and Directors will disseminate information about research and funding opportunities to faculty.

**Strategy 2.1.3:** Faculty and administration will actively explore opportunities for interdisciplinary research either between SHP programs or with programs in other schools or universities.

**Goal 2.2.** The SHP will provide an environment that fosters research and scholarship

**Strategy 2.2.1:** The School will establish a distinguished speaker event that is focused upon research

**Strategy 2.2.2:** The School will promote a faculty mentorship program (see above) that focuses upon scholarship.

**Strategy 2.2.3:** The dean will appoint a Research and Scholarship Committee to assess the research mission and environment of the SHP and to advise the dean concerning the research environment of the school.

**Strategy 2.2.4:** Research information and reports will be incorporated into the SHP website (old and new) and disseminated through university publications.

**Strategy 2.2.5:** The SHP will promote communication among programs to raise awareness of existing research expertise and facilities and interdisciplinary opportunities.

**Strategy 2.2.6:** The SHP will work with the Associate Dean for Research at the Brooklyn Campus in order to provide faculty development opportunities in grantsmanship.

**Goal 2.3.** The importance of research will be recognized in educational programs and promoted among students

**Strategy 2.3.1:** All programs will incorporate research into the curriculum in a manner that enables students to understand scientific research process

**Strategy 2.3.2:** All programs will promote student research projects, as appropriate for their discipline and promote student presentations

**Strategy 2.3.3:** The SHP will continue to encourage student participation in LIU Discovery Day.

**Strategy 2.3.4:** Students will be taught the importance of reading and understanding research throughout their professional careers.

**Strategy 2.3.5:** SHP will promote concepts of evidence-based practice

**Core Value 3:** The SHP is committed to providing its expertise as a service to Brooklyn and New York as well as to the professional communities in order to support access to high quality health care and health education.

**Goal 3.1.** The SHP will maintain an interactive relationship with community organizations in order to provide its expertise to the community

**Strategy 3.1.1:** The dean will participate in community boards and health related organizations whenever possible

**Strategy 3.1.2:** Directors and faculty will participate in community boards and organizations as appropriate for their discipline and workload

**Strategy 3.1.3:** The SHP will participate in an appropriate number of health/wellness fairs in the community each year.

**Goal 3.2.** The SHP will enhance its visibility and reputation within the community as a leader in health professions practice and education

**Strategy 3.2.1:** The Dean will appoint a Public Relations Committee that will be charged with developing marketing plan for the SHP that complements marketing activities of the university.

**Strategy 3.2.2:** The dean's office, with input from the divisions and LIU Public Relations, will develop publicity materials that promote our reputation and identity

**Strategy 3.2.3:** Faculty and administrators will promote the SHP at community, state and national events whenever possible.

**Strategy 3.2.4:** The Dean will maintain dialog with health care providers and appropriate community organizations promoting the SHP as a partner in their activities

**Strategy 3.2.5:** Programs will monitor their websites to insure maximum impact in promoting programs.

**Goal 3.3.** Faculty, staff and students will be active participants in their professional organizations in order to enhance the visibility and reputation of the school at the professional level.

**Strategy 3.3.1:** The school will seek to provide travel resources, beyond division budgets, for faculty to attend conferences related to their professions

**Strategy 3.3.2:** Faculty will maintain memberships and pursue committee activities in their professional organizations

**Strategy 3.3.3:** Programs will promote student membership in professional organizations

**Strategy 3.3.4:** The Dean will be an active participant and leader in the Association of Schools of Allied Health Professions (ASAHP) as well as its regional sub-groups.

**Strategy 3.3.5:** The Dean will promote participation by students and faculty in scholarship and leadership programs offered by ASAHP

**Goal 3.4.** Faculty and staff will participate in community service activities as appropriate for their professional training and experience.

**Strategy 3.4.1:** Each faculty member will develop a profile of his/her service interests and opportunities

**Strategy 3.4.2:** Each program will develop guidelines for expectations of faculty service.

**Strategy 3.4.3:** Faculty and staff will seek ways to involve students in community service roles as part of the curricula for each program