**School of Pharmacy and Pharmaceutical Sciences Strategic Plan 2019-2024**

| STRATEGIC PRIORITY #1: PURSUE GROUNDBREAKING, INNOVATIVE RESEARCH | | |
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| **Initiative** | **Key Metrics to Monitor Progress** | **Targets for Each Initiative** |
| 1.1) Focus research on: (1) niche areas that have growing presence and impact locally, nationally and globally and/or (2) special populations relevant to our local region | • Number of successful grants (Federal and non-Federal) and their dollar amounts that support research in special populations | • 25% increase in innovative research grants over 5 years |
| | | • >$5 million of extramural grants (NIH, NSF, DOD, FDA, CDC) for all faculty |
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| | • Measure other financial support | • Steady growth per year in amount of funding (increase by 5% per year for small grants, SUNY grants, etc.) |
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| 1.2) Form and sustain transdisciplinary, interprofessional and network-based research groups | • Number of transdisciplinary, interprofessional and network-based research groups | • Establish at least 3 new transdisciplinary, interprofessional, and network-based research groups and measure their longevity |
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| 1.3) Ensure faculty support to allow time for research, publishing and grant writing | • Measure the number of peer-reviewed publications, presentations and invited presentations and grant success | • Steady growth in the number of presentations and peer-reviewed publications |
| | | • At least 1 peer-reviewed publication per faculty member per year |
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| | • Measure the degree to which the school supports faculty through balancing teaching and research | • 10% increase in support from TAs and other support personnel over 5 years |
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| 1.4) Retain and develop high quality faculty | • Rate of advancement on career ladder for faculty | • 100% clinical faculty promoted within 6 years; tenure-track faculty on time or early to achieve tenure |
| | | • 90% year-to-year retention of faculty that successfully meet the tripartite mission of teaching, research and service are retained at the school |
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| | • Measure the financial and mentoring support within the school (e.g., pilot grants, travel support, support for student participation) | • Percentage of faculty who have at least 1 grant source of revenue within each 2-year period. Steady increase in percentage over 5 years |
| | | • 100% faculty participation in mentoring program either as mentor or mentee |
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| | • Measure success of newly recruited faculty by measuring grants obtained before and after employment at school | • 30% of newly recruited faculty will have at least $10k of grant funding one academic year after joining school |

| STRATEGIC PRIORITY #2: PRODUCE STUDENTS WHO WILL HAVE A COMPETITIVE ADVANTAGE IN THE CHANGING HIRING ENVIRONMENT | | |
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| **Initiative** | **Key Metrics to Monitor Progress** | **Targets for Each Initiative** |
| 2.1) Provide unique educational experiences through curricular, extracurricular and co-curricular activities (e.g., home care rotations, telehealth, The Rural and Underserved Service Track [TRUST], research track) | • Extent of exposure to fellowship/internships/residency programs, panels and workshops (student survey: rate the extent that you were exposed to residency programs, panels and workshops and check from which source) | • >35% of students who apply to a residency, fellowship or industrial internship are successful (follow applicants through Phorcas in order to measure how many students apply to residencies and are matched) |
| | | • 100% of students are exposed to internships/residency/fellowship panels, workshops, or showcases, etc. |
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| | • Number of students who complete an APPE rotation with under-served populations and number of post-graduate placements with under-served populations (e.g., rural settings, geriatric placements, etc.) | • >10% of graduates practice with underserved populations |
| | | • >20% of graduates practice in a rural setting |
| | | • >20% of graduates practice in upstate NYS |
| | | • >20% of students complete an APPE rotation with under-serviced populations |
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| | • Number of IPE experiences (especially with medical students or physicians) | • >75% of students have IPE experiences with medical students or physicians |
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| | • Number of students presenting at local, regional, state and national meetings | • By the end of P4 year, >75% of students will have presented at a professional meeting (local, regional, state, national) |
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| | • Develop 5 unique co-curricular experiences related to pharmacy (e.g. nuclear pharmacy, oncology, patient care in community setting, geriatrics, etc.) over the next 5 years | • >50% of students attended a unique co-curriular experience and 100% express satisfaction with their unique co-curricular experiences |
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| 2.2) Provide all PharmD students with multiple research/scholarship opportunities (e.g., summer research fellowships, Capstone projects, grant funded projects, etc.) | • Number of students awarded a summer research fellowship; number of students on grant-funded research projects; number of students who take the initiative to do research with faculty | • >25% of all students carry out research (outside of Capstone) by their graduation |
| | | • >50% of faculty actively offer research opportunities to students, outside of Capstone |
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| | • Percentage of graduates that go on to a residency/fellowship | • >33% of graduates go on to a residency/fellowship |
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| | • Number of students whose name appears on a research/scholarship abstract or publication | • >40% of PharmD graduates have an abstract or publication within three years of graduation |
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| 2.3) Establish a clinical campus (clinical education center) in NYC (e.g., level 1 trauma experience, expanded scope of practice, etc.) | • Number of graduating students who finished their third and fourth year at the clinical educational center in NYC ([a] number of students completing Level 1 trauma rotation per year and [b] student satisfaction survey) | • >33% of students who attend the clinical campus successfully apply to a residency, fellowship or industrial internship |
| | | • >90% of students at the NYC clinical campus express satisfaction with the experience and with their contacts for potential residencies/fellowships and internships |
| | | |
| 2.4) Establish a cutting-edge PhD program starting in 2021 | • Measure research recognition (e.g. publications per PhD student, number of invitations and presentations, number of awards) | • >20% increase in PhD student research recognition (awards, invitations, publications) from 2022-2024 |
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| | • Measure enrollment rates in PhD program | • At least 15 students enrolled by year 2 of program |
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| 2.5) Provide leadership opportunities for students (via clubs, leadership workshops, student government, committees, etc.) | • Measure number of leadership workshops and training available to students. Measure student participation in workshops and training | • >10% increase in the offering of leadership workshops and training. >10% increase in student participation |
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| | • Number of students in leadership positions in the school, NYS, national organizations, etc. | • >25% of all students involved in leadership positions |
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| 2.6) Develop graduate level dual degrees with PharmD (e.g., MBA/MPH/PhD) | • Number of dual degree programs that are developed | • At least 2 dual degree programs are in progress by 2024 |

| STRATEGIC PRIORITY #3: DIVERSIFY OUR FUNDING STREAMS | | |
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| **Initiative** | **Key Metrics to Monitor Progress** | **Targets for Each Initiative** |
| 3.1) Commercial funding | • Number of companies (diversity of companies, number of different industries represented, including non-profits, number of different size partners represented, dollar amount of industry funding and sustained donations over time) | • Steady growth in commercial funding and steady increase in dollar amount: >$100k over 5 years |
| | | • Increase of 2 companies and 1 new industry that support school |
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| | • Number of spin-off companies and NIH Small Business (SBIR) grants (diversity of companies, number of different industries represented, including non-profits, number of different size partners represented, dollar amount of industry funding and sustained donations over time) | • Steady growth in number of patents/companies (>5% growth each year) |
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| 3.2) Foster relationships with donors | •Total donations to SOPPS | • 10% increase in monetary donations per year |
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| | • Number of SOPPS faculty and students that interact with potential donors (community, alumni, industry and political) | • 10% of receptions for donors involve student participation |
| | | • 25% of SOPPS faculty meet with potential donors |
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| 3.3) Create endowed faculty positions/chairs in groundbreaking research areas (e.g., precision medicine/genomics/diagnostics/ health vulnerable populations) | • Funding levels for endowed faculty positions/chairs | • $2,000,000 raised for the establishment of an endowed faculty chair |

| STRATEGIC PRIORITY #4: CREATE AND EXPAND NETWORK AND ECOSYSTEM AT THE COMMUNITY, STATE AND NATIONAL LEVELS | | |
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| **Initiative** | **Key Metrics to Monitor Progress** | **Targets for Each Initiative** |
| 4.1) Generate new networks for recruiting top quality students | • Number of new student recruiting locations / relationships | • At least 10 new academic locations/relationships to recruit top quality students by 2024 |
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| | • Number of articulation agreements with educational institutions | • At least 2 new articulation agreements with outside universities and colleges per year and at least 1 Historically Black Colleges and Universities (HBCU) or Hispanic-serving Institution (HSI) agreement over 5 years |
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| | • Maintain or increase diversity in student recruitment and enrollment (economically disadvantaged, non-traditional, rural, etc.) | • 20% of each class will be underrepresented minorities (URM), 15% of each class will be first-generation college students, and 15% of each class will be from an area with a shortage of health professionals (rural) |
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| | • Maintain or increase number of students enrolling via early decision | • 35% increase in students enrolled via early decision by 2024 |
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| | • Increase number of international and out-of-state students | • 20% of each class will be international/out-of-state students |
| | | |
| | • Increase number of Binghamton University undergrads attending SOPPS | • 50% of entering class will be comprised of Binghamton University undergraduate students over 5 years |
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| 4.2) Generate new networks for recruiting faculty | • Number of new connections for recruiting new and diverse faculty | • At least 5 new connections for hiring new and diverse faculty, over 5 years |
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| 4.3) Generate new networks to recruit preceptors and create fellowships or PGY-2 residencies, to meet the needs of community and school | • Number of new and different settings/institutions for preceptors and track by specialty (e.g. health systems, community pharmacies, independent/specialty pharmacy, etc.) | • Recruit at least 10 new preceptors per year |
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| | • Increase geographic reach and quality of health system and industry partnerships | • Enlist at least 2 new settings/institutions per year with affiliation agreements/MOUS where we can hire qualified preceptors |
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| | • Success of SOPPS fellowships/PGY-2 residencies (number of student applicants; frequency of matching [100%]; measure research projects, teaching opportunities and interactions of the resident with the community) | • 3 successfully established fellowships/PGY-2 residencies by 2024 |
| | | • At least 3 health system and/or industry partnerships |
| | | • At least 2 health system partners in the top 25% of hospitals |
| | | • At least 2 partnerships with a global reach by 2024 (e.g., health systems, national foundations, schools in India and China, etc.) |
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| | • Measure preceptor retention | • Retain 85% of preceptors over 5 years |
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| 4.4) Generate new networks for advocacy (e.g., patients, legislature, etc.) | • Number of faculty advocating for patients and/or with legislators | • 5% increase per year in number of contacts made by faculty advocating for patients and/or with legislators |
| | | • 20% increase in the number of presentations done for regulatory/governmental/NYS/community agencies |
| | | |
| 4.5) Generate new networks for IPE | • Number of new networks that lead to new IPE experiences | • Steady increase in new networks for IPE over 5 years |
| | | • 10% increase in number of IPE experiences generated from existing IPE network over 5 years |