

**James Madison University  
School of Nursing  
Strategic Plan 2021-2026**

Objective	Anticipated Date of Completion	Steps to Meet the Objective	Who is Responsible?	Evaluation Methods
<b>Diversity: The School of Nursing will build upon and expand inclusion and diversity initiatives.</b>				
1. Expand diversity of faculty and promote equity and inclusion.	2021-2026	1. Continue to increase recruitment and publicizing of job opportunities for diverse candidates. 2. Recruit candidates at conferences and meetings (SNRS, VNA, etc.). 3. Continue to create an environment supportive of the retention and promotion of diverse faculty. 3.1. Review and implement JMU’s strategies for expanding and retaining a diverse faculty. 2021-2022 3.2. Provide University resources that promote inclusivity (Sisters in Session, LGTBQ, etc.). 2021-2022 3.3. Mentor and refer diverse faculty to the executive director of the campus and	1. Faculty 2. Faculty Search Committee 3. Diversity committee 4. Faculty Development committee 5. Faculty Development Coordinator 6. Program coordinators (PC) 7. Associate directors, director 8. Campus and community office of access and inclusion.	1. Increased number of diverse faculty applicants. 2. Increased number of diverse faculty hired. 3. Retention of diverse faculty. 4. Diversity training implemented on an annual basis. 5. Unconscious bias training completed 6. Mentorship program strengthened with beginning with new faculty orientation and continuing with assigned faculty mentors. More formals connections for mentorship program. 7. Faculty will represent nursing on the Diversity Council Task Force

Approved by Faculty vote 8.12.21

		<p>community office of access and inclusion during new faculty orientation</p> <p>3.4. Continue professional development opportunities for diversity and inclusivity training. Connect faculty to University and professional opportunities each semester.</p> <p>3.5. Schedule an unconscious bias workshop for 2021-2022</p> <p>3.6. Assess and support individual needs ensuring that talent is nurtured in all its forms.</p> <p>3.7. Evaluate SON climate through biannual survey</p>		
2. Implement and evaluate holistic admissions in SON programs.	<p>2021-2022</p> <p>2021-2026</p> <p>2021-2026</p>	<p>1. Implement strategies, structures, and policies for holistic admissions in undergraduate programs.</p> <p>2. Evaluate holistic admissions processes annually in all programs and concentrations.</p> <p>3. Communicate with University Admissions on their holistic admissions process.</p>	<p>1. UG/G admissions and progression committee</p> <p>2. Faculty</p> <p>3. Staff</p> <p>4. Program Coordinators</p> <p>5. Associate Directors</p> <p>6. Director</p> <p>7. University Admissions</p>	<p>1. Admission processes expanded to meet holistic criteria.</p> <p>2. UG/G programs exhibits increased diversity</p> <p>3. A&amp;P Committee submitted proposal to RPAG</p>

	2021-2026	4. Increase faculty representation in Freshman recruitment.		
3.Create and support a student environment that promotes inclusivity.	2021-2026	1. Evaluate SON climate through biannual survey for students, faculty, and alumni to identify DEI needs for the SON.	1. UG/G curriculum committee 2. Faculty 3. Staff 4. Program Coordinators 5. Associate Directors 6. Director 7. Diversity Committee 8. Community Stakeholders/Advisory Board	1. DEI components and cultural humility are incorporated into curriculum 2. Increased student involvement in DEI organizations and committees in SON and University 3. Biannual Climate Survey deployed 4. Links to campus DEI and Financial resources posted on SON website 5. Student DEI Club has been created 6. Stakeholder/Advisory Board meetings
	2021-2026	2. Implement changes identified through climate survey.		
	2021-2026	3. Support student SON and University DEI organizations/committees and promote student participation in DEI initiatives for the SON.		
	2021-2023	4. Assess cultural humility and DEI components across all curricula.		
	2021-2022	5. Develop and incorporate curricula across programs that support DEI, including feedback from our communities of interest. 6. Promote campus resources DEI and financial assistance for students.		
<b>Innovation: The School of Nursing will champion innovative undergraduate and graduate programs that meet student and stakeholder needs.</b>				
<b><i>Undergraduate</i></b>				
<b><i>Pre-licensure BSN</i></b>				
1.Enhanced student support services	2021-2026	1.Work with Vice Provost for Student Academic Success and Enrollment Management on	1. BSN Program Coordinator 2. Staff BSN Clinical Coordinator	1. BSN mentorship program established with MAP's 2. PASS implemented

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		<ul style="list-style-type: none"> <li>a. Develop BSN mentorship Programs, including Madison Advising Peers (MAPs)</li> <li>b. Develop relationship with Student Success Center to implement Peer Advising Study Sessions (PASS)</li> <li>c. Investigate the need for mental health services enhancement for BSN students</li> <li>d. Explore the need for DEI support services (links to #4 below)</li> </ul> <p>2.Enhance student Advising 3.Develop clinical support services for students</p>	<ul style="list-style-type: none"> <li>3. Associate Director for Undergraduate Programs</li> <li>4. Nursing Advisor</li> <li>5. Faculty- (identification)</li> <li>6. Nursing advisor</li> <li>7. Faculty</li> </ul>	<ul style="list-style-type: none"> <li>3. Mental health support plan identified</li> <li>4. Advising plan with evaluation tool/metrics</li> <li>5. Clinical support resources (identify)</li> <li>6. Coffee and coloring session implemented</li> <li>7. Mini grants funded</li> </ul>
2. Develop competency-based education and Next Generation NCLEX plan	2021-2026	<ul style="list-style-type: none"> <li>1. Develop CBE Task Force (comprised of program representatives)</li> <li>2. Facilitate faculty development of competency-based teaching and evaluation practices</li> <li>3. Develop competency-based curriculum.</li> <li>4. Integrate the next generation NCLEX Clinical Judgment Measurement Model (NCJMM) into curriculum</li> </ul>	<ul style="list-style-type: none"> <li>1. Faculty</li> <li>2. Course Coordinators</li> <li>3. UG Curriculum Committee</li> <li>4. Program Coordinator</li> <li>5. Associate Director</li> <li>6. Lab Director</li> </ul>	<ul style="list-style-type: none"> <li>1. Task force minutes/annual report</li> <li>2. Curriculum maps (competencies, SLO, objectives, etc).</li> <li>3. CBE consulting recommendations</li> <li>4. Faculty development evaluation data</li> <li>5. CBE statement adopted</li> <li>6. CBE rubrics</li> <li>7. NCLEX pass rate</li> </ul>

3. Support SON DEI initiatives programmatically	2021-2026	<ol style="list-style-type: none"> <li>1. Develop Holistic admission proposal</li> <li>2. Student involvement in DEI initiatives</li> <li>3. Faculty and staff involvement in DEI initiatives</li> </ol>	<ol style="list-style-type: none"> <li>1. A&amp;P Committee</li> <li>2. Faculty &amp; Staff</li> <li>3. Diversity Committee</li> </ol>	<ol style="list-style-type: none"> <li>1. Holistic admissions implemented</li> <li>2. A&amp;P Committee annual report/evaluation plan</li> <li>3. Admission metrics comparison</li> <li>4. Student evaluations (DEI data)</li> <li>5. Student Diversity Club engagement</li> <li>6. Diversity Committee annual report</li> </ol>
<b>RN-BSN</b>				
1. Enhanced student support services	2020-2026	<p>A. Work with Vice Provost for Student Academic Success and Enrollment Management on</p> <ol style="list-style-type: none"> <li>1. Collaborate with graduate program on career mentorship programs for adult degree programs</li> <li>2. Develop tutoring and studying support programs for adult degree programs</li> <li>3. Develop a plan for a dedicated academic adviser</li> <li>4. Explore need for Mental Health services</li> <li>5. Explore DEI support initiatives</li> </ol> <p>B. Provide course availability for all fall/spring courses</p>	<ol style="list-style-type: none"> <li>1. RN/BSN Program Coordinator</li> <li>2. Associate Director for Undergraduate Programs</li> <li>3. Nursing Advisor</li> </ol>	<ol style="list-style-type: none"> <li>1. UG mentorship team plan for implementation developed</li> <li>2. Mental health support services directed at nursing students identified and posted on website</li> <li>3. DEI support services for nursing students identified and posted on website</li> <li>4. Mentoring students related to professional development</li> <li>5. Encourage activities like coffee and coloring/ walking and talking/</li> <li>6. Student Encounter Forms consistently updated by advisers in SharePoint</li> <li>7. Plan developed to hold all courses (excluding NSG 466 and 469) both fall and spring and posted on SP</li> </ol>

		<ol style="list-style-type: none"> <li>1. Develop a plan to provide 9 courses each fall and spring</li> <li>2. Explore course coordinator insights and willingness to participate</li> <li>3. Develop student progression models for</li> </ol>		<ol style="list-style-type: none"> <li>8. Met with course coordinators to gather ideas and assess buy in with meeting notes posted in minutes on SharePoint</li> <li>9. Plan for student progression using new open courses model posted on SharePoint</li> </ol>
2. Support SON DEI initiatives programmatically	2021-2026	<ol style="list-style-type: none"> <li>1. Continue Holistic admissions for co-enrollment students</li> <li>2. Monitor effectiveness of holistic enrollment for student success</li> <li>3. Provide resources for students</li> <li>4. Explore financial support for co-enrollment students</li> </ol>	<ol style="list-style-type: none"> <li>1. RN/BSN Program Coordinator</li> <li>2. Associate Director for Undergraduate Programs</li> <li>3. Director</li> <li>4. RN/BSN Committee</li> <li>5. PCE directors</li> <li>6. Dean of Students</li> </ol>	<ol style="list-style-type: none"> <li>1. Holistic admissions practice employed each semester</li> <li>2. Student progression monitored and documented on SharePoint</li> <li>3. DEI students identified during holistic admissions process and documentation noted in Admissions folder on SharePoint</li> <li>4. Diverse students (diversity defined broadly) are supported while in program <ol style="list-style-type: none"> <li>1. Student Diversity Club attendance reported by students</li> <li>2. Enhanced Advising documentation for all students in encounter form</li> <li>3. Dean of Students contacted for students in need with documentation in student encounter form</li> </ol> </li> </ol>

				<ol style="list-style-type: none"> <li>5. List of student resources posted on website and in handbook.</li> <li>6. Meet with internal and external resources of financial aid</li> </ol>
3. Develop competency-based education plan	2021-2026	<ol style="list-style-type: none"> <li>1. Develop CBE Task Force (comprised of program representatives)</li> <li>2. Develop faculty competency of teaching clinical reasoning, clinical judgment, critical thinking in the curriculum</li> <li>3. Faculty develop competency-based learning activities in courses</li> <li>4. Promoting faculty peer evaluation of online teaching</li> </ol>	<ol style="list-style-type: none"> <li>1. Faculty</li> <li>2. Course Coordinators</li> <li>3. UG Curriculum Committee</li> <li>4. Program Coordinator</li> <li>5. Associate Director</li> </ol>	<ol style="list-style-type: none"> <li>1. Competency statement for clinical reasoning, clinical judgment, and critical thinking developed and presented to RN-BSN committee and faculty.</li> <li>2. Competency rubrics for clinical reasoning, clinical judgment, and critical thinking created and posted in CBE taskforce minutes and folder</li> <li>3. Faculty competency developed and documentation in SharePoint</li> <li>4. Subject matter expert speakers for professional development</li> <li>5. Simulations for CBE created and posted in Simulation annual report and curriculum summary</li> <li>6. Online instructor evaluation posted in SharePoint under faculty handbook</li> <li>7. Instructors have one peer evaluation of online teaching each year.</li> </ol>
4. Diversify student recruitment	2021-2026	<ol style="list-style-type: none"> <li>1. Increase OOS student enrollment</li> </ol>	<ol style="list-style-type: none"> <li>1. RN/BSN Program Coordinator</li> </ol>	<ol style="list-style-type: none"> <li>1. Student diversity reported to faculty and in AY report</li> </ol>

		<ol style="list-style-type: none"> <li>2. Determine state Board of Nursing requirements for RN to BSN programs</li> <li>3. Determine SARA requirements per state</li> <li>4. Inform future applicants of the requirements for out of state students</li> <li>5. Identify measures to promote strategies for inclusive marketing</li> </ol>	<ol style="list-style-type: none"> <li>2. Associate Director for Undergraduate Programs</li> <li>3. Director</li> <li>4. RN/BSN Committee</li> <li>5. PCE Directors</li> </ol>	<ol style="list-style-type: none"> <li>2. Requirements for out of state clinical including specific requirements documented in SP</li> <li>3. SARA requirements per state publish documented in the handbook, and website</li> <li>4. PCE contacted to discuss marketing consultant in collaboration</li> <li>5. Attended 5 recruitment fairs each AY</li> </ol>
<b>Graduate</b>				
<ol style="list-style-type: none"> <li>1. Continue sustainable growth in student enrollment.</li> </ol>	2021-2026	<ol style="list-style-type: none"> <li>1. Explore innovative masters' and doctoral programs.</li> <li>2. Increase diversity enrollment and resources availability</li> <li>3. Explore resources for remote learning centers.</li> <li>4. Enhance practice-partner relationships for recruitment and retention.</li> <li>5. Meet with undergraduate students in final semester to present graduate program opportunities.</li> <li>6. Seek additional faculty for sustainability of programs.</li> <li>7. Evaluate options for increasing out-of-state enrollment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Program Coordinators</li> <li>2. Faculty</li> <li>3. Associate Director</li> <li>4. Director</li> </ol>	<ol style="list-style-type: none"> <li>1. Number of students enrolled in programs.</li> <li>2. Number of diverse student enrollment</li> <li>3. Number of practice- partner meetings and recruitment events.</li> <li>4. Number of undergraduate student group meetings per year.</li> <li>5. Number of faculty teaching and advising meets needs of student numbers.</li> </ol>



2. Explore graduate certificate programs.	2021-2026	<ol style="list-style-type: none"> <li>1. Identify specialty options for intra- and inter-professional graduate certificates .</li> <li>2. Develop task forces to design certificate program curriculum, as needed.</li> <li>3. Submit proposal for approval through curricular process.</li> </ol>	<ol style="list-style-type: none"> <li>1. PC's</li> <li>2. Faculty</li> <li>3. Associate Director</li> <li>4. Director</li> </ol>	<ol style="list-style-type: none"> <li>1. Certificate programs identified.</li> <li>2. Program proposal(s) submitted for curricular approval.</li> <li>3. Students enrolled in program.</li> </ol>
3. Implement competency-based education.	2021-2026	<ol style="list-style-type: none"> <li>1. Facilitate faculty development of competency-based teaching and evaluation practices.</li> <li>2. Form CBE task force including UG and grad program representation in collaboration with administration</li> <li>3. Develop competency-based curriculum.</li> <li>4. Submit proposal for approval through curricular process.</li> <li>5. Initiate CBE curriculum.</li> </ol>	<ol style="list-style-type: none"> <li>1. PC's</li> <li>2. Associate Director of Graduate Program</li> <li>3. Faculty</li> <li>4. FDC</li> <li>5. CFI</li> <li>6. UGCC and GCC</li> </ol>	<ol style="list-style-type: none"> <li>1. FAR demonstrates participation in CBE professional development.</li> <li>2. Course reports reflect curricular changes.</li> <li>3. Task force report to curriculum committee(s)</li> </ol>
4. Integrate diversity, inclusion, and equity (DEI) content across programs.	2021-2026	<ol style="list-style-type: none"> <li>1. Facilitate faculty development opportunities on DEI topics.</li> <li>2. Implement curricular changes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Faculty</li> <li>2. FDC</li> <li>3. GCC</li> <li>4. Diversity Committee</li> </ol>	<ol style="list-style-type: none"> <li>1. Faculty FAR/FAP indicate participation in DEI professional development.</li> <li>2. Content mapping.</li> <li>3. Curricular changes reflected in course reports</li> </ol>

			5. Office of Access and Inclusion	
5. Enhance IPE experiences.	2021-2026	<ol style="list-style-type: none"> <li>1. Develop IPE partnerships for clinical and didactic experiences.</li> <li>2. Expand IPE in curriculum.</li> </ol>	<ol style="list-style-type: none"> <li>1. Faculty</li> <li>2. Program Coordinators</li> <li>3. GCC</li> <li>4. IPE partners</li> </ol>	<ol style="list-style-type: none"> <li>1. Course reports</li> <li>2. Annual Report</li> </ol>
6 .Develop and advance simulation experiences.	2021-2026	<ol style="list-style-type: none"> <li>1. Develop DEI and IPE simulation experiences.</li> <li>2. Implement DEI and IPE simulation experiences.</li> <li>3. Offer a variety of simulation modalities.</li> <li>4. Identify, establish and hire program specific APN simulation coordinator.</li> </ol>	<ol style="list-style-type: none"> <li>1. Program Coordinators</li> <li>2. Lab Director and Team</li> <li>3. Associate Director</li> <li>4. Faculty</li> </ol>	<ol style="list-style-type: none"> <li>1. Course reports reflect new DEI and IPE simulation experiences.</li> <li>2. Student and faculty feedback</li> <li>3. Program exit surveys</li> <li>4. Simulation and program annual report.</li> </ol>
CNL/NA				
1. Develop Cayman Island NA cohort		<ol style="list-style-type: none"> <li>1. Initiate planning with HSA cohorts</li> <li>2. Develop seminar topics plan of study for Cayman students.</li> <li>3. Initiate CE opportunities for Cayman Island Cohort.</li> </ol>	<ol style="list-style-type: none"> <li>1. Associate Director</li> <li>2. Program coordinator</li> <li>3. FDC</li> <li>4. HSA Adjunct faculty</li> </ol>	<ol style="list-style-type: none"> <li>1. Enrollment in Cayman Island program</li> </ol>

2. Develop simulation leadership experiences		3. Develop leadership, DEI, and IPE virtual experiences with variation of modalities 4. Implement leadership, DEI, and IPE virtual simulation modalities	5. Lab Director and team 5. Associate Director 6. Program coordinator 7. Leadership Faculty	5. Course reports reflect new DEI and IPE simulation experiences. 6. Student and faculty feedback 7. Program exit surveys 8. Simulation and program annual report.
3. Develop Leadership Global Virtual Exchanges		1. Develop international leadership partnerships with interprofessional programs 2. Create virtual exchange experiences related to leadership 3. Implement virtual exchange experiences	1. Associate Director 2. Program coordinator 3. Leadership Faculty	1. Annual Report 2. Evaluation reports of virtual exchange 3. Debriefing and reflective activities
4. Integrate new AACN Essentials and CNL criteria in curriculum.		1. Map curriculum. 2. Submit proposal(s) for curricular changes for approval through curricular process. 3. Evaluate curricular changes.	1. GCC 2. Program Coordinator 3. AD 4. Leadership Faculty	1. Content mapping 2. GCC minutes 3. Course reports 4. Student evaluations
<b>NP</b>				
1. Integrate new AACN Essentials and NTF criteria in curriculum.		1. Map curriculum. 2. Submit proposal(s) for curricular changes for approval through curricular process. 3. Evaluate curricular changes.	1. NP Faculty Committee 2. GCC 3. NP Program Coordinator 4. AD	1. Content mapping 2. GCC minutes 3. Course reports 4. Student evaluations

2. Expand practicum experiences.		<ol style="list-style-type: none"> <li>1. Explore and develop additional practicum sites.</li> <li>2. Enhance recruitment strategies for preceptors.</li> <li>3. Explore role of and employ clinical coordinator.</li> <li>4. Enhance simulation-based experiences.</li> </ol>	<ol style="list-style-type: none"> <li>1. Faculty</li> <li>2. NP Program Coordinator</li> <li>3. Associate Director</li> <li>4. Administrative Assistant Staff</li> </ol>	<ol style="list-style-type: none"> <li>1. Number of contracts demonstrates additional practicum sites</li> <li>2. Typhon reflects addition of alumni preceptors.</li> <li>3. Clinical coordinator role implemented.</li> <li>4. Simulation evaluations.</li> </ol>
3. Implement advanced practice DNP.		<ol style="list-style-type: none"> <li>1. Implement BSN-DNP program.</li> <li>2. Develop plan of study for post-master's advanced practice DNP.</li> <li>3. Recruit and enroll students in advanced practice DNP.</li> </ol>	<ol style="list-style-type: none"> <li>1. Faculty</li> <li>2. NP Program Coordinator</li> <li>3. DNP coordinator</li> <li>4. Associate Director</li> </ol>	<ol style="list-style-type: none"> <li>1. Advanced practice DNP implemented.</li> <li>2. Course reports.</li> <li>3. Number of students enrolled.</li> </ol>
<b>DNP</b>				
1. Enrollment BSN-DNP programs.		<ol style="list-style-type: none"> <li>1. Obtain final approval of post BSN- DNP Program</li> <li>2. Establish inaugural admission dates for BSN-DNP Programs</li> <li>3. Finalize BSN-DNP curriculum/plans of study</li> <li>4. Recruit BSN-DNP students</li> </ol>	<ol style="list-style-type: none"> <li>1. PC's</li> <li>2. Associate Program Director</li> <li>3. GCC</li> <li>4. Faculty</li> </ol>	<ol style="list-style-type: none"> <li>1. BSN to DNP Programs enrollment</li> </ol>
2. Integrate new AACN Essentials in DNP Curriculum		<ol style="list-style-type: none"> <li>1. Map curriculum.</li> <li>2. Submit proposal(s) for curricular changes for approval through curricular process.</li> <li>3. Evaluate leveling of doctoral competencies</li> <li>4. Evaluate curricular changes.</li> </ol>	<ol style="list-style-type: none"> <li>1. DNP Faculty Committee</li> <li>2. GCC</li> <li>3. Program Coordinator</li> <li>4. Associate Director</li> </ol>	<ol style="list-style-type: none"> <li>1. Implement revised DNP curriculum</li> </ol>

3. Develop Leadership Global virtual Exchanges		<ol style="list-style-type: none"> <li>1. Develop international leadership partnerships with interprofessional programs</li> <li>2. Create virtual exchange experiences related to leadership</li> <li>3. Implement virtual exchange experiences</li> </ol>	<ol style="list-style-type: none"> <li>1. Associate Director</li> <li>2. Program coordinator</li> <li>3. Leadership Faculty</li> </ol>	<ol style="list-style-type: none"> <li>1. Annual Report</li> <li>2. Evaluation reports of virtual exchange</li> <li>3. Debriefing and reflective activities</li> </ol>
<b>Engagement: The School of Nursing will foster initiatives to promote engagement.</b>				
1. Expand and support global programs and collaborations		<ol style="list-style-type: none"> <li>1. Establish site(s) for global experiences for JMU students.</li> <li>2. Develop criteria for faculty leadership and engagement in study abroad programs.</li> <li>3. Explore IPE experiences in global programs.</li> <li>4. Support existing international experiences.</li> <li>5. Establish MSN/DNP programs for Caymanian students.</li> <li>6. Recruit graduate students to participate in global experiences.</li> <li>7. Connect students with CGE to identify funds to support student study abroad experiences.</li> <li>8. Expand relationship with INU partners to create opportunities for faculty and student exchange experiences.</li> <li>9. Expand global nursing education and research opportunities (i.e.:</li> </ol>	<ol style="list-style-type: none"> <li>1. Faculty</li> <li>2. Leadership Team</li> <li>3. CGE</li> <li>4. PC</li> <li>5. AD</li> <li>6. Director</li> </ol>	<ol style="list-style-type: none"> <li>1. New sites in areas such as the Caymans and South Africa.</li> <li>2. Increased participation in global experiences for JMU students.</li> <li>3. Participation in programs for Caymanian students</li> <li>4. School or CGE provide support</li> <li>5. Participation in global opportunities by faculty.</li> <li>6. Increased collaborations between organizations.</li> <li>7. Increased the number of students/ faculty in global health collaborations.</li> </ol>

		<p>Pt Safety Workshop, virtual exchanges etc.).</p> <p>10. Increase number of students/faculty in exchanges, INU workshops and Fulbright's.</p> <p>11. Develop global virtual exchanges</p>		
2. Create a Global Health Nursing Minor.		<p>1. Resubmit proposal for global health nursing minor.</p> <p>2. Consider opportunities for MSN and DNP programs.</p> <p>3. Add a Minor Coordinator</p> <p>4. Identify opportunities for virtual student exchange experiences.</p>	<p>1. Leadership Team</p> <p>2. Curriculum committees</p> <p>3. Faculty</p>	<p>1. Minor approved and offered.</p> <p>2. Implementation and student participation</p> <p>3. Minor Coordinator identified</p> <p>4. Identified concentration or certificates for graduate students</p>
4. Embrace a culture of Civic Engagement in the SON.		<p>1. Develop and implement a graduate Health Policy Certificate</p> <p>2. Support and expand Washington DC Summer Health Policy Institute offerings across programs.</p> <p>3. Faculty and students participate in interprofessional Health Policy Summit.</p> <p>4. Engage in virtual alternatives for advocacy and policy.</p> <p>5. Collaborate with CHBS to host Guest speakers such government reps, policy makers to inform on current policy issues.</p>	<p>1. Task force</p> <p>2. GCC, Faculty, College and University Curriculum Committees</p> <p>3. Faculty, AD, PC</p> <p>4. Director</p>	<p>1. Graduate Certificate designed, approved, and implemented.</p> <p>2. Health Policy Institute program expanded.</p> <p>3. Increased faculty and student participation in HPS and civic engagement opportunities.</p> <p>4. Increased number of speakers on civic engagement</p>

5. Continue to strengthen and expand relationships with local, state, national and international communities of interest.		<ol style="list-style-type: none"> <li>1. Increase number of faculty officers on local state, national and international boards.</li> <li>2. Increase JMU faculty visibility in media and community projects.</li> <li>3. Implement UPCARE project to expand RN role in rural primary care.</li> <li>4. Explore other opportunities with community agencies on PI/other project.</li> <li>5. Explore opportunities to engage with nontraditional students (I.e.: transfer, second degree, RN to BSN)</li> </ol>	<ol style="list-style-type: none"> <li>1. Faculty</li> <li>2. AD</li> <li>3. PC</li> <li>4. UPCARE lead PI</li> </ol>	<ol style="list-style-type: none"> <li>1. Increased number of faculty on local, state, national and international boards.</li> <li>2. Increased JMU nursing media presence.</li> <li>3. HRSA grant report.</li> <li>4. Identify opportunities to support nontraditional students.</li> </ol>
<b>Faculty and Staff Success: The School of Nursing will promote success for faculty and staff through a culture and environment that supports professional growth in their roles.</b>				
1. Support faculty to return for terminal degree	2021-2026	<ol style="list-style-type: none"> <li>1. Encourage faculty to apply for Leave to complete terminal degree.</li> <li>2. Encourage faculty to apply for tuition reimbursement per HR policy.</li> </ol>	<ol style="list-style-type: none"> <li>1. AUPAC</li> <li>2. Associate Directors</li> <li>3. Director</li> </ol>	<ol style="list-style-type: none"> <li>1. Faculty applied for Leave per policy.</li> <li>2. Faculty received Leave.</li> <li>3. Faculty in terminal degree programs applied for tuition reimbursement.</li> </ol>
2. Support Faculty Advancement	2021-2026 (1-4)	<ol style="list-style-type: none"> <li>1. Encourage faculty to submit application for Fellowship in American Academy of Nursing.</li> <li>2. Provide guidance for Fulbright fellowships and FMIR.</li> <li>3. Identify faculty global exchange program opportunities</li> </ol>	<ol style="list-style-type: none"> <li>1. Faculty</li> <li>2. Faculty Development Coordinator</li> <li>3. Faculty Development Committee</li> <li>4. Associate Directors</li> </ol>	<ol style="list-style-type: none"> <li>1. At least one faculty applies for a Fellowship in the American Academy of Nursing every 3 years.</li> </ol>

	2021-2023 (6)	4. Implement guidelines for promotion of faculty in rotating term appointments (RTA).	5. Director	2. At least one faculty applies for Fulbright or FMIR every 3 years.
	2021-2026 (7)	5. Enhance the mentorship program to support faculty based on individual needs		3. Recommended faculty for exchange programs
	2021-2023 (8)	6. Support faculty to pursue additional certifications, credentials, or relevant experience to enhance their role as faculty member.		4. RTA promotion dossier evaluated using new guidelines.
		7. Evaluate faculty workload and structure.		5. Mentorship program was enhanced to focus on individual needs.
				6. Additional certifications, credentials, or relevant experience identified on FAR.
				7. Faculty workload and structure evaluated.
3. Promote strategies for enhancing online teaching and technology.	2021-2026	1. Encourage professional development training for faculty in the use of various online teaching technologies.	1. Faculty Development Coordinator	1. Faculty reported professional development for online teaching and other teaching technologies on FAR.
	2021-2023	2. Identify faculty mentors for online education and use of teaching technology.	2. Faculty 3. Faculty Development Committee 4. LET & CFI (JMU Libraries)	2. Select faculty achieved Quality Matters certification. 3. Faculty with expertise in online learning and use of teaching technologies were identified and served as mentors.



4. Promote strategies for staff professional growth and retention.	2021-2026	<ol style="list-style-type: none"> <li>1. Ensure staff take advantage of HR/IT training opportunities to enhance proficiency in their roles.</li> <li>2. Encourage staff to take advantage of tuition assistance program at JMU.</li> <li>3. Provide simulation staff training opportunities.</li> <li>4. Evaluate staff workload and structure.</li> <li>5. Explore clinical coordinator role for undergraduate and graduate programs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Human Resources</li> <li>2. Staff</li> <li>3. Associate Directors</li> <li>4. Lab Director</li> <li>5. Director</li> </ol>	<ol style="list-style-type: none"> <li>1. Training attendance records, IPDPs and annual evaluations reflect professional growth.</li> <li>2. Simulation staff attended professional development meetings.</li> <li>3. Staff workload and structure evaluated.</li> <li>4. Clinical coordinator hired.</li> </ol>
Research: The School of Nursing				
1.Support research initiatives.	<p>2021-2023 (1, 2, 8)</p> <p>2021-2026 (3-7)</p>	<ol style="list-style-type: none"> <li>1. Explore faculty role for internal grant writing support</li> <li>2. Obtain research development support from CFI and IRB.</li> <li>3. Increase faculty collaboration/communication of research and scholarly projects between SON programs, CHBS, students and community partners</li> <li>4. Support faculty dissemination through funding and mentoring.</li> </ol>	<ol style="list-style-type: none"> <li>1. FDC</li> <li>2. AUH</li> <li>3. AD</li> </ol>	<ol style="list-style-type: none"> <li>1. Increase in number of grant proposals and applications.</li> <li>2. Increase in number of research projects and IRB proposals.</li> <li>3. Evidence of increased collaboration/communication of research and scholarly projects among SON, CHBS, students and community partners</li> <li>4. Increase in number of publications and presentations by faculty and/or students.</li> </ol>

		<ol style="list-style-type: none"> <li>5. Increase faculty accountability for reporting of internally funded projects.</li> <li>6. Enhance research faculty fellowship program with release time for approved scholarship.</li> <li>7. Increase opportunities for faculty/student research collaboration</li> <li>8. Explore opportunities for statistical support for faculty in the SON</li> </ol>		<ol style="list-style-type: none"> <li>5. Project status of internal funding reports submitted by due date of each academic year.</li> <li>6. Faculty research fellow program enhanced.</li> <li>7. Increased number of students and faculty collaboration on research</li> <li>8. Statistician resources for SON secured.</li> </ol>
2.Develop a research agenda.	<p>2021-2023</p> <p>2021-2026</p> <p>2021-2023</p> <p>2021-2026</p> <p>2021-2022</p>	<ol style="list-style-type: none"> <li>1. Identify faculty expertise in areas of research for mentoring and collaborative projects.</li> <li>2. Engage faculty in collaborative scholarly projects across programs and with student involvement.</li> <li>3. Identify grant writing resources through JMU Office of Research and Scholarship.</li> <li>4. Explore grant opportunities to include private and public sources.</li> <li>5. Develop research/Scholarship taskforce</li> </ol>	<ol style="list-style-type: none"> <li>1. Faculty</li> <li>2. JMU Office of Research and Scholarship</li> <li>3. Director</li> <li>4. AD</li> <li>5. FDC</li> </ol>	<ol style="list-style-type: none"> <li>1. Research mentoring (faculty fellows) program enhanced</li> <li>2. Increase in student research with faculty with existing projects</li> <li>3. Increased grant submissions</li> <li>4. SON research/scholarship task force established</li> </ol>

Adaptations: (PIVOT Plus - pandemic innovations virtual online teaching)				
The SON will engage in community crisis responses	2021-2026	<ol style="list-style-type: none"> <li>1. Assess previous pandemic adaptations</li> <li>2. Monitor current and potential threats</li> <li>3. Continue to have virtual backup of curriculum</li> <li>4. Collaborate with community partners around disaster planning</li> </ol>	<ol style="list-style-type: none"> <li>1. AUH</li> <li>2. AD</li> <li>3. FDC</li> <li>4. Faculty</li> </ol>	<ol style="list-style-type: none"> <li>1. Faculty survey feedback and themes Spring 2021</li> <li>2. Course evaluations from 2020-2021</li> <li>3. 3. Feedback from Advisory Board on crisis interventions</li> </ol>