

**The Strategic Plan
of
The Faculty of Nursing
at
Hashemite University
For the Years
2017 ~ 2020**

Outline

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1. Introduction:

1.1. About the Faculty:

Faculty of Nursing at the Hashemite University

Preamble

The Hashemite University (HU) is located in Zarqa city which is the second biggest city in Jordan. Heterogeneous population from different roots and ethnic backgrounds constitute the community surrounding HU.

The Hashemite University is an educational institution that is committed to excellence in teaching and research. Its grand mission is to offer service and consultation to the local community in addition to the larger society.

The Faculty of Nursing (FON) opened in 1999/2000 with 101 students in the basic baccalaureate program. In 2009, the master's program in nursing was started in two specialties (Oncology, Psychiatric and Mental Health) as the first program in Jordan. From its inception, the focus of the FON has been on the development and implementation of excellent academic programs in concert with the mission of HU to provide an educated citizenry to address the needs of the population of Jordan. The rules and regulations of FON are developed based on policies, rules and regulations of HU and those of the Ministry of Higher Education (MOHE), Ministry of Health (MOH), The Jordanian Higher Education Accreditation Commission (JHEAC), The Jordanian Nurses and Midwifery Council (JNMC), and The Jordanian Nursing Council (JNC).

The FON has grown to be a complex organization providing two academic programs (baccalaureate, and master's degrees). There has been significant growth in the enrollments in the academic programs in the FON over the last four years. Since the academic year 2006-2007, there has been a 22% increase in baccalaureate program enrollments. We currently have 850 students formally enrolled in the baccalaureate program, and 32 students in graduate program; and we anticipate significant growth to continue in these programs.

The first group of baccalaureate students graduated in June 2003. While there are 21,800 students at HU, there are 850 students at the FON. The current Student: Faculty members' ratio is 1:41 in the theoretical classes and 1-12 in the clinical settings.

The faculty members at the FON are young, motivated with varied experiences in clinical settings. In addition, some of them are double qualified, which makes the FON more distinctive. At the FON, all faculty members are using Problem-based Learning (PbL), Evidenced-based Practice (EbP), and Information Technology (IT) in their teaching-learning processes. All faculty members are working with the spirit of the team and all are looking for excellence in academia. In results, the FON **Ranked First** in "*Quality Assurance (QA) Project 2006-2007*"; the FON was accredited by American Associations for QA. **In 2007-2008, the FON Ranked First** in "*Quality Assurance (QA) Project coordinated by The Jordanian Higher Education Accreditation Commission*"; and the FON **Ranked First** in the "*National Competency Exam*" in 2006-2007", and **Ranked Second** in the same exam in 2005-2006. In 2008-2009, the master's program in nursing was started in two specialties (Oncology, Psychiatric and Mental Health) as the first program specialty in Jordan.

1.2. About the Nursing Program

The Undergraduate Nursing Program at the Hashemite University

Overview

The conceptual base of the programs in Nursing is grounded in nursing science, which seeks to define conditions that are requested to promote, restore, and maintain health. In the programs, there are two major inter-related functions: to extend knowledge of various circumstances and environment that influence and alter health of individuals, family, and community; and to incorporate theories that identified conditions necessary and sufficient for promoting, restoring, and maintaining health.

Nursing Program provides services that assist individuals, families, and communities toward the achievement of health and health-directed behaviors. Services of this nature must be based on systematic knowledge about person in interaction with their life situations with emphasis on understanding both the internal and external environment that are optimum for the promotion, maintenance, and restoration of health at both the microscopic and macroscopic levels. This systematic knowledge is the foundation of nursing science and incorporates identification of nursing diagnosis and nursing actions relevant to the diagnosis, and use of the results in building comprehensive nursing care plans.

The Nursing Programs at HU are distinctive because they develop students' abilities in caring, critical thinking, leadership abilities, communication, and therapeutic nursing interventions. These skills will be positively reflected on employers' satisfaction at different clinical settings where the students are trained, and in turn may be employed. In addition, students are introduced to principles of caring of people from different cultural backgrounds to serve clients urban and rural areas.

The Bachelor's program in Nursing Science is a four-year educational program that prepares students to become capable of applying the nursing knowledge into practice through Problem-based Learning (PbL), Evidence-based Practice (EbP), and Information Technology (IT). Clinical training is offered for students contemplating careers in different health agencies in which assessment, planning, and implementing nursing care is a significant expectation.

The program accreditation process is congruent with the requirements and rules of the MOHE, MOH, JHEAC, JNMC and JNC. After graduation, the students should get certification from the JNMC; through which they get the licensure from the MOH. In addition, students go through specialization exams held by the JNC to be certified as specialists in their field of practice.

The Clinical Master's Program in Nursing at the Hashemite University

Overview

The Hashemite University is the only university that has a clinical nurse specialist (CNS) program that covers two areas of specializations. The curriculum of the Master's Degree in Nursing is designed to prepare advanced practice nurses as nurse specialists in advanced oncology, and psychiatric and mental health.

The in-depth knowledge of a specialty area enables the advanced practice nurse to manage collaboratively the care for patients in a variety of settings: acute care, critical care, intermediate care, long-term care, ambulatory care, and home care. The Master's Degree in Nursing provides the opportunity to deliver continuity of care through assessment, teaching, case management, and evaluation. The scope of advanced practice is further enhanced by the ability to identify the need for and to participate in the development of nursing and health-related research studies. In brief, the proposed program will prepare the Nurse Specialist as an advanced clinician holding a master's degree who functions as an expert, leader, case manager, and consultant in the areas of health promotion, disease prevention, and management of common acute and/or chronic illnesses.

The master's program in nursing is a 2-years educational program that prepares nurse specialists in the areas of: oncology, psychiatric and mental health, advanced adult health, pediatric, maternity and women's health, community health, nursing leadership and management and nursing informatics. This program is the first of its kind in Jordan and in the Middle East, thus it serves both national and regional needs. The published literature had shown that advanced practice nurses have positive impact on the quality of health care delivered to patients and healthy people in the community. They also contribute to the advancement of the nursing profession through participation in and utilization of research.

The mission of the Master's Degree in Nursing at the Hashemite University is to prepare advanced practice nurses who can function as experts, leaders, case managers, and consultants in the mentioned areas. The program provides the nurses with diversified and robust theoretical knowledge and clinical expertise that enables them to provide holistic nursing care and leadership,

and to be able to participate in and utilize research aimed at improving the quality of life of individuals and families in health and sickness.

Currently, the program of Master's Degree in Nursing at the Hashemite University (HU) is offering the following two specialty areas: **Oncology Nurse Specialist (ONS), and Psychiatric and Mental Health Nurse Specialist (PMHNS)**. The other tracks will be offered in the future.

The uniqueness of the curriculum lies in its emphasis on the development of nursing expertise based on an understanding of nursing and other health-related practices, research, and theory. The curriculum aims to prepare leaders who will improve clinical practice apply new knowledge to the nursing profession. The Nurse Specialist (NS) tracks prepare nurse specialists to manage collaboratively to care for patients in a variety of settings: acute care, critical care, intermediate care, long-term care, ambulatory care, and home care. The program of Master's Degree in Nursing provides for not only in-depth knowledge and clinical nursing experience of a specialty area (e.g., oncology, psychiatry, etc), but also the opportunity to deliver continuity of care through case management, and follow-up.

The length of study of this program is two years full-time. The curriculum consists of 33 credit hours including 560 in-depth clinical training hours ($16 \text{ weeks/semester} \times 8 \text{ hours/training day} \times 4 \text{ credit hours/track} = 512$) + ($16 \text{ weeks/semester} \times 3 \text{ hours/week} \times 1 \text{ clinical training for the Advanced physical examination (lab)/track} = 48$). Many International specialized nursing programs have 33-40 credit hours with a requirement to complete of 500 training hours before graduation. This indicates that the program of Master's Degree in Nursing at Hashemite University is meeting the international standards. Of the 33 credits, 24 credits are compulsory and are as such shared for all tracks. The remaining 9 elective credits comprise the total theoretical and clinical hours required for the completion of the elected track. Therefore, the student will have to elect one track and take the whole set of elective courses specified for that track in order to become a specialist. In the first year of study, emphasis is placed on developing skills in health history taking, physical assessment, assessment of the elected specialty population, and advanced pharmacology. Students study scientific research and theory as a basis for developing conceptual models for advanced nursing practice. They also receive training in nursing management, its policies and ethics, and role development as an advanced practice nurse. During the second year, the focus is on building in-depth clinical expertise in a sub-specialty area, acquiring leadership in the elected area, and learning the principles and application of case management, and consultation. On completion of the Nurse Specialist track, students will be eligible for Nurse Specialist Certification in Jordan and abroad.

Program Objectives:

The graduates of this program are expected to be able to:

1. Comprehend and develop advanced nursing theories and concepts to nursing practice in their specialty area.
2. Apply advanced nursing theories and concepts to nursing practice in their specialty area.
3. Creatively, conduct and/or utilize nursing and non-nursing research using professional models in solving nursing problems in specialty area in order to improve the quality of nursing practice.
4. Promote the quality of nursing care with creative thinking, leadership, and effective participation in the health team in taking care of the individual, family, and community.
5. Effectively, assume the role of educator, administrator, and specialist within the professional autonomy in their area of specialty.
6. Utilize continuous quality improvement methods to develop standards of care, clinical protocols and clinical pathways and to continually evaluate health care outcomes in their area of specialty.

2. General Frame of the Strategic Plan

2.1. Faculty of Nursing Vision Statement/ Mission/ Philosophy

Vision Statement

Consistent with the vision of the Hashemite University, the Faculty of Nursing will be the faculty of choice in Jordan, and its graduates will be qualified specialists who participate efficiently in developing Jordan and creating the opportunities that shape the healthcare of their country. The FON will be a cornerstone in the accumulative efforts with other Faculties of Nursing in Jordan to enhance academic cooperation between Jordan and Arab nations and between Jordan and the world.

Mission

The Faculty of Nursing at the Hashemite University is committed to excellence in teaching and research. We offer service and consultation to the local community in addition to the larger society. The faculty members at the FON are young, motivated, and have varied experiences in clinical settings. In addition, some of them are double qualified, which makes the FON more distinctive. All faculty members are working with the Spirit of the Team and all are looking for Excellence in Academia.

The Faculty of Nursing at the Hashemite University is committed to educating and preparing high quality professional nurses whom are ready for the diverse and changing roles as clinicians, teachers, researchers, counselors and leaders; generating new knowledge for nursing practice; and using our expertise to serve the community.

The Teaching- Learning experiences stimulate critical thinking abilities through utilization of various educational methods such as Problem-based Learning (PbL), Evidence-based Practice (EbP), and the incorporation of Information Technology (IT) and education using simulation into the curriculum.

Philosophy

The FON derives its philosophy and purposes from the mission statement of HU. The faculty members have the responsibility for implementing the three major functions of the university; research, teaching, and community services.

Four major concepts comprise the paradigms of the nursing. The major concepts are individual, environment, health, and nursing. Through this framework, faculty members express their commitment to teach their students both theory and research based humanistic nursing practice, focus on health, wellness and illness of clients systems of varying complexity, within a rapidly changing healthcare delivery system.

As faculty members at the FON, we believe that nursing is a practice discipline that is both an art and science, in which theories and knowledge from nursing and other disciplines are used to assist clients toward maximum health and wellness.

The faculty members believe that nursing is a caring health profession, whose practice is built on knowledge, theory, and research. The nursing profession provides indispensable health services to individuals, groups, families, and communities. Those services emphasize on the promotion, maintenance, and restoration of health in illness or wellness contexts. We believe that excellence in nursing is achieved by thoughtful use of the nursing process as well as attention to clients' needs and values. Further, we affirm the intrinsic dignity and worth of every perFON as a composite of unique genetic and cultural attributes and diverse physical, psychological, spiritual, and social needs.

All faculty members believe that the excellence of the profession of nursing depends upon the generation of knowledge through scholarly inquiry and its dissemination in curricula that prepare students for excellence and leadership in nursing and society. The faculty is dedicated to

providing an environment of innovative educational excellence to prepare professional students for a complex and changing world.

As health professionals, we recognize the complex nature of health as a feeling of well-being, as the capacity to perform to the best of one's ability, and as adaptation to varying situations throughout the life cycle. Healthcare for individuals, families, communities, and society requires the efforts of many professions. Among health professions, nursing contributes a unique perspective by emphasizing a holistic view of each person within his or her family and community environment. In that context, individuals have the right to participate in decisions affecting their healthcare and well-being; the right to function at their most independent level, and the right to refuse care or services. Furthermore, specific nursing interventions should take place within a recognized framework of cultural variations and norms.

As educators, we believe that critical thinking is a core competency of all professional nurses and foster the development of these skills in all of our programs. We, as faculty members, further believe that continued learning throughout a career is essential to maintaining standards of professional competency for faculty members and graduates, these competitions will produce positive employer's satisfaction.

2.2. Components of the Strategic Plan:

1. Developing a holistic plan that satisfies the needs of academicians, students, and the local, regional and national society.
2. Developing a holistic plan based on SWOTs analysis: Strengths, Weaknesses, Opportunities, and Threats.
3. Benchmarking the faculty's plan with the national and international facultys; this will help to bridge any presented gap between the internal and external standards.
4. Spreading the culture of quality assurance at the faculty; this will increase the effectiveness of the team and will help to achieve the plan.
5. Forming quality assurance teams at the faculty.
6. Forming balanced plans and programs that have clear visions.
7. Formulating clear Key Performance Indicators (KPIs).
8. Using participative management and promoting responsibility and accountability.
9. Evaluating, in continuous basis, with internal and external consultants.
10. Disseminating monitoring reports on continuous basis (yearly for example).

2.3. Methodology of the Strategic Plan:

1. Prospective analysis to achieve the university's vision regarding the local market and the society.
2. Prospective analysis to achieve the university's vision regarding the international scientific research.
3. Data collection about various issues of stakeholders.
4. Analysis of the gap between the actual performance and the planned performance.
5. Work toward the best achievements.

2.4. Stakeholders of the Strategic Plan

Internal Stakeholders:

1. The Administration of the University.
2. The Administrator of the Faculty.
3. Various Centers and Administrative Units (e.g. Deanship for Academic Development and International Outreach).
4. Faculty Members and Co-workers.
5. Students.

External Stakeholders:

1. Ministry of Higher Education .
2. Ministry of Health.
3. Various Organization at the Local Market.
4. The Jordanian Nursing Council.
5. The Jordanian Higher Education Accreditation Commission.
6. The Jordanian Council of Nurses and Midwives.
7. Various Governmental Bodies.
8. The Society in General.
9. Private Health Sectors.

3. Nursing Program at the Hashemite University

3.1 Aims of the Program:

1. Enable students to perceive nursing as an art and science.
2. Provide program which produces skills-based competent graduates who meet the professional standards and the nursing code of ethics.
3. Develop mechanisms for support, teaching and supervision of students in practice in partnership with colleagues in clinical settings.
4. Meet students and employers' requirements for diversity of provision and career enhancements by providing flexibility and choice.
5. Foster the advancement of nursing knowledge and skills using problem based learning, information technology, simulation, and evidence base practice.
6. Encourage personal and professional growth by fostering skills that promote independent and lifelong career.
7. Develop understanding of Research-based Knowledge to facilitate Evidence-based Practice.
8. Seek and maintain specialized accreditation of appropriate programs.

3.2 Core Values

3.2.1. Respect

Faculty and staff of FON function in a spirit of mutual respect in dealing with others at all levels (administration, colleagues, faculty, students, and community).

3.2.2. Integrity

Integrity is a link to our common bond. In all endeavors, we will act in an honest, ethical and professional manner.

3.2.3. Professionalism

Professionalism is the essence of FON. The faculty creates a climate to encourage personal development of the following professional qualities: accountability, responsibility, dependability, and commitment. These qualities are achieved through collaboration, cooperation, and mentoring.

3.2.4. Caring

Caring is the essence of humanity and the basic constitutive phenomena of the human

experience. Caring encompasses the interest, concern, compassion and kindness we demonstrate for our students, faculty and citizens.

3.2.5. Excellence

It is important for the faculty to encourage, collaborate, and share knowledge and experience among faculty/students in developing and implementing innovations for the advancement of nursing education, practice and research.

3.3 The Intended Learning Outcomes (ILOs) of the Program:

The ILOs of the program are consistent with the core values of the program:

- 3.3.1** Caring;
- 3.3.2** Therapeutic Nursing Interventions;
- 3.3.3** Communication;
- 3.3.4** Leadership;
- 3.3.5** Critical Thinking; and
- 3.3.6** Employers' Satisfaction.

***(See Syllabus of “Nursing Leadership and Management” for ILOs measurement)**

3.4 Expected Outcomes

On completing the program, the students will be able to:

- 3.4.1** Transfer knowledge, understanding, and skills to clinical settings, especially while providing patient care.
- 3.4.2** Understand and apply Evidence-based Practice (EbP).
- 3.4.3** Understand the need for lifelong learning and the requirement to adapt to change.
- 3.4.4** Demonstrate knowledge and understanding of factors influencing healthcare provision.
- 3.4.5** Demonstrate an ability to apply nursing knowledge and skills using Problem-based Learning (PbL) into practice.
- 3.4.6** Demonstrate competency and safety when performing nursing procedures.
- 3.4.7** Communicate effectively with patients/clients, families, and healthcare team members in settings where care is delivered.
- 3.4.8** Participate in multidisciplinary settings.
- 3.4.9** Undertake health education and health promotion for individuals, families, and communities.
- 3.4.10** Analyze the relevance and value of different types of knowledge within a practice discipline.

- 3.4.11** Appraise the developments taking place in practice because of the wider changes in society and the health and social care services.
- 3.4.12** Demonstrate relevant communication and informatics skills.
- 3.4.13** Provide nursing care that demonstrates professional values and standards including the ethical and legal aspects of nursing practice, and be sensitive to the cultural, social and religious impact on human needs.
- 3.4.14** Participate in activities that promote professional development and enrich the profession.
- 3.4.15** Collaborate with other healthcare professionals and acting as team leaders to address current and emerging healthcare needs in acute healthcare settings.

Note: For the Master program the students will be mastering all for mentioned outcomes.

4. Strengths, Weaknesses, Opportunities and, Threats (SWOTs)

The SWOTs are multifaceted and challenging to address. In collaboration with the administrators of the university, the FON at HU is working on these SOWTs to enhance the Strengths and Opportunities, and eliminate the Weaknesses and Threats. In turn, the FON is placed in an advanced rank among other Faculties of Nursing, and each Nursing Student will be graduated as a professional nurse.

SWOTs			Impact Score/5	Certainty Score/5	Priority
Strengths	1	The support of higher administration of the university	5	5	1
	2	Coherent and well structured teaching methodologies	5	5	3
	3	Young staff	5	5	5
	4	Sponsoring PhD candidates in overseas universities	5	3	2
	5	Robust program	5	5	3-4
	6	Infrastructure	5	3	1
Weaknesses	1	Infrastructure/ teaching hospital.	4	4	2
	2	Heavy workload (Administrative)			
Opportunities	1	Shortage of nursing	4	4	4
	2	Population of Jordan	3	4	5
	3	Political stability in Jordan	4	4	2
	4	Medical advancement	4	4	3
	5	Changing the sociocultural attitude toward education and nursing	4	4	1
Threats	1	Clinical settings	5	5	2
	2	Nursing shortage	4	4	4
	3	Reduction in governmental funding	4	4	1
	4	Competition	5	5	3

4.1. Strengths:

The internal strengths of FON at HU are:

4.1.1 The support of higher administration of the university:

Unlimitedly, the FON is highly supported by the higher administration of the university.

4.1.2 Coherent and well structured teaching methodologies:

The Faculty provides a distinguished education to students based on Problem-based Learning (PbL), Evidence-based Practice (EbP), and Information Technology (IT). Although the number of faculty members is limited, faculties are providing high quality education as evidenced by obtaining the First Rank in 2006-2007 and Second Rank in 2005-2006 among all Nursing Faculties in the National Competency Exam held by the Ministry of Higher Education and Scientific Research and Jordan Nursing Council (JNC). Also, the FON Ranked First in "Quality Assurance (QA) Project Coordinated by American Associations for QA 2006-2007". In 2007-2008, the FON Ranked First in "Quality Assurance (QA) Project coordinated by The Jordanian Higher Education Accreditation Commission".

4.1.3. Young staff:

All of our staff are below the age of 50 years, motivated with different experience backgrounds, and involved in different ongoing research projects.

4.1.4. Sponsoring of PhD candidates in overseas universities:

Currently, the FON have PhD Candidates overseas (6 Candidates). Those sponsored graduates would reflect positively on the quality of teaching process, and in turn the quality and the marketability of our graduates.

4.1.5. Robust Program:

The nursing program was developed and reviewed under the supervision of Valerie Fleming/ Professor RN RM MA Ph.D, Blanch Mikhail/ DNSC RN CNS, Mary Norton/ EdD APNC , FONia Acorn/ RN Professor Emeritus, Charles Docherty/ PhD MN RGN RNT dipn, Barbara Parfitt/ Ph.D who are well known in the field of nursing in USA and UK.

The program has been continuously revised to meet the needs of national and international markets by conducting periodic reviews and consulting different stakeholders such as:

- Employers
- Students
- Faculties in other universities

- Faculty's Faculty
- Jordanian Nursing Council (JNC)
- Ministry of Health (MOH)
- The Jordanian Nurses and Midwifery Council (JNMC)
- The Jordanian Higher Education Accreditation Commission (JHEAC)

4.1.6. Infrastructure:

Currently, the faculty has its own building, which is designed to meet the various requirements of the FON. Thus, the academic setting has a strong, effective infrastructure to support the use of technology.

4.2. Weaknesses:

The identification of weaknesses takes into consideration the point views of different stakeholders. The faculty's weaknesses include:

4.2.1. Infrastructure:

4.2.1.1 Lack of a teaching hospital close to the FON.

4.2.2. Heavy workload (Administrative)

4.2.2.1 Heavy workloads: faculty members are overloaded with teaching and administrative work.

4.3. Opportunities:

At the FON, the opportunities are:

4.3.1. Shortage of nursing:

Shortage of nursing staff in Jordan and the region; however, shortage of nursing staff in Jordan is due to being a provider of high quality staff to other countries.

4.3.2. Population of Jordan:

Changing demographic of the society (increased number of population); 67% of Jordanians are below the age of 25 years old; therefore more students may pursue nursing as a profession.

4.3.3. Political stability in Jordan:

Jordan is seen as safe house for Arabs from neighbor countries, for examples; there are high numbers of immigrates for Iraq, Lebanon, and Syria living in Jordan. Therefore, there is an increase in the demand for nursing staff.

4.3.4. Medical advancement:

Jordan is seen as medical provider for the region. The country sells medical services to many countries such as Yemen and Saudi Arabia. Therefore, there is an increase in the demand for nursing staff.

4.3.5. Changing the sociocultural attitude toward education and nursing:

In Jordan, there is a strong positive sociocultural attitude toward education; Jordanians would sacrifice to enhance the higher education of their children. Ordinary people started to encourage their children to enroll in nursing programs.

4.4. Threats:

In any workplace there are some unfavorable situations. Threats are key impediments to firm the faculty's current or desired positions. At the FON, the threats are:

4.4.1. Clinical Settings:

There are limited clinical settings that accommodate to the increased numbers of nursing students in Jordan.

4.4.2. Nursing Shortage:

Increased opportunities for nurses and immigration of Jordanian nurses, especially to Gulf countries, would increase chances of turnover rates among the faculty's staff. Also, in the light of the increased enrollment of male students in the nursing program, the unemployment rate of male nursing graduates could be a workforce issue very soon.

4.4.3. Reduction in governmental funding:

Governmental universities in Jordan have a reduction in governmental funding which would reflect negatively on the availability of resources.

4.4.4. Competition:

The image of nursing has been improved; hence many governmental and private universities have established nursing programs. In the area around HU, two other universities offer nursing programs; one of them started a Master program in 2017.

5. Strategic Action Plan 2017-2020

Strategic Goal 1: Educating and preparing high quality professional nurses for diverse and changing roles as clinicians, teachers, researchers and leaders.					
Strategic Objectives	Key Performance Indicators	Strategies	Progress	Time Frame for the Whole Goal	Needed Resources & Budget for the Whole Goal
To evaluate, annually, the curriculum to assure that the plans reflect national standards of nursing education.	<ul style="list-style-type: none"> • Meeting the International QA standards for the BSN program. • Meeting the local QA standards of MOHE for both BSN & MSN • Ongoing program evaluation plans • Ongoing student feedback through "Clinical Practicum and Professional Adaptation" course • Development and implementation of standardized testing measures in both theory and clinical courses • Adaptive curriculum based on ever-changing market needs, & health policies ▪ Above 90 % students' graduation rate. 	Curriculum committee holds monthly meetings to review curriculum issues.	Ongoing	2017-2020	a. Human QA team and administrative support b. Financial: governmental fund, tuition, fees, external fund, etc c. Physical resources d. Others as technological resources e. External auditors and curriculum review experts every three years (To be determined in coordination with the financial dept; estimated to be 30.000 JD)
		Revising the curriculum with the integration of national standards of the MOHE and the QA bodies. Actions (Responsibility of): 1. Detecting, continuously, any incongruence in the curriculum. (<i>Curriculum Committee, the QA Committee and the Center for Academic Development and International Outreach</i>). 2. Revising course descriptions & Syllabi each semester. (<i>All Faculty Members</i>) 3. Peer reviewing of classes. (<i>All Faculty Members</i>) 4. Assuring the accuracy and uniformity of exams; questions are classified as: Recall, Analysis/ Evaluation, and Applications. (<i>Heads of Department, the QA Committee, and the QA Representative at the FON</i>). 5. Preparing a database for all related publications and official communications and announcements of the Ministry of Higher Education and The Jordanian Higher Education Accreditation Commission. (<i>Dean, Heads of Department, the QA Committee and the QA Representative at the FON</i>).	Partially met & Ongoing		
To integrate program's core competencies and developing standards into the curriculum.	<ul style="list-style-type: none"> • All core competencies are incorporated in the curriculum as evidenced by scheduled content mapping • Periodic faculty discussion of program evaluation data. 	Integrating the core competencies for nursing graduates as defined by the Jordanian Nursing Council	Partially met & Ongoing		(To be determined in coordination with the financial dept; estimated to be 5000 JD)
		Actions (Responsibility of): 1. Continual review of syllabi based on Intended Learning Outcomes (ILOs). (<i>Curriculum Committee and All Faculty Members, the QA Committee and the Center for Academic development and International Outreach Representative at the FON</i>). 2. Peer reviewing of classes.	Partially met & Ongoing		

(All Faculty Members).

Strategic Goal 1:

Strategic Objectives	Key Performance Indicators	Strategies	Progress	Time Frame for the Whole Goal	Needed Resources & Budget for the Whole Goal
To continually expand learning activities to enhance leadership skills development.	<ul style="list-style-type: none"> • Employers' data from annual survey of employers and one year post-graduation survey reveal satisfaction with scores regarding HU's students' knowledge and skills • Increased numbers of student-led assignments in different courses • Students work with managers and head nurses as part of their leadership training for 50 shifts. • Increased annual hospital-based graduates' employment to reach at least 95%. 	Methods 1 and 2.	Ongoing		(To be determined in coordination with the financial dept; estimated to be 5000 JD)
		Actions (Responsibility of): 1. Obtaining employers' evaluation of senior nursing students enrolled in "Clinical Practicum and Professional Adaptation" course; to assess the degree of employers' satisfaction about the quality of HU-FON's graduates. <i>(The Dean and the Teacher of the "Clinical Practicum and Professional Adaptation" course).</i>	Ongoing		
		2. Obtaining external examiners to evaluate the senior nursing students enrolled in "Clinical Practicum and Professional Adaptation" course. <i>(The Dean and the Teacher of the "Clinical Practicum and Professional Adaptation" course).</i>	Ongoing		
		3. Incorporating Problem-based Learning (PbL), Evidenced-based Practice (EbP), Simulations, and Information Technology (IT) in Nursing practices. <i>(Curriculum Committee and All Faculty Members).</i>	Partially met & Ongoing		
		4. Tutoring for weak students and students who need specific academic assistance. <i>(All Faculty Members and The Assistant Dean for Students' Affairs).</i>	Ongoing		
		5. Supervising, closely, the students as well as the Teaching and Research Assistants and Clinical Trainers to assure their competency levels; to work on areas that need improvement. <i>(Clinical Training Committee and All Faculty Members).</i>	Ongoing		
		6. Submitting a new strategic plan 2017-2020 that reflects stakeholder' feedback and the requirements of QA. <i>(The Dean and The Strategic Plan Committee).</i>	Met		
7. developing of a new online course that will enhance	Met				

student learning.

Strategic Goal 1:

Strategic Objectives	Key Performance Indicators	Strategies	Progress	Time Frame for the Whole Goal	Needed Resources & Budget for the Whole Goal
To continually improve written and oral communication skills of the graduates.	<ul style="list-style-type: none"> • All courses have assignments to build written and oral communication skills. • Writing workshops for senior students offered annually • Increased students' preparation for presentations at local, national, international meetings in collaboration with faculty by 10% • Tutoring classes are established. • Inclusion of practical scenarios within the communication skills course. 	<p>Using Medical-English language as the teaching language in all nursing courses</p> <p>Communication skills are included as part of all clinical training courses</p> <p>Arranging tutoring classes based on students' needs.</p> <p>Actions (Responsibility of):</p> <ol style="list-style-type: none"> 1. Incorporating the English language in all classes' activities and clinical settings. <i>(All Faculty Members).</i> 2. Submitting all assignments using accurate English language and medical terminologies. <i>(All Faculty Members).</i> 3. Encouraging seminars and applying scenarios in all nursing courses. <i>(All Faculty Members).</i> 4. Tutoring for weak students in both written and spoken English. <i>(All Faculty Members and The Assistant Dean for Students' Affairs).</i> 5. Tutoring for weak students according to their needs. <i>(All Faculty Members and The Assistant Dean for Students' Affairs).</i> 6. Preparing workshops for senior students on scholarly writing. <i>(The Dean, Curriculum Committee).</i> 7. Developing new online courses that will enhance student learning. 	<p>Ongoing</p> <p>Partially met & Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>		<p>- Need a communication skills lab....</p> <p>(Budget to be determined with the financial dept; estimated budget is 65000 JD).</p>
To build a rich scholarly environment to continually expose nursing students to the possibilities for career development as nurse researchers.	<ul style="list-style-type: none"> • Increased students' attendance at local conferences and workshops by 50%. • Assigning Independent study courses for students who elect to participate as members of a research team (e.g. research assistants) and students working on ongoing faculty research projects. • Annual awards 	<p>Promoting scholarly environment conducive for the students' learning.</p> <p>Encouraging the students to participate in scholarly work of faculty members such as research studies.</p> <p>Actions (Responsibility of):</p> <ol style="list-style-type: none"> 1. Tutoring for weak students by the students who are high achievers. <i>(Supervised by All Faculty Members and The Assistant Dean for Students' Affairs).</i> 2. Incorporating the students in the faculty's council and conferences. 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>		<ul style="list-style-type: none"> - Sponsorship for faculty research projects and for post-doctoral education in specialized areas of research based on the national agenda. - Sponsoring students' participation in local and international scientific gatherings. - Junior and senior students recruitment as part-time research assistants with payment. <p>(Budget to be determined with financial dept; 10000</p>

	<p>for designing best undergraduate and graduate research projects.</p> <ul style="list-style-type: none"> • Annual career trajectory discussions with all undergraduate students to encourage rapid enrollment in graduate studies. 	<p><i>(The Dean)</i></p> <p>3. Involvement of the interested students in the research work of various faculty members. <i>(All Faculty Members and Research Committee).</i></p> <p>4. Encouraging student-led seminars in all nursing courses. <i>(All Faculty Members).</i></p> <p>5. Obtaining external examiners to evaluate the senior nursing students enrolled in "Clinical Practicum and Professional Adaptation" course. <i>(The Dean and the Teacher of "Clinical Practicum and Professional Adaptation" course)</i></p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>JDs).</p> <p>(Free)</p>
		<p>6. Appointing Teaching and Research Assistants and Clinical Trainers who are originally graduates of our FON. <i>(The Dean and Formed Employment Committee)</i></p>	<p>Ongoing</p>	<p>(Budget to be determined with financial dept; estimated to be 15000 JD per year (500 JD* 30 employee/year)</p>
		<p>7. Conducting a Staff Development Programs. <i>(Dean and Vice Dean and Heads of Depts).</i></p> <p>8. Adopting an online teaching methodology like Lippincott program for clinical development to enhance e-learning methodology.</p>	<p>Ongoing</p>	
<p>To continually provide students with diversified opportunities to expand their clinical learning in a broad spectrum of practice settings and with a variety of client populations.</p>	<ul style="list-style-type: none"> • Clinical training committee reviews clinical training sites every semester through faculty and students feedback • Establish nurse-managed clinics • Incorporation of new training sites after thorough review and approval • Increased number of training agreements with healthcare sites (80% of training is provided through two major agreements with the MOH and Military Services). • All students have the opportunity for interdisciplinary experiences. • All students have the opportunity for 	<p>Evaluating clinical settings on continuous basis; accordingly various settings are approached for training.</p> <p>Actions (Responsibility of):</p> <p>1. Signing agreements with the Ministry of Health, Royal Medical Services and Private Hospitals to increase our quota of students per setting. <i>(The Dean, Clinical Training Committee).</i></p> <p>2. Continually evaluating training sites using the specially-designated form. <i>(Clinical Training Committee).</i></p> <p>3. Looking for new training sites. <i>(Clinical Training Committee).</i></p> <p>4. Increasing laboratory training through equipping the Computer-assisted Laboratory, Simulation Laboratory, physical evaluation lab, communication skills lab,</p>	<p>Ongoing</p> <p>Met & Ongoing</p> <p>Met & Ongoing</p> <p>Ongoing</p> <p>Partially met & Ongoing</p>	<p>(Budget to be determined with financial dept; <u>the contracts are not a faculty's budget</u>).</p> <p>(Some Labs have been already installed, others are still either in tender or purchased and yet-to-be installed).</p>

<p>experiences in both urban and rural settings.</p> <ul style="list-style-type: none"> • All students have the opportunity for clinical experiences in community and ambulatory settings 	<p>and Critical Care Laboratory.”</p> <p><i>(Dean, Tenders Committee and Heads of Depts and Formed Committee).</i></p>
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Strategic Goal 1:

Strategic Objectives	Key Performance Indicators	Strategies	Progress	Time Frame for the Whole Goal	Needed Resources & Budget for the Whole Goal
To continually improve access to information through the library and the E-learning Center and computer-assisted learning labs.	<ul style="list-style-type: none"> • Increased number of successful internal and external grants to purchase instructional equipment. • Curricular integration of technology as a support for student learning in all courses. • Increased instructional equipment fund and library budget. • Established infrastructure for expanded distance education/online learning. • Improved access to online nursing and health-related journals and literature 	Evaluating and recommending to the library administrator and E-learning center, when applicable, various databases and equipment.	Ongoing		<p>Certain budget is needed to build a wealth of nursing literature within our library including periodicals</p> <p>(Budget of the CALL lab= obtained from project (externally).</p>
		Purchasing and installation of Computer Assisted Learning Lab (CALL).	Partially met		
		Increasing number of assignments that utilizes the library and online resources	Ongoing		
		Increasing number of courses utilizing e-content and hybrid (online and traditional classroom) technologies.	Partially met & Ongoing		
		<p>Actions (Responsibility of):</p> <p>1. Preparing & Running the CALL Lab for best utilization. <i>(Dean, Tenders Committee and Heads of Depts and Formed Committee).</i></p> <p>2. Increasing E-learning and online courses and electronic assignments. <i>(All Faculty Members).</i></p>	Partially met		
	Ongoing				
To continually maintain faculty/student ratios consistent with accrediting bodies' recommendations.	<ul style="list-style-type: none"> • Increase faculty numbers as student enrollments increases • Maintain 1: 12-15 faculty/student ratio for agency-based clinical courses at the undergraduate level. 	Increasing the number of clinical staff.	Ongoing		<p>Budget for - PhD sponsorship</p> <p>(To be assigned by the Financial dept; it is not a faculty's budget)</p>
		Sponsoring graduate students at the Master's and PhD levels to study and work at HU.	Ongoing		
		Recruiting quality faculty members.	Ongoing		
		<p>Actions (Responsibility of):</p> <p>1. Appointing excellent Teaching and Research Assistants and Clinical Trainers. <i>(The Dean and the Employment Committee).</i></p> <p>2. Appointing Teaching and Research Assistants and Clinical Trainers who are originally outstanding graduates of our FON. <i>(The Dean and the Employment Committee).</i></p>	Ongoing		
		<p>3. Recruiting distinguished Professors with needed specialties. <i>(The Dean and the Employment Committee).</i></p> <p>4. Attracting PhD candidates for sponsorship with commitment to</p>	Ongoing		

work at HU.
(The Dean and Scholarships' Formed Committee). Ongoing
 5. Expanding E-learning and online courses and hybrid courses with online content.
(All Faculty Members). Ongoing

Strategic Goal 1:

Strategic Objectives	Key Performance Indicators	Strategies	Progress	Time Frame for the Whole Goal	Needed Resources & Budget for the Whole Goal
To continually provide satisfactory faculty and staff compensation.	<ul style="list-style-type: none"> • Faculty salaries meet international 75th percentile by 2020 • Competitive salaries for senior faculty by 2020 • Staff salaries comparable to local market • Institute a faculty professional practice plan by 2018. 	Communicating with the Presidency the need for increasing the compensation of faculty members to increase retention.	Ongoing		(To be assigned by the Financial dept; it is <u>not</u> a faculty's budget)
		Actions (Responsibility of): 1. Promoting competitiveness, the recruitment is a continuous process. We attract professionals with years of experience in nursing as well as our outstanding students. <i>(The Dean and the Employment Committee).</i>	Ongoing		
		2. Conducting a Staff Development Program with clinical experience opportunities provided yearly; a LOG form and an evaluation form and a comprehensive online test were developed for this purpose. <i>(The Dean, Heads of Depts, Staff Development (Formed) Committee).</i>	Ongoing		
		3. Communicating various needs of the faculty members for the Presidency. <i>(The Dean)</i>	Ongoing		
		4. Submitting a proposal for the government to increase the salaries of employees and faculty members who work in all Jordanian governmental universities. <i>(The President of the University).</i>	Ongoing		
To continually improve the utilization of university resources to provide students, faculty and staff with tools for advanced technology-based teaching/ learning.	<ul style="list-style-type: none"> • Adding an Informatics course to undergraduate program beginning fall 2011 and updated biannually • Acquisition of technological tools supportive of learning (e.g. mini cams, instructional computer programs) • Annual funded instructional equipment grant • At least one faculty instructional support grant annually • Hand-held technologies and software integrated into courses. 	Working closely with the higher management of HU and the E-learning staff and computer centers on building up the E-learning capacities of the faculty.	Ongoing		(25000 JD)
		Actions (Responsibility of): 1. Increasing numbers of Laptops and Data Shows at the Faculty <i>(The Dean).</i>	Partially met & Ongoing		
		2. Increasing E-learning and online courses. <i>(All Faculty Members).</i>	Partially met & Ongoing		
		3. Equipping and running the CALL Lab for best utilization <i>(Dean, Tenders Committee and Heads of Depts and Formed Committee).</i>	Ongoing	(CALL Assigned Budget Before)	
		4. Equipping and running the Pediatric Simulation Lab. <i>(Dean, Tenders Committee and Heads of Depts and Formed Committee).</i>	Ongoing	(35000 JD for Pediatric Lab)	
		5. Equipping and running the Critical Care Lab. <i>(Dean, Tenders Committee and</i>	Ongoing		

<p><i>Heads of Depts and Formed Committee).</i></p> <p>6. Developing and integrating into the curriculum an Informatics course at the BSN Level. <i>(Dean, Curriculum Committee, IT Specialist at the FON).</i></p>	<p>(90000 JD for Critical Care Lab)</p> <p>Ongoing</p> <p>(10000 JD)</p>
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Strategic Goal 1:

Strategic Objectives	Key Performance Indicators	Strategies	Progress	Time Frame for the Whole Goal	Needed Resources & Budget for the Whole Goal
<p>To increase sponsored basic and advanced training grants supportive to curricular goals.</p>	<ul style="list-style-type: none"> • Increased number of grants submitted annually by 20% • Increased number of grants funded annually by 20% • Traineeships available to full-time master's students by 2018 	<p>Obtaining grants to support training.</p> <p>Actions (Responsibility of):</p> <p>1. Approaching various clinical settings to train students for free. <i>(The Dean and the Clinical Training Committee).</i></p> <p>2. Till this moment, we are training our students for free or at a nominal level; however, the Presidency is willing to pay money to train our students, if needed. <i>(The Presidency of HU).</i></p> <p>3. Increasing number of grants and traineeships and research fellowships. <i>(The Dean and the Clinical Training Committee, Research Committee).</i></p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>		<p>(Estimated Previously and Once)</p> <p>(To be assigned by the Financial dept; estimated to be 40000 JD for traineeships and fellowships)</p>
<p>To continually support faculty capacity building programs at both local and international levels.</p>	<ul style="list-style-type: none"> • All of faculty hold doctoral preparation by 2020 • Semi-annual orientation process for new faculty • start applications for post-doc experience beginning 2020 • Faculty development programs based on annual needs assessment by Academic Affairs and Faculty Affairs Committee • Monthly journal club. 	<p>Orienting new faculty members, focusing on achieving various missions of teaching.</p> <p>Opening the door for post-doctoral applications abroad by 2020.</p> <p>Sponsoring faculty training activities in collaboration with other national academic and service institutions locally.</p> <p>Actions (Responsibility of):</p> <p>1. Introducing new PhD holders to QA project, particularly in areas related to:</p> <ul style="list-style-type: none"> - Job Description Mission and Vision of the university -Faculty Hand Book - Developing syllabi based on Intended Learning Outcomes (ILOs), - Structuring exams, - Incorporating Problem-based Learning (PbL), Evidenced-based Practice (EbP), Simulation, and Information Technology (IT) in Nursing Curriculum. -Various research opportunities - Various collaboration opportunities with other faculties and colleagues. <p><i>(The Dean, The Vice Dean, Assistant Dean, Heads of Depts, Faculty Hand Book).</i></p> <p>2. Creating research groups</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>		<p>Budget to sponsor at least 2 post-doctoral candidates by 2020. and 1 every two years after that.</p> <p>(To be assigned by the Financial dept; estimated to be 240000 (60000 JD each) for post-doctoral studies)</p> <p>Annual activities as workshops and short-term training courses for faculty.</p> <p>(To be assigned by the Financial dept; estimated to be 20000 JD)</p>

	based on specialty areas. (<i>Research Committee</i>). 3. Planning for faculty development programs (<i>The Dean, Heads of Depts, Research Committee</i>).	Ongoing	
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Strategic Goal 1:

To continually encourage nursing students' participation in university-wide committees that formulate policies and assist in creating ideal learning environments.	<ul style="list-style-type: none"> • updating our data bank of student involvement in university-wide committees, and undergraduate leadership positions such as student organizations/councils and professional associations. ▪ Students participate in different college and university committees and activities 	<p>Allowing students' participation in some committees in the faculty.</p> <p>Actions (Responsibility of):</p> <p>1. Establishing a committee from various levels of students was formulated to manage various issues related to students and the faculty every year. (<i>The Dean, The Assistant Dean for Students' Affairs</i>).</p> <p>2. Nominating a student to join the faculty's council each year. (<i>The Dean</i>)</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>(Could be done Free)</p>
To interface with local and national media to enhance interest in nursing as a career.	<ul style="list-style-type: none"> • Minimum of 5 articles published annually • continually update the faculty's website. • Carry out student recruitment campaigns in collaboration with JNC and other universities. 	<p>Working to encourage female students to pursue nursing as a profession</p> <p>Actions (Responsibility of):</p> <p>1. Working with the JNC to use the media to encourage female students to pursue nursing as a profession . (<i>The Dean</i>).</p> <p>2. Increasing numbers of faculty members' publications. (<i>All Faculty Members</i>).</p> <p>3. Updating the faculty's website quarterly. (<i>The Website Committee and Heads of Depts</i>).</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>(6000 JD)</p>

Strategic Goal 2: Generating new knowledge for nursing practice					
Strategic Objectives	Key Performance Indicators	Strategies	Progress	Time Frame for the Whole Goal	Needed Resources & Budget for the Whole Goal
To utilize Problem-based Learning (PbL), Evidence-based Practice (EbP), and Information Technology (IT) in the Nursing curriculum.	<ul style="list-style-type: none"> • Most of the courses use Problem-based Learning (PbL), Evidence-based Practice (EbP), and Information Technology (IT) by 2014. 	Using PbL, EbP and IT as teaching methodologies in almost all courses of the faculty of nursing FON.	Partially met & Ongoing	2017-2020	a. Human QA team and administrative support b. Financial: governmental fund, tuition, fees, external fund, etc c. Physical resources d. Others as technological resources (To be determined in coordination with the financial dept; estimated to be 60000 JD for the whole objective taking into consideration that there are some objectives assigned costs before)
		Actions (Responsibility of): 1. Asking for at least one assignment per course that utilizes the Problem-based Learning (PbL), Evidenced-based Practice (EbP). <i>(All Faculty Members).</i>	Ongoing		
		2. Asking for at least one assignment per course that utilizes the Information Technology (IT). <i>(All Faculty Members).</i>	Ongoing		
		3. Conducting the "Communication Skills" course as a full "E-learning course." <i>(Teachers of the Course).</i>	Ongoing		
		4. Developing a new comprehensive and interactive website for the faculty. <i>(The Website Committee and Heads of Depts).</i>	Ongoing		
To continually expand health education/health promotion offerings in the community that support desired health behavior.	<ul style="list-style-type: none"> • Annual participation of 25% of students in community service or health promotion activities. • Annual report of outreach offerings and participation in health education/health promotion offerings. • 25000 community health screenings by 2014. 	Offering and planning health promotion activities through various classes such as "community nursing" and health fairs.	Ongoing		(Outside Fund Usually collected for Health Fairs)
		Actions (Responsibility of): 1. Planning a health fair day every year in a different village/town. <i>(The Dean, The Community Service Committee in Collaboration of the Established Committee for this Purpose).</i>	Ongoing		
		2. Utilizing effectively the "Nursing Community Course" to provide health education and screening to local community. <i>(Teacher of the Course).</i>	Ongoing		
		3. Attracting outside funding for health fairs and free screening from possible donors such as pharmaceutical companies	Ongoing		

Strategic Goal 2

Strategic Objectives	Key Performance Indicators	Strategies	Progress	Time Frame for the Whole Goal	Needed Resources & Budget for the Whole Goal
To articulate support for data-driven decisions to shape healthcare policies and priorities.	<ul style="list-style-type: none"> • Minimum of 50% faculty are contacted annually to share expertise regarding specific healthcare issues with health policy decision makers. 	<ul style="list-style-type: none"> ▪ Communicating various nursing-related issues. ▪ Encouraging and systemizing faculty participation in national and international committees and health activities <p>Actions (Responsibility of):</p> <ol style="list-style-type: none"> 1. Communicating various nursing-related issues to the JNC as they are the representative of the nursing profession in Jordan; taking into consideration the support of Princess Muna Al-Hussein to nursing and the JNC. <i>(The Dean).</i> 2. Conducting promotional activities such as updating the Brochures about the faculty in both languages; Arabic and English. 3. Publishing in local newspapers that get interested our achievements. <i>(The Dean).</i> 3. Developing a new and comprehensive and interactive website for the faculty. <i>(The Website Committee and Heads of Depts).</i> 4. Representing the FON in various internal and external committees inside and outside the university. <i>(All Faculty Members according to their Specialties).</i> 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>		(Most Items Assigned Costs before and Once)

Strategic Goal 3: Using faculty's expertise to serve the community					
Objectives Strategic	Key Performance Indicators	Strategies	Progress	Time Frame for the Whole Goal	Needed Resources & Budget for the Whole Goal
To facilitate research activities among nursing faculty in collaboration with national and international scholars and research centers.	<ul style="list-style-type: none"> Increased number of presentations in interdisciplinary seminars, colloquia, poster sessions, and participants by 30% Increased collaborative research with the local, regional and international community by 30% Increased numbers of faculty who have meetings with funding agencies At least 10 proposals are submitted annually for funding by 2017. 	<p>Conducting research studies about various issues related to the Jordanian society in general and local community in particular, in collaboration with internal and external scholars.</p> <p>Actions (Responsibility of):</p> <ol style="list-style-type: none"> Updating our database of research studies of all PhD holders especially those published in ISI and Ulrich's databases; these to be used as a basis for QA activities. <i>(The Dean, Heads of Depts).</i> Creating research groups based on specialty areas. <i>(Research Committee).</i> Developing a new and comprehensive and interactive website for the faculty. <i>(The Website Committee and Heads of Depts).</i> Participating in national and international conferences and workshops and prizes. <i>(All Faculty Members).</i> 	Ongoing	2017-20	<p>a. Human QA team and administrative support</p> <p>b. Financial: governmental fund, tuition, fees, external fund, etc</p> <p>c. Physical resources</p> <p>d. Others as technological resources</p> <p>(To be determined in coordination with the financial dept. and the Deanship of Graduate Studies and Research; estimated to be 30000 JD)</p>
To continually encourage faculty participation in utilization of research findings in their teaching and practice.	<ul style="list-style-type: none"> Increased number of faculty serving as consultants to healthcare agencies in Jordan by 30% All graduate students have at least one EBP research project. 	<p>Working with community representatives to assess community's needs and design programs to meet these needs</p> <p>Actions (Responsibility of):</p> <ol style="list-style-type: none"> Participating in needs assessment through the Social Work Center and Community-based Rehabilitation Center. <i>(Representative Faculty Members in those Projects).</i> Representing the FON in various internal and external committees inside and outside the university. <i>(All Faculty Members according to their Specialties).</i> Asking for at least one assignment per course that utilizes the Problem-based Learning (PbL), and Evidenced-based Practice (EBP). <i>(All Faculty Members).</i> 	Ongoing		
To establish collaboration networks beginning with rural areas and expanding globally for improving health within the Zarqa Governorate and the whole Jordan.	<ul style="list-style-type: none"> Increased number of faculty participating in Healthcare projects in Zarqa (2 each year). Increased number of faculty's participation in research addressing rural health issues identified by MOH and WHO initiatives by 300% by 2020. 	<p>1. Participating in needs assessment through the Social Work Center and Community-based Rehabilitation Center. <i>(Representative Faculty Members in those Projects).</i></p> <p>2. Representing the FON in various internal and external committees inside and outside the university. <i>(All Faculty Members according to their Specialties).</i></p> <p>3. Asking for at least one assignment per course that utilizes the Problem-based Learning (PbL), and Evidenced-based Practice (EBP). <i>(All Faculty Members).</i></p>	Ongoing		Budget for outreach activities (To be determined in coordination with the financial dept.; estimated to be 10000JD per year per needs assessment)
To conduct ongoing community needs assessment regarding number, type, and potential of current partnerships.	<ul style="list-style-type: none"> Current partnership (clinical agencies) database Increased number of partnerships reflects needs of programs (initiatives, student numbers, clinic activities) Annual review of partnership needs/opportunities with faculty and clinic staff. 	<p>1. Participating in needs assessment through the Social Work Center and Community-based Rehabilitation Center. <i>(Representative Faculty Members in those Projects).</i></p> <p>2. Representing the FON in various internal and external committees inside and outside the university. <i>(All Faculty Members according to their Specialties).</i></p> <p>3. Asking for at least one assignment per course that utilizes the Problem-based Learning (PbL), and Evidenced-based Practice (EBP). <i>(All Faculty Members).</i></p>	Ongoing		

Strategic Goal 3

Objectives Strategic	Key Performance Indicators	Strategies	Progress	Time Frame for the Whole Goal	Needed Resources & Budget for the Whole Goal
To provide opportunity for community input in assessment, implementation, and evaluation of partnerships.	<ul style="list-style-type: none"> • Annual review of Employer Survey by Curriculum Committee and Leadership Team • Annual meetings with major agencies where multiple students have clinical experiences. 	<ul style="list-style-type: none"> • Communicating with international partners for possible collaboration regarding teaching-related matters. • Involving all partners and employers to actively participate in the evaluation of the program. <p>Actions (Responsibility of): 1. Obtaining external examiners to evaluate the senior nursing students enrolled in "Clinical Practicum and Professional Adaptation" course. <i>(The Dean and the Teacher of the "Clinical Practicum and Professional Adaptation" course).</i> 2. Obtaining employers' evaluation of senior nursing students enrolled in "Clinical Practicum and Professional Adaptation" course; to assess the degree of employers' satisfaction about the quality of HU-FON's graduates. <i>(The Dean and the Teacher of the "Clinical Practicum and Professional Adaptation" course).</i></p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>2017-20</p>	<p>(Assigned before and Once)</p>
To develop partnerships with established rural health centers, Ministry of Health, and the Hashemite University.	<ul style="list-style-type: none"> • Increased partnerships and mutual cooperation agreements by 30%. 	<p>Coordinating community-oriented activities, such as health fairs, with various partners from the local community.</p> <p>Actions (Responsibility of): 1. Obtaining external examiners from clinical settings and local community to evaluate the senior nursing students enrolled in "Clinical Practicum and Professional Adaptation" course. <i>(The Dean and the Teacher of the "Clinical Practicum and Professional Adaptation" course).</i> 2. Representing the FON in various internal and external committees inside and outside the university. <i>(All Faculty Members according to their Specialties).</i></p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>		<p>(Assigned before and Once)</p>

Objectives Strategic	Key Performance Indicators	Strategies	Progress	Time Frame for the Whole Goal	Needed Resources & Budget for the Whole Goal
To expand initiatives locally, nationally, and globally that increase opportunities for students and faculty to interact with diverse populations.	<ul style="list-style-type: none"> • Annual participation of 30% of students in national or international activities. 	Conducting various projects and research studies in collaboration with national, regional and international scholars.	Ongoing		(Estimated to be 20000 per project or link)
To explore opportunities for partnership with the local to global community.	<ul style="list-style-type: none"> • Annual report of collaborative exchanges • 10% of faculty positioned on governance and advisory boards. 	Actions (Responsibility of): 1. Participating in the Social Work Center in collaboration with the British Council and some reputable universities at UK. <i>(Representative Faculty Members in those Projects).</i> 2. Creating research groups based on specialty areas. <i>(Research Committee).</i> 3. Representing the FON in various internal and external committees inside and outside the university. <i>(All Faculty Members according to their Specialties).</i>	Ongoing		(External Fund)
To develop a plan to strengthen connection between current students, faculty, staff, and alumni.	<ul style="list-style-type: none"> • 5% increase in the number of formal faculty of nursing alumni focused programs • Annual increase in number of updates about the Alumni of the faculty. 	Working on establishing a strong Alumnus of the FON. Actions (Responsibility of): 1. Utilizing the HU's Alumni. <i>(The Assistant Dean for Students' Affairs).</i> 2. Collecting students e-mails and phones just prior to graduation; this is a milestone of alumnus database. <i>(The Assistant Dean for Students' Affairs and the Teacher of the "Clinical Practicum and Professional Adaptation" course).</i>	Ongoing		(5000 JD per year)
			Ongoing		(SWC is a An agreement with the university not with the faculty; a university's budget not a faculty's budget)

Goal 4: Stimulating critical thinking abilities through utilization of various educational methods such as Problem-based Learning (PbL), Evidence-based Practice (EbP), and the incorporation of Information Technology (IT)					
Strategic Objectives	Key Performance Indicators	Strategies	Progress	Time Frame for the Whole Goal	Needed Resources & Budget for the Whole Goal
To use an integrated model of care incorporating Problem-based Learning in teaching.	<ul style="list-style-type: none"> All students have at least one EbP research project. All courses are built based on PbL. 	Using PbL, EbP and IT and simulation as teaching methodologies in almost all courses of the FON.	Ongoing	2017-2020	a. Human QA team and administrative support b. Financial: governmental fund, tuition, fees, external fund, etc c. Physical resources
To use an integrated model of care incorporating Evidence-based Practice.	<ul style="list-style-type: none"> Annually reviewed and updated protocols which reflect best practices Semi-annual review of clients' outcomes compared to clinical standards and national norms. 	Actions (Responsibility of): 1. Asking for at least one assignment per course that utilizes the Problem-based Learning (PbL), Evidenced-based Practice (EbP). <i>(All Faculty Members).</i> 2. Asking for at least one assignment per course that utilizes the Information Technology (IT). <i>(All Faculty Members).</i> 3. Developing clinical standards <i>(Clinical Training Committee).</i> 4. Conducting 3 of the plan courses as "E-learning course."	Ongoing		a. Others as technological resources (Estimated before and Once within other goals and objectives)
To incorporate IT in all courses.	<ul style="list-style-type: none"> All students have at least one IT project in each of their classes. 		Ongoing		2 courses are ready to be taught as e-courses (Health promotion and disease prevention" and "H8man growth and development". The third course is "in-process"

Goals 5 and 6 are specifically related to the strategic goals of Ministry of Scientific Research and Higher Education 2005-2010

Strategic Goal 5: Attain national recognition for high quality nursing program						
Strategic Objectives	Key Performance Indicators	Strategies	Progress	Time Frame for the Whole Goal	Needed Resources & Budget for the Whole Goal	
<p>To support faculty professional development in teaching, scholarship and creative work.</p> <p>To expand distance learning content and delivery capability.</p> <p>To improve physical and electronic communications and connections.</p>	<ul style="list-style-type: none"> ● High caliber faculty members are recruited ● Clear job descriptions and job expectations ● The faculty is served by at least one computer lab and utilize the E-learning center ● All courses are updated to follow up the scientific developments as well as QA requirements ● Improved quality of teaching by developing skills of all faculty members. ● Increased number of multidisciplinary research studies and projects by 50%. 	<p>Creating supportive work environments conducive for scholarly work.</p> <p>Actions (Responsibility of):</p> <p>1. Making sure all infrastructure is conducive to positive teaching and research experiences. <i>(The Presidency of HU).</i></p>	Ongoing	2017-2020	<p>a. Human QA team and administrative support b. Financial: governmental fund, tuition, fees, external fund, etc c. Physical resources d. Others as technological resources (The new building is a university's budget not a faculty's budget)</p>	
		<p>2. Peer reviewing of classes. <i>(All Faculty Members).</i></p>	Ongoing			(Free)
		<p>3. Encouraging team work. <i>(All Faculty Members).</i></p>	Ongoing			(Free)
		<p>4. Continue to update and upgrade all our labs. <i>(Dean, Tenders Committee and Heads of Depts and Formed Committee).</i></p>	Ongoing			(Assigned before and Once)
		<p>5. Continually Revising all courses to meet the QA requirements. <i>(The Dean, the QA Committee and the QA Representative at the FON).</i></p>	Ongoing			(To be determined in coordination with the financial dept.; estimated to be 700000 JD)
		<p>6. Recruiting external faculty members and attracting possible PhD candidates. <i>(The Dean and Employment (Formed) Committee).</i></p>	Ongoing			(Free)
		<p>7. Encouraging social activities at the faculty and among colleagues. <i>(All Faculty Members and Social Activities Committee).</i></p>	Ongoing			(Free)
		<p>8. Creating research groups based on specialty areas. <i>(Research Committee).</i></p> <p>Applying clear job descriptions. Orienting new faculty members and updating the existing ones about role expectations and work accountability.</p>	Ongoing			(PerFONal Contribution)

<p>To conduct and encourage scientific research..</p>	<p>Scientific research carried out in teams and on individual basis is increased by 30% with an increase in external funding of faculty research by 20%.</p>	<p>holders especially those published in ISI and Ulrich's databases; these to be as a basis for QA activities.</p>		
<p>To improve linkages between faculty and the community.</p>		<p><i>(The Dean, Heads of Depts).</i></p>	<p>Ongoing</p>	<p>university, but not from the faculty's budget)</p>
		<p>2. Participating in national and international conferences and workshops and prizes.</p>	<p>Ongoing</p>	<p>(Free)</p>
		<p>3. Creating research groups based on specialty areas.</p>	<p>Ongoing</p>	<p>(Assigned Cost before and Once)</p>
		<p>4. Representing the FON in various internal and external committees inside and outside the university.</p>	<p>Ongoing</p>	
		<p><i>(All Faculty Members according to their Specialties).</i></p>		<p>(Free)</p>

Strategic Goal 6: Supporting scientific research and higher education					
Strategic Objectives	Key Performance Indicators	Strategies	Progress	Time Frame for the Whole Goal	Needed Resources & Budget for the Whole Goal
<p>To establish the Scientific Research Committee which proposes the scientific research policy that serves the faculty's objectives of enhancing research activities relevant to health care issues, especially in Jordan.</p> <p>To support research projects conducted by faculty members at various departments.</p> <p>To assess and evaluate research proposals submitted for funding.</p>	<ul style="list-style-type: none"> • Increased number of publications by 20% from the previous year. • Increased number of research projects submitted for internal funding by 20%. • Increased number of research project submitted for external funding by 20%. • Develop and improve the quality of the 2 Mater's programs. 	<p>Form annually a research committee for each department and a major one for the faculty. These committees responsible for all research activities of the departments and the faculty.</p> <p>Actions (Responsibility of): 1. Reviewing all research studies conducted by faculty members at the faculty. (<i>Research Committee</i>). 2. Reviewing research studies conducted by students for possible publications. (<i>All Faculty Members</i>).</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>2017-2020</p>	<p>a. Human QA team and administrative support</p> <p>b. Financial: governmental fund, tuition, fees, external fund, etc</p> <p>c. Physical resources</p> <p>d. Others as technological resources</p> <p>(Most items Assigned Cost before and Once)</p>
<p>To attract local and international funds for research projects conducted by faculty members.</p> <p>To cooperate and exchange expertise with research units, both locally and internationally.</p>		<p>Conducting research studies that focus on issues of the Jordanian society and local community.</p> <p>Submitting various research studies for national and international funding.</p> <p>Conducting research studies with international scholars.</p> <p>Actions (Responsibility of): 1. Continually updating a database of research studies of all PhD holders especially those published in ISI and Scopus databases; these to be used as a basis for QA activities. (<i>The Dean, Heads of Depts</i>). 2. Creating research groups based on specialty areas. (<i>Research Committee</i>). 3. Participating in national and international studies, conferences and workshops and prizes. (<i>All Faculty Members</i>). 4. Establishing Research Unit to obtain funds. (<i>All Faculty Members</i>).</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>		<p>(40000 JD per year for conferences)</p> <p>(500000 JD for the Research Unit)</p>
<p>To expand and improve the quality of higher education programs at the Master's level.</p>		<p>Have the 2 Mater's programs in Oncology Clinical Nursing and Mental Health accredited both nationally and internationally</p> <p>Actions (Responsibility of): 1. Upgrade and accredit the 2 Master's programs at the FON, and open another two based on national and regional need. (<i>The Dean, Curriculum Committee, All Faculty Members</i>).</p>	<p>Ongoing</p>		<p>(400000 JD for the Master's Program-external funding will be sought)</p>

6. Future Plans of the Faculty (Incorporated in the Strategic Plan)

1. Our faculty's own building was established and we are in the process of equip it in a manner that will help in achieving faculty's goals and aspirations. The FON will keep up with the latest scientific and technological laboratories developments such as areas related to Problem-based Learning.

(Expected budget should be allocated with the university's budget not with the faculty's budget).

2. Seek and maintain specialized accreditation of the Master's Program in the following areas:

- Oncology Clinical Nurse Specialist (2017-2020).
- Psychiatric and Mental Health (2017-2020).

(Expected budget is 70000 JD* 2= 140000JD).

3. Establish Center for Nursing Research (CNR) to attract international fund and collaborate with scientists from around the world.

(Expected budget is 600000 JD).

4. Establish Women Healthcare Center to provide health services to women and families.

(Expected budget is 600000 JD)

5. Establish scientific networking to exchange expertise in education and research.

Examples of Future Plans:

Faculty Members (2017/2018) as Distributed by Departments

Department	Professor	Associate Prof	Assistant Prof	Teacher (Master Degree)	TA/RA (Master Degree)	Clinical Trainer (BSN)	Lab Technician	Total
Maternal-Child-Family Nursing	0	1	5	0	1	9	1	17
Adult Health Nursing	0	3	4	0	2	11	2	22
Community and Mental Health Nursing	1	4	3	1	0	6	0	15
Total	1	8	12	1	3	26	3	54
Faculty Members: Students Ratio 21: 850 1:41	<i>Faculty member: Student ration is 1:41 in the theoretical classes and 1:12-15 in the clinical settings.</i>							

Faculty Members (2018/2019) as Distributed by Departments

Department	Prof	Associate Prof	Assistant Prof	Teacher (Master Degree)	TA/RA (Master Degree)	Clinical Trainer (BSN)	Lab Technician	Total
Maternal-Child-Family Nursing	0	1	5	0	1	9	1	17
Adult Health Nursing	0	3	5	0	2	11	2	23
Community and Mental Health Nursing	1	4	3	1	0	6	0	15
Total	1	8	13	1	3	26	3	55
Faculty Members: Students Ration 22: 850 1:39	Faculty member: Student ration is 1:39 in the theoretical classes and 1:12-15 in the clinical settings.							

Faculty Members (2019/2020) as Distributed by Departments

Department	Prof	Associate Prof	Assistant Prof	Teacher (Master Degree)	TA/RA (Master Degree)	Clinical Trainer (BSN)	Lab Technician	Total
Maternal-Child-Family Nursing	0	1	5	0	1	9	1	17
Adult Health Nursing	0	3	6	0	2	11	2	24
Community and Mental Health Nursing	1	4	3	1	0	6	0	15
Total	1	8	14	1	3	26	3	56
Faculty Members: Students Ration 23: 850 1:37	Faculty member: Student ration is 1:37 in the theoretical classes and 1:12-15 in the clinical settings.							

Faculty Members (2017-2020)

Number	Degree	2017/2018	2018/2019	2019/2020
1	Prof.	1	1	1
2	Associate Prof.	8	8	8
3	Assistant Prof.	12	13	14
4	Full Time Lecturer	3	3	3
5	Teacher *	1	1	1
6	TA/RA **	-	-	-
7	Clinical Trainer ***	26	26	26
8	Lab Supervisor	-	-	-
9	Lab Technician	3	3	3
Total		54	55	56
Faculty Members: Students Ratio (Theoretical Classes) 1:40		1:41	1:39	1:37
While in the Clinical Settings it is 1:12-15.				

(*) Degree Master +Experience.

(**) Master Degree.

(***) BSN

See Plan of Scholarships (2016-2026)

Examples of Achievements:

- Obtaining the "**First Rank**" in the "**Quality Assurance (QA) Project 2006/2007**"; the FON was accredited by The American Center for Quality Assurance.
- Obtaining the "**First Rank**" in the "**National Competency Exam**" in **2006/2007**.
- Obtaining the "**Second Rank**" in the "**National Competency Exam**" in the academic year of **2005/2006**.
- Signing various agreements with the Ministry of Health and Royal Services to train nursing students.
- The Faculty of Nursing started offering its first pure web-based course (Communication Skills), the first in Jordan, and the trial was very successful in 2007/2008.
- Signing an agreement and Al-Hussein Cancer Center for training Master's students
- Preparing a five-year scholarships plan.
- Preparing a description for all committees of the FON.
- Preparing:
 1. Nursing Students Handbook
 2. Clinical Standards for Nursing Students.
 3. Faculty Hand Book
 4. Clinical Manual for 5 Clinical Courses
- Preparing an interactive website for the faculty at "www.nur.hu.edu.jo".
- Preparing a comprehensive job description.
- Preparing the organizational structure of the FON.
- Establishing a unit for QA at the FON.
- Preparing Internal Monitoring Report.
- Preparing Quality Management and Enhancement Procedures.
- Initiating the graduate master program.
- Receiving of the 2010 Award for distinguished contribution from the Scientific Association of Arab Nursing Faculties by Dr Majd Mrayyan.