Each year schools of nursing have an exciting opportunity to be acknowledged through the National League for Nursing’s Centers of Excellence in Nursing Education™ program which recognizes those nursing schools whose faculty are doing the outstanding work that sets them apart from others. Each three-year designation is based on a sustained demonstration of excellence in faculty development, nursing education research, or student learning and professional development. Schools may hold COE designation in more than one area.

Current NLN Centers of Excellence include the Community College of Philadelphia; Excelsior College; Samford University; the University of Louisiana, Lafayette; the University of North Carolina, Greensboro; the University of South Dakota; and Villanova University. (Visit www.nln.org/Excellence/toc.htm to read about these schools.) Inclusion on this prestigious list helps to attract and retain highly qualified students and honors faculty committed to excellence.

The program supports innovative schools; promotes excellence in nursing education through the application of evidence gleaned from research and other scholarly endeavors; and encourages discussion among faculty, students, graduates, and clinical partners about the meaning of excellence in nursing education and how to promote it.

NLN Center of Excellence in Nursing Education designation is granted for three academic years. Schools are entitled to use the designation and special logo in their promotional and academic material. All designated schools are featured at the NLN’s annual Education Summit and announced in NLN publications. In addition, news releases are disseminated to national and local media, including nursing education and general publications.

By submitting abstracts for presentation at an NLN Education Summit and manuscripts for review and possible publication in the NLN’s peer reviewed journal, Nursing Education Perspectives, Centers of Excellence serve as models for others seeking to move their programs toward excellence.

For more information, please visit our website at www.nln.org/Excellence/index.htm or contact Dr. Terry Valiga, NLN chief program officer, at 212-812-0383 or tvaliga@nln.org.

Your vote counts

NLN elections for openings on the Board of Governors and advisory council executive committees open on Friday, August 4 and close on Monday, September 11. Don’t miss the opportunity to make your voice heard.
2006 Online Courses
Indiana University School of Nursing
Mather LifeWays
Classes ongoing

June 28
Teaching EBP and the Science of Teaching
Co-sponsored with the Academic Center for Evidence Based Practice, Crowne Plaza Riverwalk Hotel & Conference Center – San Antonio

August 14 – 15
From ZZZ’s to Zing! No Napping in this Class: Gail Baumlein, PhD, RN, CNS
Co-sponsored with the New York State Nurses Association, NYSNA
Headquarters near Albany

September 27
Pre-Summit Workshops
Certified Nurse Educator Exam at the Summit

September 27 – 30
NLN Education Summit 2006
Transformation Begins With You
Marriott Marquis Hotel in Times Square, NYC

October 27
Strategies that Bring Your Teaching to Life! Gail K. Baumlein, PhD, RN, CNS
Co-sponsored with the Pennsylvania League for Nursing, St. Luke’s Hospital School of Nursing, Bethlehem

November 2 – 4
NLN 2006 Technology Conference
University of Maryland School of Nursing, Baltimore

November 3
Improving Confidence in the Results of Classroom Multiple-Choice Exams: Mary McDonald, MA, RN, Co-sponsored with Springfield Technical Community College Department of Nursing, MA

November 10
Effective Clinical Teaching and Evaluation Workshop: Patricia Mahoney, MSN, RN, CNE, Co-sponsored with the Ohio League for Nursing, Holiday Inn Cleveland West

November 15
Innovative Strategies to Evaluate Learning Outcomes: Tracy A. Ortelli, MS, RN; Patricia Mahoney, MSN, RN, CNE, Co-sponsored with Abington Memorial Hospital Dixon School of Nursing, Horsham, PA

Regional Workshops Co-sponsored with the Missouri League of Nursing

October 13 in Arkansas Creative Teaching Strategies: Enhancing Classroom Learning: Judith W. Herrman, PhD, RN

October 20 in Illinois Creative Teaching Strategies for Clinical Learning and Evaluation: Linda J. Caputi, EdD, RN

October 27 in Texas Creative Teaching Strategies: Enhancing Classroom Learning: Judith W. Herrman, PhD, RN

November 10 in Kansas City, MO Creative Teaching Strategies for Clinical Learning and Evaluation: Linda J. Caputi, EdD, RN

Audio-Web Seminar Series
4:00 pm - 5:30 pm ET

October 17 Transforming Nursing Education: The Oregon Experience: Christine A. Tanner, PhD, RN; Patricia Gubrud-Howe, MS, RN; Louise Shores, EdD, RN

October 24 Building Partnerships in Innovation: The Texas Tech Alliance for Innovation in Nursing Education: Alexia Green, PhD, RN, FAAN; Patricia Allen, EdD, RN

October 31 Faculty Leadership Development in Nursing Education: Peer Coaching: Donna L. Waddell, EdD, APRN, BC

November 7 Faculty Leadership Development: Ethics in Nursing Education: Mary Tod Gray, PhD, RN; Sabrina Friedman, EdD, RN, FNP

November 14 Meeting Students’ Needs Where English Is a Second Language: Sandra Kubala, MSN, RN, ANP; Margaret Gas, MSN, RN

November 28 Innovation in Nursing Education: A One-Year Clinical Residency Program: Judith W. Herrman, PhD, RN

December 5 Faculty Leadership Development: Preceptorships in Nursing Education: Carol A. Boswell, EdD, RN; Jane F. Sumner, PhD, APRN, BC
The National League for Nursing advances excellence in nursing education that prepares the nursing workforce to meet the needs of diverse populations in an ever-changing health care environment.
Message from the NLN’s Chief Executive Officer

Dear Colleague,

**Excellence.** It is the watchword of this organization. Our commitment to it influences how we plan, what we do, where we lead.

In 2006 the NLN Board of Governors unanimously approved staff recommendations to include the word in our mission statement and to give Excellence Initiatives a prominent direct link from the NLN home page.

**The National League for Nursing advances excellence in nursing education that prepares the nursing workforce to meet the needs of diverse populations in an ever-changing health care environment.**

This issue of *Shaping the Future* focuses on excellence initiatives at the NLN including:

- A report on the National Survey on Excellence in Nursing Education excerpted from “Headlines from the NLN” in the May/June issue of *Nursing Education Perspectives* by Board of Governors member Pamela Ironside and NLN chief program officer Theresa M. Valiga

- An update on the Centers of Excellence in Nursing Education™ Program, now in the midst of the third triennium

- A preview of the new Excellence in Nursing Education Model® that will be officially unveiled at the much anticipated Education Summit 2006 in New York City.

And for a preview of summer and fall 2006 programming, please take a look at “Coming Up from the NLN” on the back page.

Warm regards,

Ruth D. Corcoran, EdD, RN
Chief Executive Officer
What is the state of contemporary nursing education? What are the most pressing issues educators must address to achieve and sustain excellence in nursing education? How will we know if we are making progress? These are questions that the Nursing Education Advisory Council (NEAC) has considered since it was established by the NLN Board of Governors in 2001.

NEAC is charged with providing the leadership that transforms nursing education and supports innovation in all types of nursing education programs in order to achieve excellence and prepare graduates for practice in the 21st century. In collaboration with its task groups, NEAC’s track record of initiatives to promote excellence and innovation in nursing education, it is hoped that the promotion of talking points among faculty members will lead to ongoing dialogue.

Findings demonstrate that, overall, faculty perceive their schools to be reflective of the Hallmarks of Excellence. For example, the vast majority of faculty members responding to the survey across all programs believe that students in their program “are excited about learning and exhibit a spirit of inquiry and a sense of wonderment.”

On one hand, this is great news. As a discipline, we can be proud of the next generation of nurses and the excitement they bring to the profession. Clearly continuing to sustain and extend students’ spirit of inquiry and wonderment about nursing will equip these new nurses with the vital skills required for engaging in evidence-based practice and contributing to nursing research and scholarship. Such efforts should continue, and the best practices that support these students’ characteristics should continue to be investigated.

On the other hand, these findings raise important questions. Concerns about the current generation of students are frequent fodder for faculty lunch conversations and are often addressed at conferences and workshops. In general, these concerns center on the perception that today’s students are irresponsible, uncommitted, disrespectful, and lazy. Happily, the data from this survey suggest that these common concerns merit rethinking.
Nurses of the 21st century must be armed with a complex set of knowledge, skills, and values. As they fulfill various roles — providing high quality care to individuals, families, and communities; teaching effectively; influencing public policy; conducting research; providing leadership in the delivery of nursing services; or creating a preferred future for the profession itself — nurses of today and tomorrow need to:

- understand the principles that underlie their practice
- know how to find, manage, and use information
- be comfortable with ambiguity and uncertainty
- be leaders and agents for change
- think critically and communicate effectively
- function effectively in the face of conflict
- manage constant change, including technological developments

Preparing nurses of this caliber calls for educational programs and teaching of the highest quality. The Excellence in Nursing Education Model will depict the eight core elements required to achieve and sustain this excellence and many of the components relevant to each:

- evidence-based programs and teaching/evaluation methods
- qualified students
- clear program standards and hallmarks that raise expectations
- means to recognize expertise
- quality and adequate resources
- well-prepared educational administrators

The model will explicate many of the components relevant to each element. Each extension will facilitate understanding of the complexity of the educational enterprise and stimulate thinking among faculty about the concepts of excellence and achieving excellence in nursing education. The model will have relevance for all types of nursing education programs — practical nurse, associate degree, diploma, baccalaureate, master’s, and doctoral.

Suggestions about the elements needed to achieve excellence in nursing education and prepare graduates who can meet the health care, nursing education, and nursing leadership needs of society will be welcome.

The NLN looks forward to future dialogue about and contribution to the evolution of this living document.

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