



Living the CCNE Values: 20th Anniversary Editorial Series

Foster an educational climate that supports program students, graduates, and faculty in their pursuit of *life-long learning*.

February 28, 2018 - Throughout *Notes on Nursing*, Florence Nightingale (1859) voiced the importance of nurses to learn continuously, through experience, education, and reviewing evidence. In the early years of the Commission on Collegiate Nursing Education (CCNE), the Steering Committee identified promoting a culture of support for life-long learning as one of the core values for the new nursing accrediting body (CCNE, 2009). Professional nursing organizations identify life-long learning as a critical component of professional nursing practice. New nurses are competing for placements in the highest quality nurse residency programs that value professional development and life-long learning. Nurses across the nation are seeking professional development at rates never greater. The American Association of Colleges of Nursing (AACN) reported a 3.6% enrollment increase in entry-level baccalaureate nursing programs in 2016 (AACN, 2017b), and significant growth is occurring in graduate programs. Whether in my role as CCNE team leader, member of the CCNE Report Review Committee, or leading CCNE accreditation activities at my own school of nursing, I have great appreciation for this particular CCNE value and seek to facilitate development through the continuous learning process.

CCNE ensures the “quality and integrity” of nursing education and nurse residency programs. Programs need CCNE to support, encourage, and hold us accountable in our efforts to self-assess and to grow and improve nursing education and nurse residency programs. CCNE lives this value of support and growth through numerous strategies, such as providing frequent webinars and hosting workshops. During the self-study and accreditation process, programs have the opportunity to reflect, analyze, respond, and put forth a plan for success for each key element and standard. CCNE maintains the careful balance of ensuring quality nursing education and nurse residency programs, while also supporting continuous quality improvement and life-long learning.

Critical to promoting a culture of support is the reflection and examination of what resources are necessary to facilitate life-long learning. For example, when addressing the accreditation standards, programs speak to the sufficiency of resources and identify how resources are used to support student and



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About the editorial series:

Upon its founding, the CCNE Steering Committee developed a set of 12 values to guide CCNE’s work. These values are central to the organization’s identity, and CCNE accreditation activities are premised on these statements of principle.

Throughout CCNE’s 20th anniversary year, each edition of this editorial series will explore a different CCNE value. This series can be accessed on the [CCNE website](#).

resident learning and faculty development. In the current environment of dramatic changes in higher education, academic nursing leaders must be creative and innovative to support novice faculty and financially strained nursing students. With a nationwide shortage of over 1,500 nursing faculty (AACN, 2017a), programs need to mirror CCNE's values and create cultures within our schools of nursing that support new faculty and assist with the transition to academic nursing.

In our School of Nursing at James Madison University (JMU), we have intentionally focused on organizational culture in our desire to support faculty and students. Faculty and staff developed a [Healthy Workplace Environment Relational Agreement](#) that states our support of a mentoring culture and identifies behaviors that model civility and reflect our values. Challenged by growing numbers of retiring faculty and subsequent newly hired replacements, we developed the role of Faculty Success Coordinator to provide tangible support for mentoring, orientation, scholarship, research, and teaching excellence. Our faculty governance structure includes committees focused on faculty development and celebration of successes. Within the [Center for Faculty Innovation](#), JMU provides comprehensive professional development opportunities for instructional faculty at all levels and stages of their careers and also offers a [New Faculty Academy](#).

As actress Lily Tomlin stated so succinctly, “The road to success is always under construction.” The Commission on Collegiate Nursing Education does not expect perfection, but excellence, quality, integrity, and continuous improvement. We should expect nothing less of ourselves and our programs.

AACN (2017a). *Nursing faculty shortage fact sheet*. Retrieved from: <http://www.aacnnursing.org/Portals/42/News/Factsheets/Faculty-Shortage-Factsheet-2017.pdf>

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