with this issue, one of two published this month, the Journal of Nursing Education (JNE) ushers in a new benefit for readers—an increase in the number of annual issues from 12 to 14. The two additional issues are supplement editions that will be published each March and September. They are standalone, full-length issues focused on a particular topic, and they will both complement and strengthen JNE’s longstanding commitment to publishing scholarly work by and for nurse educators from all levels of nursing education. The articles in each supplement issue will be the same high-quality, peer-reviewed manuscripts for which JNE is known and respected, and they will be treated as regular journal content and indexed in MEDLINE® and PubMed®. The high volume of manuscripts submitted to JNE drove the decision to increase the number of annual issues, and this volume has continued to increase each year. In 2013, JNE received 670 manuscripts, which was approximately an 80% increase from 2007. To accommodate the growing number of manuscripts submitted and accepted—JNE’s acceptance rate has remained relatively stable between 18% and 20% annually—the publisher and editors had previously grown JNE from 9 to 12 annual issues and, subsequently, increased the number of pages per issue. Both actions, as well as the more recent decision to add two annual supplements, were taken to ensure that JNE can continue to accept and publish the highest quality manuscripts without being forced to reject articles that merit publication and broad dissemination to the nursing education community. The increased number of issues, as well as pages per issue, had also allowed JNE to reduce its backlog over the years, from 17 or more months in 2008 to two to three issues in 2012. With a recent climb in the backlog to 5 months in 2013, the additional supplements are expected to keep the backlog to fewer than 60 days from the time of the manuscript’s acceptance to its online advanced release, and only a slightly longer time from its acceptance to its print publication. This will ensure that the latest knowledge and innovations reach JNE readers in as timely a manner as possible. Each supplement issue will be devoted to a focused topic. Rather than issuing a call for manuscripts for each themed supplement, manuscripts will be chosen from those already accepted and awaiting publication. Each supplement’s theme will depend on manuscripts in the queue, which, when selected and published together, will provide readers with a cohesive focus that offers both breadth and depth of treatment of the chosen topic. Occasionally, a guest editorial and perhaps an overview manuscript may be invited to round out the issue’s themed focus. Given the number of accepted manuscripts addressing issues of clinical teaching and learning, the editors chose clinical teaching and learning as the focused topic for the first supplement issue. As readers will discover, the articles in this inaugural supplement (a) cover a range of undergraduate and graduate clinical education topics across both acute care and community settings; (b) offer faculty and student perspectives; (c) extend both conceptual and practical knowledge using quantitative and qualitative methods; and (d) address key topics, such as quality and safety, evidence-based practice, and interprofessional education. We continue to be pleased with the increase in submissions, as it reflects a concomitant growth in interest for JNE. That JNE is seen as a primary go-to source for publication and citation of nursing education scholarly work is evidenced by the fact that its impact factor reached an all-time high of 1.133 in 2012, which was substantially higher than the median of 0.875 for nursing journals. We will continue to welcome and publish manuscripts that extend the science of and stimulate creative innovation in nursing education as health care and higher education undergo significant transformation in the coming years.

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