



**National League  
for Nursing**

### ***BECOME INVOLVED IN THE NATIONAL LEAGUE FOR NURSING!***

The National League for Nursing is proud to present you with *Professional Opportunities 2007–2008*, the contents of which abundantly demonstrate our commitment to member involvement.

With the variety of opportunities described within, you will be sure to find more than one option that can help you meet your professional goals. You can:

- ✓ Apply for a nursing education research grant
- ✓ Apply for Fellowship in the Academy of Nursing Education
- ✓ Become an NLN Ambassador
- ✓ Serve on a board committee, advisory council, or task group
- ✓ Submit an abstract to present at the annual Education Summit
- ✓ Contribute to your school's Centers of Excellence in Nursing Education™ application process
- ✓ Prepare for and take the Certified Nurse Educator<sup>CM</sup> (CNE) examination
- ✓ Participate in the Test Development process
- ✓ Write or review items for NLN tests
- ✓ Participate in the NLN Immersion, courses, workshops, and online learning modules
- ✓ Serve on the peer review panel of *Nursing Education Perspectives* or submit an article for publication
- ✓ Develop an online course or present at an NLN conference

Through these activities, you will continue to grow as an effective educator and scholar and help address the critical issues facing nursing education today.

Please remember that new occasions to get involved arise frequently. Stay connected with what is happening at the NLN by subscribing to our e-newsletters (*NLN Update*, the *Faculty Development Bulletin* and *Nursing Education Policy*); watch for important e-mails; check

with the NLN Ambassador at your school; and ensure that your personal membership record is kept current so that we have your correct e-mail address.

Help us fulfill the NLN's mission to promote excellence in nursing education to build a strong and diverse nursing workforce. Choose lifelong learning. Participate in some of the opportunities described in the pages that follow.

**NLN PROFESSIONAL  
OPPORTUNITIES  
2007-2008**

# PROFESSIONAL OPPORTUNITIES

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# DATES TO REMEMBER

## 2007

<b>October 15</b>	Initial application/fee due for Centers of Excellence Program
<b>October 31</b>	Final day to submit interest forms for task groups and committees
<b>November</b>	Onsite visits by Centers of Excellence Consultants
<b>November 30</b>	Task groups notified of appointments
<b>December 10</b>	Final day to submit abstracts for NLN Summit 2008, before 5:00 pm ET
<b>December 17</b>	Final day to submit Centers of Excellence Consultant Interest Form Final day to submit Nomination of Centers of Excellence Review Panel Members Form

## 2008

<b>February 15</b>	Final day to submit Academy of Nursing Education Applications
<b>March</b>	Onsite visits by Center of Excellence Consultants
<b>March 14</b>	Notification of decision on Summit abstract submissions
<b>March/April</b>	Academy of Nursing Education Review Panel meets
<b>April 1</b>	Contact the NLN if written notification of decision regarding abstracts submitted for Summit 2008 has not been received
<b>May</b>	Academy Applicants notified of decisions regarding Fellowship
<b>May 31</b>	Final application/fee due for Centers of Excellence Program
<b>June/July</b>	Centers of Excellence Review Panel meets
<b>July/August</b>	Applicant schools notified of decisions regarding Centers of Excellence designation
<b>August</b>	NLN Elections Open
<b>September 17–20</b>	Education Summit, San Antonio, TX - COE Schools Presented - Induction of Academy Fellows

## Interest Forms Accepted At Any Time

- Online Course Proposals
- Journal Manuscripts
- Journal Peer Reviewer
- Test Item Writers and Reviewers
- Certified Nurse Educator<sup>cm</sup> (CNE) Examination Item Writers
- Book/ Monograph Proposals

**NLN**

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**PRESENT AT THE  
2008 NLN EDUCATION SUMMIT**

# 2008 CALL FOR ABSTRACTS

Education Summit 2008: September 17<sup>th</sup> – 20<sup>th</sup> San Antonio, TX

## Call for Abstracts

Abstracts are invited for presentations at the NLN Education Summit 2008, the premier conference for nursing faculty that is attended by approximately 1,500 individuals from all types of programs in the US and other countries. The Summit offers many exciting features, including a keynote address, plenary sessions, exhibits, posters, concurrent sessions, an awards dinner, the induction of fellows into the Academy of Nursing Education, presentation of Centers of Excellence schools and grant/scholarship recipients, the annual membership meeting, and the Annual National League for Nursing Faculty Meeting. It is a time for nurse educators to network and share innovative practices, educational research findings, creative approaches to teaching and evaluation, and ideas about how we can collaborate to achieve excellence in nursing education.

All abstracts are peer reviewed, and the selection process is competitive. Abstracts may be submitted for any of the presentation formats listed below, and individuals may indicate their willingness to have their submission considered for more than one format (e.g., paper or poster presentation):

### Paper

Reports of completed pedagogical research, innovative projects, or education-related issues. Paper presentations are allotted 45 minutes.

### Workshop

Interactive, hands-on programs about innovative teaching or evaluation approaches, new curriculum designs, or other topics of interest to nurse educators. Workshops are allotted 90 minutes.

### Symposium

Several papers are coordinated to provide multiple perspectives on a single education-related topic. All papers are to be submitted together, as a single abstract. Symposia are allotted 90 minutes.

### Poster

Visual “reports” of a completed pedagogical research study or one that is in progress, a special project, etc. Posters will be on display in the exhibit hall and available to attendees during all meal functions and exhibit hours.

Abstracts must be submitted online at [www.nln.org/Summit/Abstracts/abstractsubmittal.htm](http://www.nln.org/Summit/Abstracts/abstractsubmittal.htm). You will be asked to identify the primary contact person for each abstract submission, contact information for that individual, and the names/credentials/ institutional affiliations of all co-presenters, if applicable. Please be advised that all communications from the NLN will only be with the primary presenter, and this person will be expected to communicate with co-presenters, if applicable.

In addition, when submitting an abstract, you will be asked to specify the following:

1. the format(s) for the presentation (paper, workshop, symposium, or poster)
2. the one category (listed below) that best matches the focus of the abstract:

- New Teaching/Learning Paradigms
- Values Development and Student Socialization
- Integration of Technology into Nursing Education
- Clinical Teaching and Evaluation
- Cultural Issues in Nursing Education
- New Approaches to Evaluating Learning

- Evidence-based Teaching Practices and Curriculum Designs
  - Excellence and Innovation in Nursing Education
  - Education/Practice Partnerships
  - Student Recruitment and Retention
  - Faculty Recruitment and Retention
  - Teachers as Learners
  - Student and Teacher as Leaders
  - Teacher/Student Relationships
  - Faculty Preparation and Ongoing Development
  - Faculty Workload and Other Issues
  - Organizational Support for Faculty Development and Nursing Education Research
  - Other
3. the one or two nurse educator competencies that best match the focus of the abstract. Please visit [www.nln.org/profdev/corecompleter.htm](http://www.nln.org/profdev/corecompleter.htm) for more information on the competencies and a link to the entire document.
  4. the one Hallmark of Excellence in Nursing Education<sup>®</sup> category that best describes the focus of the abstract. Please visit [www.nln.org/excellence/hallmarks\\_indicators.htm](http://www.nln.org/excellence/hallmarks_indicators.htm) for more information on the on the hallmarks.
  5. the one NLN priority for research in nursing education that best matches the focus of the abstract, if it reports on research. For a complete list of the NLN's priorities for research in nursing education please visit [www.nln.org/research/priorities.htm](http://www.nln.org/research/priorities.htm)

### **Additional Information**

The NLN reserves the right to audiotape all Education Summit 2008 presentations so that they and speaker handouts may be made available on a CD. Individuals submitting an abstract for consideration for Summit 2008 should be aware that, if their abstract is accepted for presentation, they will be expected to give permission for such taping and handout use, should the NLN decide to pursue the CD option. Individuals whose abstracts have been accepted for presentation at the NLN Education Summit 2008 are expected to register for the conference. A discount voucher will be sent to the primary presenter for each presentation, but this will be valid only with full Summit registration that is completed by the designated 2008 “early-bird” date. All presenters are expected to pay their own travel, hotel, and other expenses. If you have any questions about the abstract submission decision process, or expectations of presenters, please contact Lynette Hinds, manager of professional development, at [lhinds@nln.org](mailto:lhinds@nln.org) or 212.812.0309.

All abstracts must be ***submitted via the online process***, no later than 5:00 pm (ET) on **December 10, 2007**. Please note that a pop-up will appear stating that your abstract submission was received. If you do not receive the pop-up message that your abstract submission was received, please contact NLN's professional development coordinator ***immediately*** by email at [summit@nln.org](mailto:summit@nln.org)

The NLN strongly recommends early submission of all abstracts for the NLN's Education Summit 2008, as the submission deadline is strictly enforced. All abstracts received electronically by the stated deadline will be circulated to a team of reviewers, and decisions about selection will be made by early-March 2008. If by April 1<sup>st</sup>, the primary presenter does not receive notification by mail of the decision regarding the abstract submission, that individual is asked to contact the professional development coordinator, at [summit@nln.org](mailto:summit@nln.org) or 212.812.0324.

**NLN**

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**CONSIDER AN  
ELECTED POSITION**

# ELECTED POSITIONS

## **The Nominations Process**

In November of each year, a call is issued for nominations of individuals who are ready to assume leadership positions the following September. In April, the Nominations Committee reviews all nominees for elected positions and prepares a slate of candidates for election. The Nominations Committee is especially interested in receiving nominations from individuals of all areas of expertise and backgrounds in order to ensure that the NLN board, its subsidiary boards, and its advisory councils are strong, effective bodies.

## **National League for Nursing Board of Governors**

The National League for Nursing Board of Governors is a group of diverse individuals who share the goal of advancing excellence in nursing education. Members of the board assume significant responsibility for policy determination, strategic planning, financial solvency, and the overall success of the National League for Nursing.

Positions to be elected:

- President-elect, who succeeds to the office of the president (4-year term)
- Secretary (3-year term)
- Treasurer (3-year term)
- 13 Governors-at-large (3-year term)

## **NLN Advisory Council Executive Committees**

### Constituent Organizations Advisory Council (COAC).

The purposes of COAC are to develop national leaders, serve as a forum to advance issues at the local level, provide for networking among members, serve as a “watchdog” for public policy issues related to education, collaborate with other nursing organizations and agencies, provide access to national resources, and serve as a source of supply for national work group/task force members.

### Educational Technology and Information Management Advisory Council (ETIMAC)

The purpose of ETIMAC is to promote the effective use of technology in nursing education,

both as a teaching tool and an outcome for student and faculty learning, and to advance the integration of information management into educational practices and program outcomes.

### Evaluation of Learning Advisory Council (ELAC).

To provide leadership regarding assessment and evaluation of student learning (a) in classroom, clinical, and laboratory settings, and (b) in all domains of learning (cognitive, psychomotor, and affective).

### Nurse Educator Workforce Development Advisory Council (NEWDAC).

The purpose of NEWDAC is to provide the leadership that advances the lifelong learning goals of nurses whose primary role is education in academic, practice, or other service settings, nationally and internationally.

### Nursing Education Advisory Council (NEAC).

The purpose of NEAC is to provide 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 21<sup>st</sup> century.

### Nursing Education Research Advisory Council (NERAC).

The purpose of NERAC is to promote the scholarship of teaching and learning through providing leadership in the development of the science of nursing education, supporting nursing education

research, and promoting evidence-based teaching and learning.

The work of each advisory council is coordinated by a five-member elected executive committee, which may be assisted in accomplishing the advisory council's goals through any number of task groups. An NLN member may contribute to the work of an advisory council by being elected as a member of its executive committee, or appointed as a member of a task group. The executive committee provides leadership for the advisory council's work, and each serves to link members with the Board of Governors.

Advisory council positions to be elected:

- Chair-elect, (2-year term) who succeeds to the chair position. (additional 2-year term)
- 3 Executive Committee members (3-year term)

#### **The Nominations Committees (NLN and NLNAC)**

In addition to electing individuals to the board of governors, NLN members also elect six individuals to the NLN Nominations Committee, and three to the NLNAC Nominations Committee. These committees solicit nominations for the ballot, review qualifications of all nominees, and prepare the slate of candidates.

Positions to be elected:

- 6 members of the NLN Nominations Committee (2-year term)

- 3 members of the NLNAC Nominations Committee (2-year term)

#### **National League for Nursing Accrediting Commission (NLNAC)**

Laws governing non-profit organizations such as the NLN require that entities within the structure of the organization be nominated and elected by the full membership. The NLNAC is a wholly owned subsidiary of the NLN that has separate and independent authority in matters relating to accreditation of nursing education programs.

NLNAC commissioners are nominated by NLN members and other relevant groups and elected by the full membership of the NLN.

The Accrediting Commission develops accreditation processes and procedures, establishes standards and criteria for the accreditation process, executes fiduciary responsibilities, and renders the final decision about the accreditation status of all types of nursing education programs. Nominations of nurse educators and nurses in practice settings are invited. In addition, the nomination of public members who are not associated with the NLN or NLNAC but have the knowledge and experience to enhance the work of the commission, is encouraged.

Positions to be elected:

- 15 Commissioners (3-year term)

#### **Additional Information**

Please also visit the governance page on the NLN website, [www.nln.org/aboutnln/electedpositions.htm](http://www.nln.org/aboutnln/electedpositions.htm) for more information about elected positions.

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# APPLY FOR AN APPOINTED POSITION

# APPOINTED POSITIONS

## NLN Committees

Appointments to NLN committees are made by the president at the start of her/his term of office and as needed thereafter. Terms of appointment are generally for two years (or less, if a project or task is completed), but they may be extended through re-appointment when a new president takes office. You are encouraged to review the descriptions of each of these groups and let us know of your interest in becoming involved. ***We are not currently accepting volunteers for any committees except Certification and the Education Summit Program Planning Work Group.***

NLN committees are working committees through which you may be expected to complete special assignments between meetings in order to accomplish the goals of the committee. As an NLN volunteer, therefore, you are expected to attend scheduled meetings, complete the tasks and projects for which you volunteered, and attend programs that are designed/sponsored by your committee.

## Awards Committee

This committee is charged with the responsibility to select and recommend to the Board of Governors (BOG) exemplary candidates for the various NLN awards bestowed at the annual Education Summit. It also makes recommendations to the board about the awards themselves (e.g., purpose, selection criteria, etc.) *The committee meets once per year via conference call.*

## Bylaws Committee

This committee receives and studies suggestions for amendments to the Certificate of Incorporation and the NLN bylaws. The committee itself also may initiate proposals for amendments. *The committee meets on an as-needed basis via conference call.*

## Certification Committee

The Certification Committee is responsible for designing, implementing, and evaluating the Academic Nurse Educator Certification Program. Specific responsibilities include overseeing examination development and approving all certification policies and procedures. The Certification Committee may delegate tasks to subcommittees, the testing company or to staff as appropriate. The Certification Committee shall communicate regularly with the BOG, and a member of the BOG shall serve as liaison member to the Certification Committee, but will not have voting rights. The Certification Committee shall meet as defined by the NLN bylaws and the qualifications and election of

Certification Committee members shall be determined as stated in the bylaws. *The Certification Committee shall include a minimum of nine members. At least six members must be registered nurses credentialed as certified nurse educators. At least one member shall be a public member. The certification committee shall hold a minimum of two face-to-face meetings each year.*

## Finance Committee

This committee, chaired by the NLN treasurer, consists of at least five NLN members. It recommends to the BOG yearly budgets and long-term financial plans for the NLN. The committee provides financial oversight for the NLN including assuring adequate financial resources, advice concerning short- and long-term investments, and review of such procedures as employment practices and internal and external auditing. *The committee meets face-to-face annually and holds quarterly conference calls.*

## Education Summit Program Planning Work Group

The charge to this work group is to provide advice and guidance to NLN staff who are responsible for planning the NLN Education Summit. Accordingly, members of this work group are expected to inform and guide decisions on such matters as the overarching theme for the Summit, format, speakers, discussion leaders, panel members, abstract reviewers, special events, etc. *The work group meets two or three times per year via conference call.*

### **Board of Governors Public Member Governors**

The public member governors of the NLN Board of Governors fulfill a crucial role of the NLN's model of knowledge-based shared governance. Every year, the Nominations Committee determines the competencies most needed on the board at the time candidates for appointment are being sought.

### **Task Groups**

The member involvement structure approved by the Board of Governors in 2001 called for the creation of a number of advisory councils that work to help the NLN meet its goals. In addition, the structure provides for the creation of task groups that are established, typically for a 3-year term, to help the advisory councils move forward in meeting their goals.

To review the list of advisory councils and task groups that have been active since 2001, we invite you to visit [www.nln.org/getinvolved/index.htm](http://www.nln.org/getinvolved/index.htm). We also invite you to consider volunteering for one of the following task groups that will help the NLN achieve its goals during 2008 and subsequent years:

**Innovations in Curriculum Design**

**Diversity in the Nurse Educator Workforce**

### **Additional Information**

If you are interested in serving on one of these task groups, please complete the "*Task Group Participation Interest Form*" (*Form B*) and return by **October 31, 2007**.

If you are interested in serving on a board committee, please complete the "*Appointed Positions Interest Form*" (*Form A*) and return by **October 31, 2007**.

**TASK GROUP ON DIVERSITY IN THE NURSE EDUCATOR**  
**WORKFORCE - 2008, 2009 & 2010**

Nurse Educator Workforce Development Advisory Council (NEWDAC)

**Background:**

In its efforts to be a leader in transforming nursing education, the NLN emphasizes the value of diversity and intends to take the lead in developing a nurse educator workforce whose diversity is representative of the US population and who can serve as mentors to and role models for students who represent diverse populations. The many ways this goal can be achieved need to be explored, developed, and embedded in the work of our organization. The NLN looks to members of this Task Group to provide leadership as we embark on this new and very important initiative.

**Purpose of the Task Group:**

The purpose of this Task Group is to initiate efforts aimed at building diversity in the nurse educator workforce and propose mechanisms to sustain such efforts over time.

**Specific Tasks to be Completed:**

- A. Compile comprehensive syntheses of the literature related to diversity in the nurse educator workforce and that of other health professions educators.
- B. Add information on the topic of diversity in the nurse educator workforce to the NLN's literature database in order to expand the repository of evidence on this topic.
- C. Formulate and design mechanisms to continually monitor diversity in the nurse educator workforce across all types of nursing education programs.
- D. Identify nursing education programs that are exemplars regarding the recruitment, retention, and leadership development of underrepresented minority faculty.
- E. Develop and monitor an e-community discussion on topics related to establishing and maintaining nurse educator workforce diversity.
- F. Develop a comprehensive plan to sustain efforts aimed at building diversity in the nurse educator workforce based on recommendations from the Think Tank on Diversity in the Nurse Educator Workforce.
- G. Disseminate information on diversity in the nurse educator workforce using existing NLN dissemination vehicles (i.e. *Nursing Education Perspectives*, Summit, or others).

*See following page for qualifications of Task Group Members.*

**Qualifications of Task Group Members:**

- ✓ Active member of the NLN
- ✓ Understanding /knowledge of diversity building initiatives in the academic community
- ✓ Experience in project planning
- ✓ Experience teaching in nursing
- ✓ Commitment to diversity in the nurse educator workforce
- ✓ Access to literature and other sources related to diversity
- ✓ Writing skills
- ✓ Technological competence that allows full participation in monitoring an electronic community, searching relevant literature, contributing to the online database, and other activities

**Suggested Number of Task Group Members:** 6-8 members

## **TASK GROUP ON INNOVATIONS IN CURRICULUM DESIGN - 2008, 2009 & 2010**

Nursing Education Advisory Council (NEAC)

### **Background**

During the past few years, the NLN's Task Group on (a) Innovation and (b) Excellence in Nursing Education have heightened our awareness of the need to think in new ways about our educational enterprise if we wish to ensure that graduates of all programs are well prepared to face the challenges of a rapidly-changing health care world. Initiatives like the NLN's Centers of Excellence program, presentations made at the Education Summit, educational research being completed, and education-focused publications are all encouraging signs that pockets of excellence and innovation exist within our schools of nursing.

Unfortunately, however, in far too many instances, nursing curricula have not changed dramatically from how they were initially conceptualized. More often than not they are rigid, provide little opportunity for students to pursue individual interests, and are not flexible enough to accommodate new trends and developments in health care. External pressures (e.g., for accountability in higher education), national initiatives (e.g., the IOM report on health professions education, expanding research about how individuals learn, expectations related to evidence-based education, and the changing role of the nurse) all demand that nurse educators re-think how we design nursing curricula to prepare graduates to function in an uncertain, unpredictable, technologically-saturated, highly diverse ever-changing health care arena.

This Task Group has formed to help nurse educators think about how we can meet this challenge in all types of nursing education programs -- master's and doctoral, as well as associate degree, diploma, baccalaureate, and practical nurse. Recognizing that many faculty have had no formal education/preparation in curriculum development and that the curriculum "belongs to the faculty," this Task Group is expected to provide leadership to the nursing education community as we re-conceptualize the design, implementation, and evaluation of our curricula.

### **Purpose of the Task Group**

The purpose of this Task Group is to promote excellence, implementation, and evaluation that lead to new curriculum models for each type of nursing education program.

### **Specific Tasks to be Completed**

In relation to practical nurse, associate degree, diploma, baccalaureate, masters and doctoral programs in nursing, the Task Group will be expected to:

- A. Create/Develop a repository of current curriculum innovations in nursing.
- B. Analyze how nursing curricula reflect current scholarly thinking about curriculum design, implementation, and evaluation.
- C. Use the NLN's *Hallmarks of Excellence in Nursing Education* to develop a toolkit that other resource faculty can use to critically evaluate curricula.
- D. Identify barriers to curriculum innovation and propose strategies that can minimize or overcome those barriers as well as help faculty view themselves as change agents who lead curriculum innovation efforts.
- E. Propose a variety of new models for the design of nursing curricula that will enhance student learning, provide for flexibility, and are evidence-based.
- F. Add information about curriculum innovation to NLN's literature database in order to expand the repository of evidence on this topic.
- G. Monitor an "electronic community" on the topic of curriculum innovation.

*See following page for qualifications of Task Group Members.*

**Qualifications of Task Group Members:**

- ✓ Current member of the NLN
- ✓ Educational preparation in curriculum design and evaluation
- ✓ Experience with curriculum development
- ✓ Embrace curiosity, creativity, and risk-taking
- ✓ Interest in nursing research and assessing outcomes related to curriculum innovation in nursing education
- ✓ Access to literature and other sources related to innovation in curriculum design, implementation, and evaluation
- ✓ Writing skills
- ✓ Technological competence that allows full participation in monitoring an electronic “community” on curriculum innovation, searching relevant literature, contributing to the online database, and other activities

**Suggested Number of Task Group Members:** 6-8

## THE NLN AMBASSADOR PROGRAM

### Purpose

The purpose of the NLN Ambassador Program is to engage our members in an effort to ensure that faculty and educational leaders in all schools of nursing are kept informed about NLN's programs, grant opportunities, and member involvement initiatives. In addition, this Program serves as a mechanism for faculty to have a voice about things of concern to them. Finally, the Ambassador Program is designed to make the NLN increasingly visible in all schools of nursing and enhance the organization's role as a leader in nursing education.

### Selection of Ambassadors

All NLN members are invited to volunteer or nominate a colleague to serve the organization as an Ambassador. Individuals who are willing to commit to fulfilling the responsibilities of this role will be appointed to this post for a two-year term, and they may be re-appointed to additional terms. In order to avoid confusion, **no more than one individual will be designated as the NLN Ambassador at each school of nursing**, but that person is encouraged to involve other NLN-member colleagues in her/his school in promoting the NLN in that institution.

Ambassadors must be current members of the NLN upon appointment to the role and maintain active membership throughout the term of their appointment. While any member of the organization may serve in this capacity, preference for appointment to the Ambassador role will be given to individuals who are Certified Nurse Educators or who have been actively involved in the organization through service on an elected or appointed committee/task group, service as a research grant reviewer, service as a Centers of Excellence consultant, or any number of other roles. Ambassadors must be able to communicate via e-mail and electronic communities, and it is hoped that they will have access to internal communications (e.g.,

newsletters) at their school, as well as distribution lists of their full-time and part-time faculty colleagues. Finally, they are expected to commit to keeping current with NLN initiatives by using the NLN Website, reading all communications from the NLN, familiarizing themselves with all NLN initiatives (e.g., certification, Centers of Excellence program), and contacting NLN staff for clarification and explanation as needed.

### Responsibilities of Ambassadors

- Ensure that faculty colleagues receive all communications from the NLN (e.g., Monthly Update, Public Policy Newsletter, Faculty Development Bulletin, journal Table of Contents, RFPs, announcements about voting, etc.).
- Encourage faculty colleagues to participate in NLN programs, apply for research grants, submit abstracts for the Summit, submit manuscripts for the journal, volunteer for task groups and special committees, agree to run for elected positions, nominate colleagues for awards, complete surveys, etc.
- Answer questions about NLN membership benefits, the relationship between NLN and NLNAC, and overall NLN initiatives.
- Help colleagues "connect" with the appropriate NLN staff person regarding specific questions or concerns.
- Assist NLN in maintaining accurate contact information for full-time and part-time faculty in one's institution.
- Forward to the NLN feedback about the organization or its programs.
- Forward to the NLN suggestions for programs, speakers, or future initiatives.

- Forward to the NLN issues or concerns facing faculty as they implement their role...Such issues may be forwarded to Advisory Councils or Task Groups for discussion, lead to the development of a position statement or Think Tank, or result in the creation of an educational program.
- Participate in conference calls, e-communities, or other mechanisms to keep Ambassadors informed and benefiting from one another's ideas for successful implementation of the role.
- Bring greetings on behalf of NLN to co-sponsored programs offered in one's geographic area.
- Participate in the evaluation of the Ambassador Program.

### **Responsibilities of The NLN**

- Select/Appoint Ambassadors
- Establish mechanisms that facilitate communication between Ambassadors and the NLN, as well as among Ambassadors themselves
- Communicate regularly with Ambassadors
- Acknowledge the contributions of Ambassadors (as outlined below)
- Respond to ideas offered by Ambassadors
- Manage any issues that may arise related to implementation of the Ambassador Program

### **Acknowledgement of Ambassadors**

All Ambassadors receive a letter of appointment, signed by the NLN President and CEO. They are encouraged to list this honor on their *Curriculum Vitae* and consider it a contribution to a national professional association. All Ambassadors will be listed in *Nursing Education Perspectives* annually, and all will be listed in the Education Summit program book. NLN Ambassadors will be invited to wear a ribbon and an Ambassador pin at the Education Summit and all other NLN-sponsored or co-sponsored programs, indicating their role, and they will receive a \$25.00 voucher for the Summit each year they hold the position.

### **Indicate Your Interest in Becoming An Ambassador**

Any NLN member teaching at a school that does not have an Ambassador or whose Ambassador's term is ending is invited to share her/his interest in fulfilling this role. In March and October, an e-mail invitation will be issued regarding the program. Individuals wishing to serve as Ambassadors will be asked to complete and submit an online form by a specified date. Appointments of Ambassadors will be made in April and November or when a vacant position needs to be filled.

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**Center of Excellence  
in Nursing Education**

**PARTICIPATE IN THE  
CENTERS OF EXCELLENCE  
PROGRAM**

# NLN CENTERS OF EXCELLENCE IN NURSING EDUCATION™ PROGRAM

The NLN Centers of Excellence in Nursing Education™ Program is designed to recognize schools of nursing\* that have achieved a level of excellence in one of three designated areas.

Recognition by the National League for Nursing as a Center of Excellence in Nursing Education is designed to distinguish those schools that demonstrate sustained, evidence-based, and substantive innovation in the selected area; conduct ongoing research to document the effectiveness of such innovation; set high standards for themselves; and are committed to continuous quality improvement. Such recognition indicates a commitment by the school as a whole to pursue and sustain excellence in student learning and professional development, development of faculty expertise in pedagogy, or advancing the science of nursing education.

Pursuing designation as an NLN Center of Excellence in Nursing Education™ is a voluntary process that involves preparation of material by the school itself and peer review. Recognizing the uniqueness of each school relative to its mission, the Centers of Excellence Program sets high standards and serves to truly distinguish and publicly recognize those schools that excel in a particular area. The goals of this program, therefore, are as follows:

- Identify and reward those schools that excel in creating environments that enhance student learning and professional development, promote the pedagogical expertise of faculty, or advance the science of nursing education
- Encourage faculty to continually improve their schools
- Encourage research in nursing education
- Facilitate discussions among faculty, students, program graduates, and employers about excellence in nursing education and how to promote it
- Encourage the development of innovative schools that attract and retain highly qualified students and faculty
- Facilitate positive changes that re-form nursing education based on the application of evidence gleaned from research in practice and education
- Influence the development of public policies that benefit nursing education, support nursing education research, and promote excellence in nursing education.

Please visit the NLN website [www.nln.org/excellence/index.htm](http://www.nln.org/excellence/index.htm) to learn more about the Centers of Excellence program. A Call for Centers of Excellence consultants and review panel members is included.

**\* NOTE**

“School” includes any designation for the nursing unit in the institution (i.e., College of Nursing, School of Nursing, Department of Nursing, Division of Nursing, etc.). “Program” refers to the particular type of nursing program offered through the “school” (i.e., practical nurse, associate degree, diploma, baccalaureate, master’s, or doctoral).

# CALL FOR CENTERS OF EXCELLENCE CONSULTANTS

The NLN's Centers of Excellence in Nursing Education™ program was launched in 2004, and we have completed four successful cycles since its initiation. The process of applying for COE designation includes an onsite visit from a consultant whose purpose is to help the school (a) understand the criteria in the COE category it has chosen, (b) highlight the strengths and distinctiveness of the school, and (c) identify ways in which the school can “tell its’ story” in the final application.

Prior to the visit, the consultant talks with the school's dean/director/chairperson about the range of activities in which she/he may be involved during the visit, and together they decide on a plan of action, individuals or groups with whom the consultant will meet, and dates and other details of the visit. During her/his visit (1-2 days), the consultant meets with individual or groups of faculty and the school's dean/director/chairperson. If a school is pursuing designation in the “student” category, it may be helpful for the consultant to meet with individual or groups of students. If the school is pursuing designation in the “faculty” category, she/he may want to talk more extensively with individual faculty. And if the school is pursuing designation in the “research” category, the consultant may attend a class session, talk to students, and/or talk with faculty to get a sense of how pedagogical research is integral to all programs.

Unlike the program evaluator during an accreditation site visit, the COE consultant is not expected to visit clinical sites, talk with college/university administrators, review faculty or student files, review course syllabi and student products, and so on. However, if the school thinks that some of these activities would be helpful in “telling its story” to the consultant, they certainly can be arranged. In all instances, the activities in which the consultant engages during the visit are determined in collaboration with the school, and there are no “must do” activities built into the COE process.

Our evaluations indicate that the most helpful activities in which the consultant engages are the

following: meeting with the faculty as a group, meeting with individual faculty, meeting with the dean/director/chair, and meeting with students. Within two weeks of the visit, the consultant sends a written report to the school's dean/director/chairperson, summarizing the visit.

Although the consultant may confer with NLN staff prior to or during the visit to clarify questions, she/he does not confer with the Review Panel, nor is her/his report shared with that recommending body. The consultant's report is sent directly to the school. It is not shared with the Review Panel, NLN staff, or any other individuals.

Our data shows that the average amount of time the consultant spends with faculty and others is 8-12 hours, over a one or two day period. The specific amount of time a consultant spends at a school depends on the school's needs and the availability of the consultant. All visits are arranged to be mutually convenient for all involved, and the school pays all the consultant's expenses. Consultants are not paid an honorarium for this service.

Individuals are chosen for the consultant roles who have (a) extensive experience and current knowledge of trends and issues in nursing education, (b) a commitment to excellence and innovation, (c) an openness to new ideas; and (d) an ability to review material objectively. If you think you possess these qualifications and could skillfully fulfill the role as described above, or if you know of a colleague who would be an

effective COE consultant, we want to hear from you.

Please complete the “*Centers of Excellence Consultant Interest Form*” (Form C) and return it, **along with a copy of your *Curriculum Vitae*, no later than December 17, 2007.** Fax: 212.812.0392. You may submit your own name and the names of several colleagues by completing a separate form for each individual. The individual who will review this Interest form and follow up with you is Dr. Terry Valiga, chief program officer.

# CALL FOR NOMINATIONS FOR CENTERS OF EXCELLENCE REVIEW PANEL MEMBERS

The NLN's Centers of Excellence in Nursing Education™ program was launched in 2004, and we have completed four successful cycles since its initiation. The application process involves completing an initial application, participating in an onsite visit with a COE consultant, and completing a final application through which the school “tells its story” about how it meets the criteria in the selected category.

This final application is reviewed by a panel of carefully-selected nursing education leaders who make recommendations to the NLN Board of Governors about COE designation for the applicant schools. This group is known as the review panel.

Members of the review panel receive the final applications from all schools participating in the COE program. They review these materials thoroughly and make individual evaluations on the extent to which each school has met the stated criteria. All review panel members then participate in a two day face-to-face meeting where they discuss each application, review all evaluations, and come to consensus regarding the recommendations they will make to the Board of Governors. They then destroy all application materials and agree to keep confidential their deliberations.

Individuals are chosen for the review panel who

- have extensive experience and current knowledge of trends and issues in nursing education,
- consistently display a commitment to excellence and innovation,
- demonstrate an openness to new ideas,
- are able to review material objectively, and
- are nationally recognized as leaders in nursing education.

If you know of a colleague who meets these criteria and would be an effective COE Review Panel member we want to hear from you.

Please complete the “*Nomination of Centers of Excellence Review Panel Member Interest Form*” (Form D) and return it **no later than December 17, 2007**. Fax: 212.812.0392. You may submit several nominees by completing a separate form for each individual. The individual who will review this Interest form and follow up with you is Dr. Terry Valiga, chief program officer.

**NLN**

**National League  
for Nursing**

**HELP ADVANCE THE  
SCIENCE OF NURSING  
EDUCATION  
PROGRAM**

# NLN AND NLN FOUNDATION FUNDING OPPORTUNITIES

## Nursing Education Research

The NLN and the NLN Foundation for Nursing Education share a goal of enhancing the ongoing development of the science of nursing education by promoting the continuous development of faculty as educator-scholars and administering a grant program for investigator-initiated nursing education research.

## NLN Nursing Education Research Grants

Since 2000, the NLN has worked to advance nursing education research by funding grants that will inform the development of new pedagogies. The NLN Nursing Education Research Grants Program awards approximately six grants annually to NLN members.

## Sigma Theta Tau International/National League for Nursing Grant

This new grant program was launched in 2007 for the purpose of supporting research that advances the science of nursing education. The grant, made possible through an individual donor gift, is awarded to nursing education scholars who advance the science of nursing education through the use of technology in the dissemination of knowledge.

## Faculty Scholarships

A top priority for the NLN and the NLN Foundation is to attract more ethnically diverse nurses to become educators by awarding scholarships and fellowships, thus decreasing the nurse faculty shortage and increasing the overall number and diversity of qualified nurses in the workplace.

## NLN Foundation Dissertation Award for Nursing Education Scholars

The *NLN Foundation Dissertation Scholarship for Nursing Education Scholars* was created to provide financial assistance to doctoral candidates in nursing education programs who are working on dissertations focusing on nursing education research. Application materials will be available in January 2008.

## NLN Foundation Minority Faculty Scholarships

The NLN Foundation Minority Nurse Faculty Scholarship has been created to address the critical shortage of minority nurse faculty. Scholarships will be awarded to under-represented minority nurses pursuing a master's degree in nursing education.

Program deadlines, application materials and additional information can be found by visiting the NLN Foundation website at [www.nlnfoundation.org](http://www.nlnfoundation.org).

# CALL FOR RESEARCH GRANT & SCHOLARSHIP REVIEWERS

The NLN Foundation for Nursing Education administers several grant and scholarship programs each year. The Foundation works with the Nursing Education Research Advisory Council to select a review panel for each grant/scholarship program. These reviews typically occur in the spring after proposals and applications are received.

If you are an NLN member and an experienced researcher, or if you have served on a dissertation committee and would be willing to review proposals related to any of these research initiatives, please complete the *“Research Grant & Scholarship Reviewer Interest Form” (Form E)*.

# NLN NATIONAL SURVEYS

## About NLN Surveys

The NLN's survey research program is designed to collect vital statistics on the nurse educator workforce, the nursing student population issues related to nursing education and implementation of the faculty role; the development implementation and evaluation of new classroom, laboratory, and clinical pedagogies; feedback on the work of our advisory councils and task groups; and the impact of various NLN initiatives. Each of our surveys contributes to our overall understanding of the evolving nature of nursing education and how to move forward in achieving excellence.

- The *Survey of Nurse Educators* focuses each year on a current issue of import to US health care generally, and to nurse faculty, nursing and/or nursing education community. The 2006-2007 survey, the **NLN/Carnegie National Survey of Nurse Educators** on the topics of compensation, workload, and teaching practice, is yielding very exciting findings.
- The *Survey of Schools of Nursing* produces key educational statistics from all American nursing programs. For more than 50 years this study has been an essential source of trend data on the country's nursing student population, serving educators, researchers, policy makers, and all others who monitor trends in the size and characteristics of the nursing workforce pipeline.
- The *Nurse Faculty Census*, conducted regularly, generates key statistics on the nation's nurse faculty population, monitoring trends in faculty demographics, salaries, and vacancies.
- The *Annual Survey of State Boards of Nursing* produces a comprehensive database of state-approved schools of nursing in the United States; this survey also contributes data featured in the *Guides to State Approved Schools of Nursing* book series.
- The NLN's advisory councils and task groups regularly conduct surveys to obtain feedback from the broader nursing education community related to their projects and initiatives.
- The NLN conducts surveys to determine the impact of our initiatives (e.g., the Centers of Excellence program, certification for nurse educators) have on nursing education.

# PRIORITIES FOR RESEARCH IN NURSING EDUCATION

## INNOVATIONS IN NURSING EDUCATION: CREATING REFORM

- New pedagogies
- Use of instructional technology, including new approaches to laboratory/simulated learning
- Flexible curriculum designs
- Community-driven models for curriculum development
- Processes for reforming nursing education
- Educational systems and infrastructures
- Student/teacher learning partnerships
- Community-based nursing and service learning strategies
- Clinical teaching models
- Teaching evidence-based practices
- New models for teacher preparation and faculty development

## EVALUATION RESEARCH IN NURSING EDUCATION: EVALUATING REFORM

- Economics of and productivity in nursing education
- Quality improvement processes
- Program evaluation models
- Student and teacher experiences in schools of nursing
- Nursing education innovations, including facilitators and barriers to innovation and reform
- Best practices in schooling, teaching, and learning
- Grading, testing, and evaluation of students, faculty, and curriculum

## DEVELOPMENT OF THE SCIENCE OF NURSING EDUCATION: EVIDENCE-BASED REFORM

- Best practices in schooling, teaching, and learning
- Nursing education database development
- Meta-analysis related to innovation or evaluation in nursing education
- Concept analysis related to innovation or evaluation in nursing education

**NOTE:** Multi-site, multi-method, and multi-paradigmatic studies that extend knowledge of schooling, learning, and teaching in nursing will be given priority.  
Approved by the NLN Board of Governors, May 16, 2003

**NLN**

**National League  
for Nursing**

**CONSIDER NLN  
PUBLISHING OPPORTUNITIES**

# NURSING EDUCATION PERSPECTIVES

Today, as nurse educators break away from established patterns and chart new pathways in nursing education, *Nursing Education Perspectives* is a vital resource for faculty. The peer reviewed, bimonthly journal of the NLN, *Nursing Education Perspectives* provides an evidence base for best practices and a forum for the exchange of information and ideas regarding curricula, technology, the recruitment and retention of students, and other issues important to nursing education.

Each personal and agency member of the NLN receives a print subscription to *Nursing Education Perspectives*. Full-time and part-time faculty at member schools receive online access at no charge and may purchase an annual print subscription for \$40.

We encourage you to read *Nursing Education Perspectives*, submit your work for peer review, and take advantage of the professional opportunities offered through involvement in all aspects of our journal. Author Guidelines are available online at [www.nln.org/nlnjournal/index.htm](http://www.nln.org/nlnjournal/index.htm).

- If you have publication experience, join the *Nursing Education Perspectives* Peer Reviewer Panel. Manuscripts submitted for review are evaluated by at least three peer reviewers. We receive a large number of manuscripts and need diverse viewpoints. Let us know your specialty areas. (*See the Manuscript Peer Review Interest Form, Form F*)
- Likewise, our Book Review editor, Dr. Sandra Baker, is looking for educators to read and critique new books of importance to nursing education, nursing practice, and education in general. Write to Sandy Baker, DNP, RN, District Dean, School of Nursing, Riverside City College, 4800 Magnolia Avenue, Riverside, CA 92506, or email [Sandy.Baker@rcc.edu](mailto:Sandy.Baker@rcc.edu). If you have written or contributed to a new book that you believe should be reviewed by *Nursing Education Perspectives*, please let Dr. Baker know.

- Our Emerging Technologies editor, Dr. Diane Skiba, is interested in how you utilize emerging technologies in your nursing education program. Write to her at [diane.skiba@uchsa.edu](mailto:diane.skiba@uchsa.edu).
- Tell us what else is new at your school of nursing. The Education News column provides a forum for creative ways of approaching problems. Also, please share accomplishments and news for Faculty Notes, and consider who among your colleagues should be interviewed for the Faculty Matters column. Write to Leslie Block at [lblock@nln.org](mailto:lblock@nln.org).
- We welcome your contributions to End Note, the last page of each issue, where we publish poetry, essays, and creative endeavors of all kinds, about nursing, by nurses and nursing students. Write to Leslie Block at [lblock@nln.org](mailto:lblock@nln.org).
- Finally, share your reactions to any articles or columns published in *Nursing Education Perspectives*. We publish letters to the editor and welcome your point of view. Write to Leslie Block at [lblock@nln.org](mailto:lblock@nln.org).

A subscription form and information about all aspects of *Nursing Education Perspectives* are online at [www.nln.org/nlnjournal/index.htm](http://www.nln.org/nlnjournal/index.htm).

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[lblock@nln.org](mailto:lblock@nln.org), 212.812.0308

# CALL FOR ONLINE COURSE DEVELOPERS

The National League for Nursing continues to move forward to meet the professional development needs of nurse educators by offering faculty development programs online. The information in this document can be found at: [www.nln.org/profdev/onlinecourses/callfordev.htm](http://www.nln.org/profdev/onlinecourses/callfordev.htm)

We now have two vehicles for creating online courses: Oncourse and Living Books. Each template has its own characteristics and each, therefore, is suited to different types of content. This document describes each type of template, as well as the following aspects of interest to a potential online course developer:

- Process for submitting a proposal to develop an online course
- Peer review of proposals
- Final submission of content
- Honorarium
- Procedure for assigning continuing education credit hours
- Topics of current interest for online courses

## Online Course Template Options

**Oncourse.** The NLN has a strategic alliance with Indiana University School of Nursing, which allows the NLN to use Indiana University's own course development template called Oncourse. Oncourse has most of the features you will find in other learning management systems such as WebCT and Blackboard, including a syllabus page, class schedule, class roster, chat rooms, bulletin board areas, email features, and tools to create multiple choice tests and surveys. Courses developed in Oncourse can vary greatly in the length of time it takes a user to interact with the content and complete the course.

## Living Books

This online template uses a book metaphor to organize the content. The first three book titles are as follows:

- *The Living Book of Teaching and Learning* contains basic content for nurse educators.
- *The Living Book of Trends and Issues in Nursing Education* addresses current and timely topics of interest to nurse educators.
- *The Living Book of Web-based Teaching and Learning* contains topics related to issues and best practices in online teaching.

The screens for Living Books resemble book pages and use book organizers, like chapters and units. Unlike books, however, the content in these "book pages" is very interactive. Every chapter has links to websites and interactive exercises such as case studies, assignments that require the user to type in an answer or response, response pages that provide the correct answers or exemplars, and other techniques that involve the learner. In the future, a discussion area will be available. The goal is to have each Living Book chapter take approximately 60 minutes to complete, entitling the learner to one contact hour of continuing education credit. Living Books will grow as new chapters are added and sections or units emerge. Chapters can be revised whenever necessary, and older chapters can be moved into an historical section or unit.

### **Process for Submitting a Proposal to Develop an Online Course**

If you are interested in creating an original online course, please send a proposal that includes the following.

- A. A brief outline of the content.
- B. The reason why you think this content lends itself to an interactive format as opposed to a print product, such as a journal article.
- C. A brief description of some of the interactive elements you plan to include (links, interactive exercises, etc.) (Please note that we cannot accommodate multiple choice questions in the Living Book format at this time. However, this option is available in the Oncourse template.)

The basic proposal elements should be submitted using the online form which can be found at [www.nln.org/profdev/onlinecourses/proposalsubform.htm](http://www.nln.org/profdev/onlinecourses/proposalsubform.htm). All proposal submissions and any additional documents, images, etc., must be sent via email. Proposals sent via regular mail will not be considered.

After reviewing your proposal, we will contact you about submitting full content for review. Those invited to this step will then be asked to submit the material as a Word document, with all links and interactive exercises clearly identified.

### **Peer Review Process**

Once the full content document is received, it will be sent out for blind peer review to a panel of reviewers who have expertise in a specific content area and/or online delivery of content. All reviewer comments and recommendations will be reviewed by NLN staff, who will make the final decision on each submission and notify the developer of the review outcome. Anonymous reviewer comments and suggestions for revision also will be sent to the course developer.

### **Final Submission of Content**

The final version of the content must be submitted in formats that conform to the guidelines for the Oncourse or Living Book templates. Any tools, pictures, images, etc. **must** be accompanied by a statement that attests to the fact that the material has been created by the course developer, or permission from the author or company that owns the rights to the material must be submitted. Remember that while individuals can use clip art software for presentations, some companies restrict their use in products, such as online courses, that will be sold. If you are unsure of the company's policy, be sure to contact them. You also will be sent an author's agreement, assigning copyright to the NLN.

### **Honorarium**

When the course is posted on the web, an honorarium check will be sent to the primary author in the amount of \$250 for each hour of CE credit assigned to the course. If the author wishes to conduct some ongoing communication with course participants via forum discussions or email, we would be glad to discuss additional remuneration.

### **Procedure for Assigning Continuing Education Credit Hours**

The National League for Nursing is proud to be a CEU provider that is approved by the International Association for Continuing Education and Training (IACET) and uses the criteria and guidelines designated by that organization. All online courses will carry NLN continuing education hours. In order to assign the number of hours, the course must be piloted with six individuals who represent the intended audience.

Their role is not to critique the course, but to indicate how long it took them to complete it, including time spent interacting with links within the content and time spent completing the evaluation form. The reported times are then averaged to determine the final number of CE contact hours. For IACET, 60 minutes of activity is equaled to one contact hour. For

Living Book chapters, the goal is to have each chapter carry one CE contact hour. Programs in Oncourse can be as long as needed for the learner to work through all the content.

### **Some Topics of Current Interest for Online Courses**

Any topic will be considered for an online course, provided it is relevant to the needs of nurse educators and it conforms to published guidelines. Content that is purely clinical in nature, for example, would not be accepted. The following list contains topics that nurse educators have expressed interest in learning more about. Topics are listed under the *Living Book* title that would be most appropriate for the content. However, the same topics could be submitted for an Oncourse program. This list is not intended to be all-inclusive or to imply that these are the only topics of interest.

#### ***The Living Book of Teaching and Learning***

- Creative classroom teaching
- Creative clinical teaching
- Problem-based learning
- Strategies for effective post-conferences
- Measurement and evaluation
- Collaborative teaching and learning
- Reflective writing and journaling

#### ***The Living Book of Trends and Issues in Nursing Education***

- Integrating topics like bioterrorism and the human genome into the curriculum
- Recruitment and retention strategies
- Portfolios for students and faculty
- Concept/cognitive mapping
- Legal issues facing faculty
- Peer evaluation
- Use of new technologies including PDAs

#### ***The Living Book of Web-based Teaching and Learning***

- Managing online communications (BB, email, chat)
- Innovative teaching strategies
- Issues of copyright, intellectual property, ownership
- Instructional design (Note: Proposals from instructional designers who work with nursing faculty are encouraged!)
- Economics of web-based teaching
- Authoring vs. facilitating a course
- Guidelines for selecting a learning management system

If you would like to discuss your ideas for a Living Book chapter or an Oncourse program, please contact Dr. Mary Anne Rizzolo, senior director for professional development at 212.812.0315 or [mrizzolo@nlm.org](mailto:mrizzolo@nlm.org).

## CALL FOR BOOK AUTHORS

The National League for Nursing publishes books, monographs, data resources, and other materials. Please let us know if you have an idea for a book related to any of the following topics (or related ones) that you might like to publish through the NLN:

- Issues in nursing education and/or higher education
- Faculty role development and implementation
- Curriculum development
- Program evaluation/outcomes assessment
- Innovations in teaching, learning and/or evaluation
- Nursing education research
- Leadership in nursing and nursing education

We look forward to hearing from you about your ideas for books that the NLN might publish. Please send your ideas to Dr. Terry Valiga, chief program officer at 212.812.0383 (fax) or [tvaliga@nlm.org](mailto:tvaliga@nlm.org).



**PARTICIPATE IN THE  
ACADEMIC NURSE EDUCATOR  
CERTIFICATION PROGRAM**

# THE CERTIFIED NURSE EDUCATOR<sup>CM</sup> (CNE) EXAMINATION

## The Value of Certification

Certification in any field is a mark of professionalism. For academic nurse educators, it establishes nursing education as a specialty area of practice and creates a means for faculty to demonstrate their expertise in this role. It communicates to students, peers and the academic and health care communities that the highest standards of excellence are being met. By becoming credentialed as a Certified Nurse Educator (CNE), you serve as a leader and a role model.

## Mission

The mission of the Academic Nurse Educator Certification Program is to *recognize excellence in the advanced specialty role of the academic nurse educator.*

## Goals of CNE Certification

- Distinguish academic nursing education as a specialty area of practice and an advanced practice role within professional nursing.
- Recognize the academic nurse educator's specialized knowledge, skills and abilities and excellence in practice.
- Strengthen the use of core competencies of nurse educator practice.
- Demonstrate a commitment to professional development, lifelong learning and nursing education as a career.

If you are interested in having your expertise as an academic nurse educator recognized and valued, please visit [www.nln.org/facultycertification/index.htm](http://www.nln.org/facultycertification/index.htm) and learn how to become a *Certified Nurse Educator*.

## ACADEMIC NURSE EDUCATOR CERTIFICATION PROGRAM COMMITTEES

### Certification Committee

The Certification Committee is responsible for designing, implementing, and evaluating the Academic Nurse Educator Certification Program. Specific responsibilities include overseeing examination development and approving all certification policies and procedures. The Certification Committee may delegate tasks to subcommittees, the testing company or to staff as appropriate. The Certification Committee shall communicate regularly with the NLN Board of Governors (BOG), and a member of the BOG shall serve as liaison member to the Certification Committee, but will not have voting rights. The Certification Committee shall meet as defined by the NLN bylaws, and the qualifications and election of Certification Committee members shall be determined as stated in the bylaws. *The Certification Committee shall include a minimum of nine members. At least six members must be registered nurses credentialed as certified nurse educators. At least one member shall be a public member. The certification committee shall hold a minimum of two regular meetings each year.*

### Test Development Committee

The charge of the Certification Test Development Committee is to engage in all test

development activities required for the development and maintenance of a valid and reliable certification examination for academic nurse educators. Specific tasks to be completed include: reviewing all test items for content, accuracy, and appropriateness; reviewing and approve draft test forms; performing final key verification; participating in preliminary item analysis of pretest items; participating as a judge in the determination of the examination's passing standard; reviewing the Certified Nurse Educator (CNE) Examination Test Blueprint as required; promoting the value of the Academic Nurse Educator Certification Examination to the nursing education community. *The committee may meet face-to-face at least once and up to two times annually and will be required to perform the work of item review and approval, test form review, and establishment of the passing standard. Work will be performed via face-to-face meetings, online web reviews and conference calls.*

#### **Qualifications of Committee Members:**

- ✓ Current NLN member
- ✓ Interest in promoting advanced nurse educator certification
- ✓ Content expertise in nursing education
- ✓ Familiarity with the test development process
- ✓ Credentialed as a certified nurse educator (CNE)

If you are interested in serving on one of these committees, please complete the *Appointed Positions Interest Form* (Form A) and return by **October 31, 2007**.

#### **Certified Nurse Educator (CNE) Item Writers**

Qualified item writers are needed to develop multiple-choice items for the Certified Nurse Educator<sup>CM</sup> (CNE) Examination. Roles and responsibilities include: signing and agree to all terms as outlined in the confidentiality agreement and copyright assignment documents; having access to the appropriate reference materials required for the development and validation of multiple-choice items which assess nurse educator knowledge; participating in an item writing training session via self-study materials and a teleconference call; dedicating the effort and time required to produce psychometrically sound, high-quality items following the item writing guidelines fulfilling at-home item writing assignment within established deadlines. (There is *typically* a four week turnaround time once item writing assignments are given.)

#### **Qualifications of Item Writers:**

- ✓ Current NLN member
- ✓ Interest in promoting advanced nurse educator certification
- ✓ Content expertise in nursing education
- ✓ Previous experience as an item writer preferred
- ✓ Credentialed as a certified nurse educator (CNE)

#### **How to Apply**

Please complete the "*Certified Nurse Educator Examination Item Writer Interest Form*" (Form G). For more information please visit [www.nln.org/FacultyCertification/index.htm](http://www.nln.org/FacultyCertification/index.htm)

**NLN**

**National League  
for Nursing**

**PARTICIPATE IN THE  
TEST DEVELOPMENT PROCESS  
FOR NURSING PROGRAMS**

# BECOME INVOLVED IN THE TEST DEVELOPMENT PROCESS

Become involved in the test development process! Apply to become an NLN *Test Development Consultant, Item writer, Test Reviewer, or Field Site Supervisor, or Nurse researcher* and take advantage of a unique opportunity to influence the quality and content of available tests for nursing education and practice.

Every NLN test undergoes extensive preparation to ensure complete validity and reliability to maintain its mark of excellence. As such, we need our members to become involved as:

## Test Development Consultants

The Test Development Consultant's responsibilities are to prepare valid and reliable standardized tests. This responsibility includes: developing test plans; writing and editing test questions; constructing test forms; administering field tests; conducting item analyses; participating in norm-reference studies and standard setting studies; promoting the value of quality, valid and reliable standardized tests to the nursing education community.

## Nurse Researcher

A Nurse Researcher's responsibility will be to evaluate NLN's test products by employing research designs and methods that contribute to construct validity. Construct validity and reliability are criteria that define high-quality information. At the NLN, the meaning of the measure, its construct validity, must always be pursued, not only to support test interpretation but also to justify test use.

## Item Writers

Qualified item writers are needed to develop multiple-choice items and alternate item formats for the RN and PN Achievement Test Product Line. Responsibilities include: signing and agreeing to all terms as outlined in the

confidentiality agreement and copyright assignment documents; having access to the appropriate reference materials required for the development and validation of items which assess nurse educator knowledge; participating in an item writing training session via face-to-face meetings, self-study materials and a teleconference call; dedicating the effort and time required to produce psychometrically sound, high-quality items following the item writing guidelines fulfilling at-home item writing assignment within established deadlines. (There is *typically* a four week turnaround time once item writing assignments are given.)

## Test Reviewers

Qualified test reviewers are needed to validate the content of each test. Responsibilities include: signing and agreeing to all terms as outlined in the confidentiality agreement; having access to the appropriate reference materials required to support test review process; participating in content validation training session via face-to-face meetings, self-study materials or a teleconference call; dedicating the effort and time required to review the tests; and fulfilling at-home assignments within established deadlines.

## Field Test Site Supervisors

Enroll your school as a field test site and give your students an opportunity to experience the next generation of NLN tests. As a Field Test Site Supervisor, your responsibilities are to encourage faculty and students to participate in NLN field tests; uphold test security measures; and provide feedback to test development.

**Qualifications for these positions**

- Current NLN member
- Interest in influencing the quality and content of tests for nursing education and practice
- Interest in promoting valid and reliable tests as well as innovative assessments
- Content expertise in nursing education
- Familiarity with the test development process
- Preferred - Credentialed as a certified nurse educator (CNE)

We value your input in helping the NLN provide leadership in the development of current, state-of-the-art assessment and evaluation tools; and we hope to hear from you.

**How to Apply**

Please complete the “*Test Development Interest Form*” (*Form H*).

**NLN**

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**APPLY FOR  
CONTINUING EDUCATION UNITS  
FOR FACULTY DEVELOPMENT  
PROGRAMS**

# CONTINUING EDUCATION UNITS

The National League for Nursing believes that lifelong learning is a requirement for nurses in education and staff development to achieve and maintain excellence in education. The Board of Governors issued a position statement on *Lifelong Learning for Faculty*, which you can access at [www.nln.org/aboutnln/PositionStatements/index.htm](http://www.nln.org/aboutnln/PositionStatements/index.htm). The Continuing Education Program is a direct outgrowth of the mission and long-range goals of the NLN, and serves to support and encourage continuing education for nurse educators, particularly those in faculty roles.

## CE Provider Program

Earn continuing education units for faculty development and other programs offered by your school.

If your school offers programs such as a lecture series, academic rounds, workshops, or curriculum seminars to faculty or affiliating agency staff, you could be providing continuing education credits for these learning experiences.

The NLN CEU approval process is simple, and the fees are minimal, particularly for member schools. So, why not consider awarding NLN CEUs for faculty development programs offered by your school?

Go to the NLN website for guidelines and an application:  
[www.nln.org/ContinuingEd/index.htm](http://www.nln.org/ContinuingEd/index.htm).

For more information contact Jane Lithgow, coordinator of professional initiatives at [jlithgow@nln.org](mailto:jlithgow@nln.org) or Katie Michalek, administrative associate, at [kmichalek@nln.org](mailto:kmichalek@nln.org). We'd love to hear from you.

**NLN**

**National League  
for Nursing**

# **OTHER OPPORTUNITIES TO GET INVOLVED**

# OTHER OPPORTUNITIES

Be an integral part of helping the National League for Nursing achieve its mission. NLN is **your** organization, and we invite you to work with the NLN officers and staff to help us fulfill our mission *to promote excellence in nursing education to build a strong and diverse nursing workforce.*

As noted by our CEO, Dr. Bev Malone, initiatives that involve our members are “at the heart of our organization” and are critical if the NLN is to meet the aggressive and exciting goals that have been formulated by our Board of Governors relating to nursing education, faculty development, nursing education research, and assessment of learning.

There is so much to do! We can implement ongoing programs and kick off new initiatives at a much faster pace with your help. Here are some ideas for ways that we might work together.

## **Regional Workshops at Member Schools**

We have several one-day programs that could easily be offered at or near your school. We have identified topics of interest, contracted with nationally-known speakers, and pre-approved the programs for continuing education contact hours. In this collaborative effort, the NLN would market and manage registrations for the program. You would provide the facility, help with some local arrangements (food service, etc.), and promote the program to colleagues in your area.

## **Consultants**

We often need talented individuals who would spearhead one or more targeted projects on a ***fee-for-service basis***. It is expected that most work would be done at the individual’s “home base,” but occasional visits to the NLN offices in New York City may be required, depending on the nature of the specific project. Such projects might include formulating a business plan for a major new initiative or designing a program that promotes excellence in nursing education.

## **Grant Writers and Principle Investigators**

We would enjoy working with experienced scholars who can write grants and/or serve as the PI on major, multi-site, multi-method, national studies that focus on nursing education.

## **Speakers**

The NLN is always in search of excellent presenters for the Education Summit and other programs we offer. If you have an idea for a presentation or can recommend a colleague you think we should consider, let us know.

## **Mentor-Protégé Relationships with Graduate Students**

For master’s or doctoral students who desire a career in nursing education or in a professional association, we invite you to talk with our staff about how we can work together on projects, independent studies, theses, or dissertation research. Take a look at the work that has been done or is currently being pursued by our task groups to get an idea about some work that is already in progress or propose your own innovative ideas. NLN staff can get you involved in cutting-edge initiatives and introduce you to nationally-known experts who can help to mentor you and launch or advance your career in nursing education.

## **Spend Your Sabbatical at the NLN**

If your interest is in nursing education, faculty development, nursing education research, testing, or professional association work, we have qualified staff to work with you on sabbatical projects that would benefit both of us. And, we would enjoy the opportunity to collaborate!

### **Constituent Leagues**

The purpose of a constituent league, affiliated with the National League for Nursing, is to support and implement the mission of the NLN to advance excellence in nursing education to meet the needs of diverse populations in an ever changing health care environment at the state/regional level.

Affiliated Constituent Leagues meet the following standards:

- Promote the products and services of the NLN
- Participate in the securing of funds at the local/state level to promote faculty development and quality nursing education at the constituent level
- Serve as a monitor for public policy issues related to education of nurses at the constituent level
- Identify, recruit, engage and develop members for constituent and national leadership work groups and task forces
- Develop alliances at the constituent level to advance quality nursing education
- Serve as a channel of communication between the NLN and the leagues' members, and members to members

Members of the NLN are invited to join their state/regional constituent league and get involved at the local level to implement the mission of the NLN.

To identify a constituent league in your area, go to [www.nln.org/stateleagues/index.htm](http://www.nln.org/stateleagues/index.htm)

### **Other Opportunities**

The items mentioned above are not meant to be all-inclusive. We welcome new ideas and opportunities to work with individual members and member schools on any initiative that benefits both of us and contributes to the NLN's mission and goals.

Please send your *Curriculum Vitae* and/or your proposal to Dr. Terry Valiga, chief program officer, at [tvaliga@nln.org](mailto:tvaliga@nln.org) and comment on your interest, availability, and areas of expertise. Dr. Valiga or another NLN staff member will then be in touch with you to discuss responsibilities, timelines, fees, and other details all of which are flexible.

We hope you will become involved in some projects that are at the heart of the National League for Nursing and that will promote excellence in nursing education.