



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

The National League for Nursing is proud to present the new e-version of *Professional Opportunities* through which we continue to demonstrate our commitment to member involvement. *Professional Opportunities 2009-2010* is easy to navigate, and features quick links for easy access to a variety of opportunities 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 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 (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
- ✓ Register for the NLN Speaker/Consultant Bureau

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 sections that follow.

***NLN PROFESSIONAL  
OPPORTUNITIES  
2009-2010***

# PROFESSIONAL OPPORTUNITIES

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# DATES TO REMEMBER

## 2009

<b>September 10</b>	Applications for the Grants Program for Research in Nursing Education become available
<b>October 15</b>	Initial application/fee due for Centers of Excellence Program
<b>October 31</b>	Final day to submit interest forms for committees
<b>October / November</b>	Announcement for Student “Excellence Paper” competition sent to COE schools
<b>November 20</b>	Final day to submit abstracts for NLN Summit 2010, by 5:00 pm ET
<b>December</b>	Onsite visits by Centers of Excellence Consultants

## 2010

<b>February</b>	Onsite visits by Centers of Excellence Consultants
<b>February 5</b>	Final day to submit Student “Excellence Paper” Reviewer Interest Forms
<b>February 17</b>	Deadline for submission of proposals for Grants Program in Nursing Education Research
<b>February 19</b>	Notification letters sent for Summit abstract submissions
<b>February 21</b>	Final day to submit Academy of Nursing Education applications
<b>March 1</b>	Deadline for receipt of presenter acceptance forms for Summit 2010
<b>April</b>	NLN Elections Open
<b>April 1</b>	Deadline for submittal of selected “Excellence Paper” from each COE school
<b>April/May</b>	COE schools notified of decisions regarding “Excellence Paper” competition outcomes  Academy of Nursing Education Review Panel meets
<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 1</b>	Applicants notified of decisions regarding research grant proposals
<b>July/August</b>	Applicant schools notified of decisions regarding Centers of Excellence designation
<b>September 29- Oct 2</b>	Education Summit, Las Vegas, NV - COE Schools Presented - Author of winning “Excellence Paper” is presented with a certificate of recognition - Research Grant Recipients Presented - Induction of Academy Fellows
<b>November/December</b>	Publication of awarded “Excellence Paper” in the NLN’s journal, <i>Nursing Education Perspectives</i>

## Interest Forms Accepted At Any Time

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



**National League  
for Nursing**

***PRESENT AT THE 2010  
EDUCATION SUMMIT***

# 2010 CALL FOR ABSTRACTS

Education Summit 2010: September 29 – Oct 2, Las Vegas, NV

## **Call for Abstracts**

Abstracts are invited for presentation at the NLN Education Summit 2010, the premier conference for nursing faculty that is attended by approximately 1,500 individuals from all types of programs in the U.S. and other countries. The Summit offers many exciting features, including a keynote address, three plenary sessions, numerous exhibits, 60 posters, 84 concurrent sessions, an awards banquet, the induction of fellows into the Academy of Nursing Education, the presentation of Centers of Excellence schools and grant/scholarship recipients, and the annual faculty, business, and town hall meetings. It is a time for nurse educators and leaders to network and share innovative practices, educational research findings, creative approaches to teaching and evaluation, and ideas on collaborating 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 [http://www.nln.org/Summit/Abstracts/abstractsubmittal\\_2010.htm](http://www.nln.org/Summit/Abstracts/abstractsubmittal_2010.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. 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 single 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 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 <http://www.nln.org/research/priorities.htm>

#### **Additional Information**

The NLN reserves the right to audiotape all Education Summit 2010 presentations so that they and speaker handouts may be made available on a CD. Individuals submitting an

abstract for consideration for Summit 2010 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 option**. Individuals whose abstracts are accepted for presentation at the NLN Education Summit 2010 will be required to submit a one-paragraph description of their abstract for printing in the program book. This should contain no more than 418 characters (no spaces); 488 with spaces (about 70 words/5 lines). Accepted abstracts will be posted on the NLN website. Presenters will be expected to register for the Summit, and pay their own travel, hotel, and other expenses. A discount voucher valued at \$50.00 will be sent to the primary presenter for each Concurrent Session. If you have any questions about the abstract submission/decision process or expectations of presenters, please contact Lynette Hinds, manager, professional development, at [lhinds@nln.org](mailto:lhinds@nln.org) or 212-812-0309.

Abstracts must be ***submitted via the online process***, no later than 5:00 pm (ET) on **November 20, 2009**. Please note that a pop-up message will appear stating that your abstract submission was received. If you do not receive the pop-up confirmation, please contact the 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 2010, as the deadline is strictly enforced. All abstracts received electronically by the stated deadline will be circulated to a team of reviewers, and decisions will be made by mid-February 2010. If by March 1st the primary presenter does not receive notification by mail of the decision regarding their abstract submission, that individual is asked to contact the NLN at [summit@nln.org](mailto:summit@nln.org).



**National League  
for Nursing**

***CONSIDER AN ELECTED  
POSITION***

# ELECTED POSITIONS

## **The Nominations Process**

In October of each year, a call is issued for nominations of individuals who are ready to assume leadership positions the following September. In February, 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**

### **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).**

The purpose of ELAC is 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 the Nurse Educator Workforce Development Advisory Council is to champion the lifelong career development of a diverse, well-prepared nurse educator workforce 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.

Advisory council positions to be elected:

- Chair-elect, (2-year term) who succeeds to the chair position (additional 2-year term)
- 1 Member (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 (3-year term)
- 3 members of the NLNAC Nominations Committee (3-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)

### **National League for Nursing Certification Commission**

The NLN Certification Commission oversees and supervises the NLN Academic Nurse Educator Certification Programs. The commission serves as an independent and autonomous body within the NLN. Among other authorities, the commission is solely responsible for all Certification Program policies and decisions related to: certification and recertification eligibility standards; examinations and other assessment instruments; budget development, consistent with NLN policies; program planning; document and information retention; fees; selection and supervision of qualified personnel; and, program resource allocation. All policies and procedures for the Certification Program shall be determined by the Certification Commission and reported to the NLN Board of Governors

Positions to be elected:

- 5 Commissioners (3-year term)

### **Additional Information**

If you are interested in serving in an elected position, please complete the [“Elected Positions Interest Form” \(Form A\)](#) and return it by **October 31, 2009**.



**National League  
for Nursing**

***APPLY FOR AN APPOINTED  
POSITION***

# APPOINTED POSITIONS

## NLN Committees

You are encouraged to review the descriptions of each group 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.***

As an NLN volunteer you are expected to attend scheduled meetings, complete the tasks and projects for which you volunteered, and attend programs that are designed and/or sponsored by your committee.

## Education Summit Program Planning Work Group

The primary charge of this work group is to provide peer-review of the abstracts received for the NLN Education Summit. Accordingly, members of this work group are expected to rate abstracts according to their significance, clarity, uniqueness and depth of applicability to nursing education. Additionally, members of this workgroup may be asked to assist with moderating various concurrent sessions during the Summit. *The work group may meet via conference call if needed.*

## Task Groups

The NLN's structure provides for the creation of work groups to assist advisory council to meet their goals and advance initiatives.

To review the list of advisory councils and task groups that have been active since 2001, we invite you to visit

<http://www.nln.org/getinvolved/taskgroupmenu.htm>. We also invite you to consider

volunteering for a future task group that will help the NLN achieve its goals in subsequent years. Please contact Lynette Hinds, manager, professional development, at [lhinds@nln.org](mailto:lhinds@nln.org) or 212.812.0309.

## Additional Information

If you are interested in serving in an appointed position, please complete the ["Appointed Positions Interest Form" \(Form B\)](#) and return it by **October 31, 2009**.

# NLN FOUNDATION COMMITTEES

## **NLN Foundation Committees**

Appointments to NLN Foundation committees are made by the Board of Trustees as needed. Please review the descriptions of each committee. For those interested in becoming an NLN Foundation committee member, please submit an interest form.

NLN Foundation committees are working committees that often require special assignments between meetings in order to accomplish the goals of the committee. As an NLN volunteer, you are expected to attend scheduled meetings, complete tasks and projects for which you are assigned, and attend programs that are designed and/or sponsored by your committee.

### **Grants and Scholarships Committee**

The Grants & Scholarships Committee recommends, oversees and evaluates policies and guidelines for the distribution of funds. The committee appoints review panels to ensure fair and qualified evaluation of all applications. The committee makes final recommendations for awards for approval by the Board of Trustees. The chair is the NLN Foundation Secretary.

### **Board Resources Committee**

The Board Resources Committee identifies and recruits new Trustees, develops and oversees annual board evaluations and reviews bylaws and policies to ensure compliance. The committee develops a slate of officers for elections and recommends emeritus status to retiring trustees. The chair is the Foundation Vice-Chair.

### **Finance and Investment Committee**

The Finance and Investment Committee recommends to the Board of Trustees yearly budgets and long term financial plans for the NLN Foundation. The committee provides financial oversight for the NLN Foundation including assuring adequate financial resources and advice concerning short and long term investments. The committee reviews the annual audit, financial policies, and ensures compliance with charitable standards. The chair is the NLN Foundation Treasurer.

### **Fundraising and Development Committee**

The Fundraising and Development Committee recommends to the Board of Trustees an annual plan for fundraising. The committee provides oversight and evaluation to ensure ethical fundraising practices, and recommends potential sources of funds, grants, and financial partnerships. The committee also recommends, oversees, and evaluates plans for donor and public relations. The chair is the Board of Trustees Chair.

## 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 at 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.

- 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 the 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 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.

#### **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.



**National League  
for Nursing**

***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/coe/index.htm](http://www.nln.org/excellence/coe/index.htm) to learn more about the Centers of Excellence program. A Call for Centers of Excellence is included.

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\* **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 six 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” or “evaluation” 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/ chair person, 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 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 role 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. Preference will be given to individuals familiar with the COE process and those from a COE designated school.

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” \(Form D\)](#) and return it, **along with a copy of your *Curriculum Vitae*, no later than October 31, 2009**. 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 Stacey Schrand, Committee Coordinator.

# CENTERS OF EXCELLENCE STUDENT “EXCELLENCE PAPER” COMPETITION

The purpose of the Student “Excellence Paper” Competition is to provide students enrolled in NLN Centers of Excellence (COE) schools with the opportunity to reflect on and share their thinking about excellence in nursing education, what fosters excellence, and what it means to them to be part of a COE school.

## **Selection Process**

All COE schools are asked to (a) invite their students to write a paper about excellence in nursing education, what they think fosters excellence, and what it means for them to be part of a COE school, (b) select the **one** paper they think best illustrates these points, and (c) submit that **single** paper to the NLN.

Each school decides the manner in which it manages the “invitation” and selection processes. For example, one school may want to invite only selected students to submit a paper, while another one may wish to open the invitation to all students. One school might have the dean/director and a small faculty team select the papers, while another school might involve all faculty and students, as well as colleagues from other departments, in reading the papers and selecting the one to be forwarded. Some schools may wish to give their own award/recognition to all students who submitted an entry, whether or not it was the one forwarded to the NLN, and other schools may decide to post all their students’ papers to their website for all other students to see. Since each school is so unique, the NLN does not presume to prescribe how any of them should manage these internal processes.

## **Format**

Students may use any format to tell their story (e.g., paper, poem, short story, or dialogue/conversation). All submissions to the NLN, however, must be in written

format; videotapes, DVDs, or other formats will not be accepted. In addition, papers submitted to the NLN may not exceed three (3) typed, double-spaced pages, using APA format and 12 point font. References are not required.

The paper is to be submitted **electronically** to Tish Hess at [thess@nlm.org](mailto:thess@nlm.org) by the dean/director of the school or a faculty member. The submission is to be accompanied by an electronic-format photo of the author (alone, with her/his student colleagues, or with faculty), which will be used when announcing results of the competition.

## **Evaluation**

Submitted papers will be evaluated by the NLN members familiar with the process, using the following criteria:

- ✓ The paper clearly focuses on excellence in nursing education, what fosters excellence, and what it means to be part of a COE school
- ✓ The paper conveys a “powerful story” about excellence from a student’s point of view
- ✓ Specific examples from the student’s educational environment are included
- ✓ The quality of writing is at a level of excellence
- ✓ All format guidelines are followed

The reviewers will recommend the “winning” paper to the NLN President and CEO, who will notify the dean/director of the student’s school. All other schools that submitted papers also will be notified in writing of the outcome of the competition. It is expected that each school will share the outcome with students who participated and any other interested parties.

Submit student papers (**by 5:00 pm ET, on April 1, 2010**) or questions about the competition to:

Tish Hess  
Director, Membership and Excellence Initiatives  
National League for Nursing  
212.812.0374  
212.812.0391 (Fax)  
thess@nlm.org

**Additional Information**

If you are interested in participating as a review panel member, please complete the [“Student Excellence Paper” Reviewer Interest Form \(Form C\)](#) and return it **no later than February 5, 2010**. Fax: 212.812.0392. The individual who will review this Interest form and follow up with you is Stacy Schrand, Committee Coordinator.



**National League  
for Nursing**

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

# NLN AND NLN FOUNDATION FUNDING OPPORTUNITIES

## **Nursing Education Research**

The NLN and the NLN Foundation share a goal of enhancing the ongoing advancement of the science of nursing education.

## **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 grants annually to the NLN members. Applications for the 2010 awards will be available in September 2009.

## **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 and Professional Development**

A top priority for both the NLN and NLN Foundation is to promote the continuous development of faculty as educator-scholars.

## **NLN Scholarly Writing Retreat**

Following a great success in 2008 (with seven manuscripts accepted), nine faculty members from across the US participated in the 2<sup>nd</sup> NLN Writing Retreat at the University of Nevada Las Vegas. The purpose of the program is to assist nurse faculty in completing scholarly articles for submission to professional journals. Prior to the retreat, one-to-one conferences were held with

participants to discuss their topics and possible journals. Participants then submitted outlines and drafts, which were reviewed prior to the retreat. The participants submitted a total of 13 manuscripts from the retreat, with some completing more than one manuscript. Already, one paper has been accepted, and the others are in review. The retreat includes mentoring and guidance until at least one paper is accepted for each participant.

## **NLN/Johnson & Johnson Faculty Leadership and Mentoring Program**

Once again, the NLN and the NLN Foundation for Nursing Education have partnered with Johnson & Johnson on the highly successful Faculty Leadership and Mentoring Program. Five protégés were paired with five Academy Fellow mentors. Participation in the project prepares early and mid-career faculty as leaders through one-to-one mentoring. Johnson and Johnson, through the Campaign for Nursing's Future, is supporting a third cohort who will make a presentation of their work at the 2010 NLN Education Summit.

## **NLN Foundation Scholarships**

Pending available funding, NLN Foundation Scholarships are available year-round. Please check the NLN Foundation website for current and upcoming opportunities.

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 and 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 and scholarship initiatives, please complete the [“NLN Foundation Committees Interest Form” \(Form E\)](#) or [“Research Grant Reviewer Form” \(Form F\)](#).

# 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.

Full color graphs and tables from data collected via the NLN's annual survey programs are now available in a variety of formats, including .pdf, .xls, and .jpg files at the **NLN Data View website**: <http://www.nln.org/research/slides/index.htm>

- **Surveys of Nurse Educators** are conducted periodically, focusing on a current issue of import to U.S. health care generally, and to nurse faculty, nursing, and/or the nursing education community. Reports from the 2006-2007 survey, the **NLN/Carnegie National Survey of Nurse Educators** on the topics of compensation, workload, and teaching practice, can be found in the NLN Journal, *Nursing Education Perspectives*.
- The **Annual 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 others who monitor trends related to the size and characteristics of the nursing workforce pipeline.
- The **Nurse Faculty Census**, conducted periodically, generates key statistics on the nation's nurse faculty population, monitoring trends in faculty demographics, salaries, and vacancies. To accommodate a scheduling change, this survey was integrated into the Annual Survey of Schools of Nursing in 2009 and will revert to a stand-alone survey in 2011.
- The **Annual Survey of State Boards of Nursing** produces a comprehensive database of state-approved schools of nursing in the United States.
- 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) 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
- Process 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, particularly as they relate to minority faculty and preparation for teaching diverse student populations

## 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
- Evaluating the success of diverse student populations
- 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 curricula

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

- Best practices in schooling, teaching, and learning
- Nursing education database development
- Strategies supportive of nursing education researchers
- Validation of key concepts and keywords related to evidence-based teaching practices
- Meta-analysis related to innovation or evaluation in nursing education
- Concept analysis related to innovation or evaluation in nursing education

Approved August 2008 by the NLN Board of Governors



**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*, the research journal of the NLN, is a vital resource for faculty. This peer reviewed, bimonthly provides an evidence base for best practices and a forum for the exchange of information regarding teaching, and learning, 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. Go to the NLN online Marketplace, located at: [www.nln.org/eseries/source/orders/index.cfm](http://www.nln.org/eseries/source/orders/index.cfm).

We encourage you to read *Nursing Education Perspectives* and submit your work for peer review. Author Guidelines are available online at [www.nln.org/nlnjournal/index.htm](http://www.nln.org/nlnjournal/index.htm). All original manuscripts must be submitted through our online submission and review site <http://nep.allentrack2.net>. Articles for the Quick Reads section are not submitted for peer review. Please send Quick Reads submissions directly to Leslie Block at [lblock@nln.org](mailto:lblock@nln.org)

- If you have publication experience, consider joining the *Nursing Education Perspectives* Peer Reviewer Panel. Manuscripts submitted for review are evaluated by at least three peer reviewers. Instructions and applications are online at [www.nln.org/nlnjournal/peerreviewpanelinfo.htm](http://www.nln.org/nlnjournal/peerreviewpanelinfo.htm).
- Our Book Review editor, Dr. Sandra Baker, is looking for educators to read and critique new books of importance to

nursing education, education in general, and nursing practice. Write to Sandy Baker, DNP, RN, District Dean, School of Nursing, Riverside Community 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).
- 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@nlm.org](mailto:lblock@nlm.org).

You can find information about all aspects of *Nursing Education Perspectives* online at [www.nlm.org/nljjournal/index.htm](http://www.nlm.org/nljjournal/index.htm).

Joyce J. Fitzpatrick, PhD, RN, FAAN  
Editor

Leslie Block, Managing Editor  
[lblock@nlm.org](mailto:lblock@nlm.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: <http://www.nln.org/facultydevelopment/onlinecourses/callfordev.htm>.

## 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 a 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.)

The basic proposal elements should be submitted using the online form which can be found at <http://www.nln.org/facultydevelopment/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 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. 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**

- Strategies for effective post-conferences
- Measurement and evaluation
- Collaborative teaching and learning
- Reflective writing and journaling

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.

### **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. 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

***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 such as 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  
Integrating Web 2.0  
Social networking



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

# THE CERTIFIED NURSE EDUCATOR (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.*

## National League for Nursing Certification Commission

The NLN Certification Commission oversees and supervises the NLN Academic Nurse Educator Certification Programs. The

Commission serves as an independent and autonomous body within the NLN. Among other authorities, the commission is solely responsible for all Certification Program policies and decisions related to: certification and recertification eligibility standards; examinations and other assessment instruments; budget development, consistent with NLN policies; program planning; document and information retention; fees; selection and supervision of qualified personnel; and, program resource allocation. All policies and procedures for the Certification Program shall be determined by the Certification Commission and reported to the NLN Board of Governors

## ACADEMIC NURSE EDUCATOR CERTIFICATION PROGRAM COMMITTEE

### 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 approving 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 the Certification Test Development committee, please complete the "[Appointed Positions Interest Form](#)" (*Form B*) and return it by **October 31, 2009**.

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

Qualified item writers are needed to develop multiple-choice items for the Certified Nurse Educator (CNE) Examination. Roles and responsibilities include: signing and agreement 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 assignments 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).



**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, 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.

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. As such, we need our members to become involved as:

## Item Writers

Qualified item writers are needed to develop multiple-choice items and alternate item formats for the RN and PN Achievement Test Product Lines. 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 assignments within established deadlines. (There is *typically* a four week turnaround time once item writing assignments are given.)

## Nurse Researcher

A Nurse Researcher's responsibility will be to evaluate NLN's test products by implementing research designs and

methods that contribute to construct validity. Construct validity and reliability are criteria that define high-quality information.

## Test Development Consultants

The Test Development Consultant's responsibilities are to assist in preparing 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.

## 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 the test review process; participating in content validation training sessions 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 for 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” \(Form H\)\*](#). You may also sign up online at [www.nln.org/testingservices/iwow/activityinterestform.htm](http://www.nln.org/testingservices/iwow/activityinterestform.htm). This form is available year round. More details about professional opportunities with Testing Services can be found at <http://www.nln.org/getinvolved/testwriter.htm>.



**National League  
for Nursing**

# *CONTINUING EDUCATION*

## CONTINUING EDUCATION

The National League for Nursing believes that lifelong learning is a requirement for nurses in education 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 mission of the National League for Nursing is to advance quality nursing education that prepares the nursing workforce to meet the needs of diverse populations in an ever-changing health care environment. As the preferred membership organization for nursing faculty and leaders in nursing education, the NLN Strives to help further career and professional development while sharing in the task of preparing nurses of the 21<sup>st</sup> century. These efforts are accomplished in part by educational events provided as seminars, workshops, conferences, and institutes.

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.

For more information, please contact Emily Contrada, coordinator of professional initiatives at [econtrada@nln.org](mailto:econtrada@nln.org) or Katie Michalek, administrative associate, at [kmichalek@nln.org](mailto:kmichalek@nln.org). We would love to hear from you.

The National League for Nursing has been approved as an Authorized Provider of continuing education by the International Association for Continuing Education and Training (IACET), 8405 Greensboro Drive, McLean VA 22102. The NLN uses the criteria and guidelines designated by IACET for all continuing education activities.



**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 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 office 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 Principal 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. The 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!

### **Affiliated 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 promote excellence in nursing education to build a strong and diverse nursing workforce.

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 member to member

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.

The NLN encourages individual NLN members in states that do not have an affiliated Constituent League (CL) to establish one. Visit [www.nln.org/stateleagues](http://www.nln.org/stateleagues) to download an application and guidelines.

There are 21 affiliated Constituent Leagues in the following states:

Alabama – [www.nln.org/clwebsites/al](http://www.nln.org/clwebsites/al)  
California  
Connecticut – [www.ctleaguefornursing.org](http://www.ctleaguefornursing.org)  
District of Columbia/Maryland  
Florida  
Indiana  
Iowa  
Kentucky  
– [www.nln.org/clwebsites/Kentucky](http://www.nln.org/clwebsites/Kentucky)  
Massachusetts / Rhode Island  
– [www.nln.org/clwebsites/MARI](http://www.nln.org/clwebsites/MARI)  
Michigan – [www.michleaguenuersing.org](http://www.michleaguenuersing.org)  
Missouri – [www.monursing.org](http://www.monursing.org)  
Nebraska  
– [www.nln.org/clwebsites/Nebraska](http://www.nln.org/clwebsites/Nebraska)  
New Jersey – [www.njln.org](http://www.njln.org)  
North Carolina – [www.ncln.org](http://www.ncln.org)  
Ohio – [www.ohioleaguefornursing.org](http://www.ohioleaguefornursing.org)  
Oklahoma  
Pennsylvania – [www.nln.org/clwebsites/pa](http://www.nln.org/clwebsites/pa)  
South Carolina – [www.scnln.org](http://www.scnln.org)  
Virginia – [www.virginianurses.com](http://www.virginianurses.com)  
West Virginia  
– [www.nln.org/clwebsites/wv](http://www.nln.org/clwebsites/wv)  
Wisconsin – [www.wisconsinwln.org](http://www.wisconsinwln.org)

### **Speaker/Consultant Bureau**

Are you interested in speaking or consulting for other schools of nursing or nurse educator groups? Then the NLN Speaker/Consultant Bureau is where you belong. This unit was created as a service to the nursing education community. It provides pre-packaged educational programs organized around the [\*\*Core Competencies of Nurse Educators©\*\*](#), which are pre-approved for continuing education credit through the International Association of Continuing Education and Training (IACET). It also provides access to consultants qualified to assist with a variety of nursing education challenges.

#### ***A Speaker is defined as:***

One who addresses an identified topic for groups of various sizes in a conference type setting.

#### ***A Consultant is defined as:***

One who works with a defined group by offering guidance to problem solve and/or accomplish a specific goal.

### **Registration**

There are separate registration processes for speakers and consultants. You may apply separately to be both a speaker and a consultant. We will guide you through the registration process as needed. To register, or obtain more information, click

on the links below:

Speaker Registration:

<http://www.nln.org/facultydevelopment/speakerbureau/speakerreg.htm>

Consultant Registration:

[www.nln.org/facultydevelopment/speakerbureau/consultantreg.htm](http://www.nln.org/facultydevelopment/speakerbureau/consultantreg.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 Lynette Hinds, Manager, Professional Development, at [lhinds@nln.org](mailto:lhinds@nln.org), and comment on your interest, availability, and areas of expertise. Lynette Hinds 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.



**National League  
for Nursing**

# ***INTEREST FORMS***

Dear Colleague:

We are delighted to know of your interest in becoming involved in the National League for Nursing. Our work is exciting and challenging, and we are thrilled that so many members want to be part of it. Indeed, the NLN could not accomplish all it does without the support of so many of our exceptional members.

In order to help you complete the *Interest Forms* most effectively, we want to point out a few things. One of the first things you will see is a Contact Information sheet. Please fill in all the spaces on this sheet and print or write clearly so that we can read your name, e-mail address, phone number, etc. You need to provide this information only once, but we do ask that you print your name on the bottom of every additional page you complete so that we can match them with your contact information.

The interest forms are included in the order in which they are referenced in this *Professional Opportunities* booklet. You will see that each one asks for specific information about your interest in or qualifications for that particular task group, committee, or role (i.e., research grant reviewer, journal manuscript reviewer, item writer, etc.). This information will be most helpful to NLN staff as appointments are made, so we appreciate your giving careful thought to your comments.

Finally, as another way to make certain we have all your interest forms, we ask that you complete the Checklist of Interest Forms Submitted to note all the completed interest forms you have included. In addition, if you are submitting several forms and have a preference for the activities in which you would most like to be involved, please let us know that. You may prioritize the activities in which you are most interested in, in numerical order. Please fax (212.812.0392) or mail the Contact Information Sheet and Checklist of Interest Forms, submitted along with your completed Interest Form(s), to the attention of the office of the CEO. The appropriate person will then follow up with you.

If you have any questions about completing or submitting the interest forms, please seek out any NLN staff member at the Education Summit, or contact Stacey Schrand at [sschrand@nl.org](mailto:sschrand@nl.org). Again, we thank you for your willingness to work with us as the NLN promotes excellence in nursing education.

Most sincerely,

Leslie Block, Managing Editor, *Nursing Education Perspectives*  
Janice Brewington, Chief Program Officer, Professional Development  
Emily Contrada, Coordinator, Professional Initiatives  
Tish Hess, Director, Membership and Excellence Initiatives  
Stephen Hetherman, Senior Director, Testing Services  
Lynette Hinds, Manager, Professional Development  
Mike Kristek, Manager, Office of the CEO  
Katie Michalek, Administrative Assistant, Professional Development  
Ayana Nickerson, Director, Certification Commission  
Mary Anne Rizzolo, Senior Director, Professional Development

This form, along with all specific Interest Forms, must be returned to the NLN on or before the date(s) listed. You may find the electronic version of the *Professional Opportunities Booklet* on:  
[www.nln.org/aboutnln/ProfOpportunities/index.htm](http://www.nln.org/aboutnln/ProfOpportunities/index.htm)

## CONTACT INFORMATION

Date:	
Name/Credentials:	
Title:	
NLN Membership #/Expiration: (required)	
Email (required):	
Business Name & Street Address:	
City/State/Zip:	
Business Phone:	
Business Fax:	
Home Address:	
City/State/Zip:	
Home Phone:	
Home Fax:	
Preferred Mail	<input type="checkbox"/> Business <input type="checkbox"/> Home
Preferred Phone	<input type="checkbox"/> Business <input type="checkbox"/> Home
Preferred Email	<input type="checkbox"/> Business <input type="checkbox"/> Home

**Office of the CEO**  
**National League for Nursing**  
**61 Broadway, 33<sup>rd</sup> Floor**  
**New York, NY 10006**  
**212.812.0392 (Fax)**  
[occo@nln.org](mailto:occo@nln.org)

**(Please mail or fax to the attention of Stacey Schrand)**  
**CHECKLIST OF INTEREST FORMS SUBMITTED**

Please indicate all the Interest Forms you are submitting so that we can match them with your Contact Information Sheet. If you have completed several Interest Forms and have a preference for the activities in which you would most like to be involved, please let us know that. You can put a “1” by the activity in which you are most interested, a “2” by the next most interesting to you, then a “3,” and so on. Thank you for submitting this checklist **along with your Contact Information sheet** and the **Interest Form** for each activity in which you would like to be involved.

**NAME (please print):** \_\_\_\_\_

- \_\_\_\_\_ Form A: Elected Positions Interest Form
- \_\_\_\_\_ Form B: Appointed Positions Interest Form
- \_\_\_\_\_ Form C: Student “Excellence Paper” Reviewer Interest Form
- \_\_\_\_\_ Form D: Centers of Excellence Consultant Interest Form
- \_\_\_\_\_ Form E: NLN Foundation Committees Interest Form
- \_\_\_\_\_ Form F: Research Grant Reviewer Interest Form
- \_\_\_\_\_ Form G: Certified Nurse Educator (CNE) Examination Item  
Writer Interest Form
- \_\_\_\_\_ Form H: Test Development Interest Form

# ELECTED POSITIONS INTEREST FORM

(FORM A)

I am interested in the following elected position(s):

- President-Elect
- Treasurer
- Secretary
- Board of Governors Member
- NLN Certification Commissioner
- NLN Nominations Committee
- Constituent Organizations Advisory Council (COAC)
- Evaluation of Learning Advisory Council (ELAC)
- Educational Technology and Information Management Advisory Council (ETIMAC)
- Nursing Education Advisory Council (NEAC)
- Nurse Educator Workforce Development Advisory Council (NEWDAC)
- Nursing Education Research Advisory Council (NERAC)

Deadline: October 31, 2009

This form must accompany the Contact Sheet

Name	(please print):
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# APPOINTED POSITIONS INTEREST FORM

(FORM B)

I am interested in the following appointed position(s):

- Certification Test Development Committee\*
- Education Summit Program Planning Work Group

Deadline: October 31, 2009

*\*Applicants must hold the CNE credential*

This form must accompany the Contact Sheet

Name	(please print):
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**STUDENT “EXCELLENCE PAPER” REVIEWER  
INTEREST FORM  
(FORM C)**

**Briefly describe your qualifications for serving as an excellence paper Reviewer** (i.e., related experience, current knowledge of trends and issues in nursing education, understanding of what fosters excellence, commitment to excellence and innovation, openness to new ideas, ability to review material objectively.)

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Deadline: **February 5, 2010**  
This form must accompany the Contact Sheet

<b>Name</b>	<b>(please print):</b>
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# CENTERS OF EXCELLENCE CONSULTANT INTEREST FORM (FORM D)

Describe how you meet the criteria for appointment as a centers of excellence consultant (i.e., extensive experience and current knowledge of trends and issues in nursing education, commitment to excellence and innovation, openness to new ideas, and ability to review material objectively.)

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What experience have you had with the COE process?

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**This completed form must be accompanied by a copy of your *Curriculum Vitae*.**

Deadline: October 31, 2009

This form must accompany the Contact Sheet

<b>Name</b>	<b>(please print):</b>
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# NLN FOUNDATION COMMITTEES INTEREST FORM (FORM E)

- I am interested in serving as a **Grants and Scholarships Committee** member
- I am interested in serving as a **Board Resources Committee** member
- I am interested in serving as a **Finance and Investment Committee** member
- I am interested in serving as a **Fundraising and Development Committee** member

**Briefly discuss your qualifications for serving as a research grants reviewer, or committee member:**

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This completed form must be accompanied by a copy of your *Curriculum Vitae* and **Contact Sheet**.

<b>Name</b>	<b>(please print):</b>
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# RESEARCH GRANT REVIEWER INTEREST FORM (FORM F)

Please provide a brief description of your areas of expertise in both education and in nursing. For example, you might have expertise in distance education and in community or public health.

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Please provide a brief description of your experience and specific areas of interest in nursing research. For example, you may teach undergraduate courses in nursing research and conducted a qualitative study on student's attitudes or opinions concerning nursing research.

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<b>Name</b>	<b>(please print):</b>
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**(FORM F – continued)**

Please provide a brief description of your experience as a peer and/or outside reviewer. Include both your experience with being a grant reviewer as well as other professional activities such as reviewing for a journal.

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Please provide any additional information you believe would be helpful in assigning specific grants for your review:

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This form must accompany the Contact Sheet

<b>Name</b>	<b>(please print):</b>
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**CERTIFIED NURSE EDUCATOR (CNE)  
EXAMINATION  
ITEM WRITER INTEREST FORM  
(FORM G)**

How many total years have you worked full-time as an academic nurse educator? \_\_\_\_

How many years have you worked full-time as an academic nurse educator within the past five years? \_\_\_\_\_

Highest degree earned: \_\_\_\_\_

Which of the CNE eligibility criteria do you meet?       Option A     Option B

Employer: \_\_\_\_\_

Type of nursing program in which you teach (primary responsibility):

\_\_\_\_\_

Have you served as an Item Writer in the past?       Yes       No

If YES, please indicate the organization(s) and the year(s) in which you served.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Do you have a specific area of nursing education expertise?     Yes     No

If YES, please indicate.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This form must accompany the Contact Sheet

<b>Name</b>	<b>(please print):</b>
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# TEST DEVELOPMENT INTEREST FORM

(FORM H)

Please indicate your interest(s)?

- Item Writer
- Nurse Researcher
- Test Development Consultant
- Test Reviewer
- Field Test Site Supervisor

Please check the type(s) of program(s) in which you teach:

- Practical Nursing
- Associate Degree
- Diploma
- Baccalaureate
- Master's
- Doctoral

Please indicate your area(s) of clinical expertise:

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Do you have experience in the area that you indicated above?  Yes  No

If YES, for which organization(s) and during what year(s) did you serve?

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This form must accompany the Contact Sheet

Name	(please print):
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