

***Are you participating in a faculty development initiative at your institution?
We would love for you to share it with others.***

**Annual Biology Four-Year College and University Section
Professional Development Summit**

Request for Proposals

***National Association of Biology Teachers 2017 National Conference
November 9-12, 2017
St. Louis Union Station Hotel, St. Louis, Missouri***

Due Date for Submission: JULY 1, 2017 at Midnight (MT)

INTRODUCTION: The Professional Development Committee of the NABT Four Year College & University Section requests proposals for the annual *Undergraduate Professional Development Summit*. This is a refereed session to be presented at the 2017 NABT Professional Development Conference in St. Louis, Missouri. We welcome proposals from life sciences education researchers and professional development practitioners from two-year and four-year colleges and universities.

SYMPOSIUM THEME: The recent book *Faculty Development in the Age of Evidence* (Beach, Sorcinelli, Austin & Rivard, 2016) provides a discussion of faculty development structures, priorities, and practices based on current best research evidence. This symposium seeks to support the sharing of projects that are currently undergoing scalable (group-level) and transferrable faculty development at the institutional, college, departmental, or working group (e.g. professional learning communities) levels. This includes work at all types of institutions of higher education (community colleges, liberal arts colleges, universities, etc.). Presenters will share evidence-based efforts to promote faculty development in biology higher education along with practical deliverables for session attendees.

PROPOSAL GUIDELINES: The cover page of the submission (page 1) should include names, affiliation and contact information of all authors; a submission title; and a ≤ 200 word abstract for the symposium program. Submissions should be submitted as a Microsoft word document. The narrative may have a maximum of 3 pages (not including the cover page, references, tables or figures). The body of the proposal should address the criteria outlined in the submission content guidelines on page 2 of the RFP (*see below*) and be word processed using 11-point font, single-spaced, with 1" margins.

SUBMISSION GUIDELINES: Send your completed proposal or questions to Grant.Gardner@mtsu.edu The proposals will be reviewed in late June and proposals will be selected based on alignment with the themes below, appropriateness of described project, and an appreciation for a diversity of contexts. Submitters will be notified of acceptance in July 2017. All presenters are to register for the NABT conference. The format will be traditional 15-minute paper presentations, followed by ample time for presenters to collaboratively share practical tools with attendees in round-table discussions.

- 1. CONTEXT FOR CHANGE:** Clearly describe institutional context in which the change initiatives are taking place (*Where is it happening and with whom?*) and the nature of the change initiative (*What did you do? How did you do it?*).
- 2. CATEGORY OF CHANGE:** Identify and provide a brief description of your change initiative's (a) aspects of system to be changed and (b) intended outcomes within the Henderson, Beach, and Finkelstein (2011) four-square model (*Figure Below*). Are you: I. Disseminating curriculum and pedagogy, II. Developing reflective teachers, III. Enacting policy, or IV. Developing a shared vision?
- 3. GROUNDING FOR CHANGE:** Describe the empirical research or theory in which your change initiative is grounded and that motivated or justified your change initiative (*What evidence do you have that your initiative might be successful?*)
- 4. OUTCOMES OF CHANGE:** Highlight successful or less than successful current outcomes of the change initiative by sharing either qualitative or quantitative evidence for change. (*What have you achieved so far in your change initiative?*)
- 5. SCALE OF CHANGE:** Offer some thoughts for how your initiative within your particular context has been or might be scalable and transferrable to other contexts.
- 6. DELIVERABLES OF CHANGE:** Describe any deliverables that you will provide to symposium attendees that will allow them to think about change in their own institutional contexts.

FACILITATING CHANGE IN UNDERGRADUATE STEM

Aspect of System to be Changed	<i>Individuals</i>	<p>I. Disseminating: CURRICULUM & PEDAGOGY</p> <p>Change Process: Tell/Teach individuals about new teaching conceptions and/or practices and encourage their use.</p> <p>Examples: dissemination/training (SER, FDR), focused conceptual change (FDR)</p>	<p>II. Developing: REFLECTIVE TEACHERS</p> <p>Change Process: Encourage/Support individuals to develop new teaching conceptions and/or practices.</p> <p>Examples: reflective practice (FDR), curriculum development (SER), action research (FDR, SER)</p>
	<i>Environments and Structures</i>	<p>III. Enacting: POLICY</p> <p>Change Process: Prescribe new environmental features that Require/Encourage new teaching conceptions and/or practices.</p> <p>Examples: policy change (HER), strategic planning (HER)</p>	<p>IV. Developing: SHARED VISION</p> <p>Change Process: Empower/Support stakeholders to collectively develop new environmental features that encourage new teaching conceptions and/or practices.</p> <p>Examples: institutional transformation (HER), learning organizations (HER)</p>
		<i>Prescribed</i>	<i>Emergent</i>
Intended Outcome			

The above figure is from Henderson, C., Beach, A. B., & Finkelstein, N. (2011). Facilitating change in undergraduate STEM instructional practice: An analytical review of the literature. *Journal of Research in Science Teaching*, 48, 952-984. doi: 10.1002/tea.20439.