

NARST

A Worldwide Organization for Improving Science Teaching and Learning through Research

NARST
HANDBOOK

Approved by the Board

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AWARDS COMMITTEE

EARLY CAREER RESEARCH AWARD SELECTION COMMITTEE

CALL FOR NOMINATIONS

Nominations are invited for the NARST Early Career Research Award.

The NARST Early Career Research Award acknowledges contributions to science education through research by individuals during the five years immediately following receipt of the doctoral degree. To qualify for the award this year, the nominee must have received the doctoral degree on or after January 1. *All NARST members are encouraged to consider nominating an eligible and deserving early career member.* Self-nominations are not accepted.

The following supporting material must accompany nominations for the award

- a) a letter of nomination, which discusses the nominee's impact on the field,
- b) the nominee's vita,
- c) a two-page summary of the nominee's research interests, prepared by the nominee,
- d) three of the nominee's best papers, and
- e) three letters of support to be sent separately.

Six NARST committee members review each candidate independently. If you are interested in seeing the rating sheet that is used in this process, please request it from the Committee Chair.

Nomination materials should be sent to XXXXXXXX at the address below no later than November 15.

NOMINEE RECORD RATING SHEET

Nominee _____

I. Submitted Papers

Paper 1 Title: _____ **Low** _____ **High**

Intellectual Quality of Scholarship **1** **2** **3** **4** **5**

Quality of Theoretical Foundations **1** **2** **3** **4** **5**

Methodological Rigor **1** **2** **3** **4** **5**

Creativity/Innovation **1** **2** **3** **4** **5**

Paper 2 Title: _____

Intellectual Quality of Scholarship **1** **2** **3** **4** **5**

Quality of Theoretical Foundations **1** **2** **3** **4** **5**

Methodological Rigor

Creativity/Innovation **1** **2** **3** **4** **5**

Paper 3 Title: _____

Intellectual Quality of Scholarship **1** **2** **3** **4** **5**

Quality of Theoretical Foundations **1** **2** **3** **4** **5**

Methodological Rigor

Creativity/Innovation **1** **2** **3** **4** **5**

Comments on Quality of the Papers:

II. Other Indicators (Vita Review)

Prominence of Journals in Which Published **1** **2** **3** **4** **5**

Quantity of Publications **1** **2** **3** **4** **5**

Research Conference Presentations **1** **2** **3** **4** **5**

Research Grant Awards **1** **2** **3** **4** **5**

Comments on Other Indicators:

III. Nomination Letters

Nominee's Letter	0.5	1.0	1.5	2.0	2.5
Support Letter 1	0.5	1.0	1.5	2.0	2.5
Support Letter 2	0.5	1.0	1.5	2.0	2.5
Support Letter 3	0.5	1.0	1.5	2.0	2.5

Comments on the Nomination Letters:

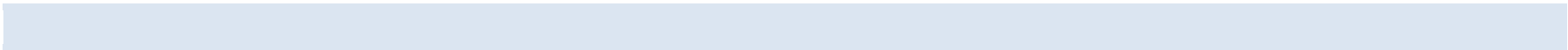
IV. Summary

Total Numeric Rating _____

Overall Rank

Among Nominees _____

(1st, 2nd, etc.)\



OUTSTANDING DOCTORAL RESEARCH AWARD

SAMPLE CALL FOR SUBMISSIONS

The NARST Outstanding Doctoral Research Award Selection Committee invites all current NARST members who completed a dissertation within the 15 months prior to September 15, [current year] to submit an expanded ten-page abstract to the committee for consideration for the [following year] NARST Outstanding Doctoral Research Award. Nominations are to be sought from as wide a field of candidates as possible to be inclusive of gender, age and ethnicity.

Judging will occur in two rounds. The first round of judging will be based on the ten-page abstract. From these, a small group of finalists will be asked to submit one unbound copy of the complete dissertation. The final decision of the committee will be based on the complete dissertation. The first round of judging will be completed in November and all applicants will be notified. The recipient will be announced at the awards luncheon at the [following year] Annual International Conference in [location].

The committee welcomes doctoral dissertations from all research perspectives. The ten-page abstract should be structured to describe clearly the following: (1) the purpose or objectives of the study; (2) conceptual/theoretical framework; (3) research approach/method; (4) data sources and methods of analysis; (5) findings or results; (6) conclusions and implications; and (7) significance of the study.

Judging in both rounds (for abstracts and dissertations) will be based on the following three central questions: (1) Is the question being asked of importance to the community of science educators? (2) Are the research approach and its implementation thorough and appropriate for the research question(s)? and (3) Are the results and conclusions appropriate for the context of the study? Specific criteria considered in relation to these questions include: the significance of the research problem/area; conceptual/theoretical background; thoroughness of the research approach and methods;

identification of conclusions/outcomes and their implications for science education; clarity and coherence of communication; and overall originality or creativity. In the past, successful applicants have been those able to make a case for the significance of their study to the science education community as a whole; and/or who convinced the reviewers of the originality of the questions asked or methods employed.

Submission Procedure: Persons wishing to be considered for the award must submit an e-mail with the following attachments (in pdf format): (1) one file containing a ten-page, double-spaced abstract (margins are limited to 1 inch all around using 12 cpi font); (2) one file containing a five page abbreviated bibliography; (3) one file containing a cover sheet which includes the author's name, address where they can be reached through December, [current year], e-mail address, telephone and fax numbers, title of the study, the name and address of the institution where the dissertation was completed, a list of the members of the dissertation committee, and the date the dissertation was passed. The cover sheet should be signed by the major advisor/professor/supervisor or chair of the dissertation committee. An electronic signature is acceptable. Alternatively, the dissertation supervisor/director can send an e-mail to the Chair of the Outstanding Doctoral Research Award Selection Committee endorsing the application and attesting to the accuracy of the information provided in the application. (Note: The title of the study should appear on the first page of the abstract, but the author's name and other identifying information should appear ONLY on the cover sheet.)

The Chair of the Outstanding Doctoral Research Award Committee must receive an email with all three attachments including major advisor's signature, at *e-mail address* no later than September 15. We regret that the committee will be unable to consider incomplete or late applications. Questions regarding this award should be e-mailed to the Chair of the Committee at e-mail address.

NARST OUTSTANDING DOCTORAL RESEARCH AWARD

CRITERIA FOR JUDGING

Please read each dissertation/abstract using the following criteria to make your evaluation. Each criterion is worth ten points (i.e., 10 is the highest possible score). Record your ratings for each dissertation/abstract on the rating sheet. Return the ratings sheets and any comments to the Chair of the Committee by the due date.

1.	Significance of the Research Problem	How important or critical is the research problem to the science education community and/or the education community at large? Does the study contribute significantly to the knowledge base in science education?
2.	Conceptual/Theoretical Background	Is the study embedded in theoretical constructs? Does the study fit or reinforce the belief system that underlies the paradigm, which the research follows?
3.	Research Approach	Is the research approach suitable to the question(s) asked (e.g. experimental, correlational, naturalistic, interpretive, ethnographic, historical, etc.)? Is the description sufficient to allow the reader to understand what was done? Are data gathering and data analysis procedures, and context of the study (e.g., sample, setting, description of culture, etc.) adequately described? Are the standards for judging the candidate's knowledge claims explicit, appropriate and well justified?
4.	Conclusions/Outcomes/Significance	Do the conclusions add to, refine, or refute the theoretical constructs? Are the conclusions valid and/or viable? Are they presented in a way that is meaningful to science educators? Are the implications of the study drawn clearly and well justified?
5.	Quality of Communication	Does the presentation of the dissertation demonstrate clarity, coherence, insightfulness, and incisiveness in communication? Is/are the genre(s) used throughout the dissertation appropriate and well justified?
6.	Originality/Creativity	Does the study break new ground? Does it involve risk-taking? Does it invite criticism?

PLEASE E MAIL YOUR RATINGS SHEETS TO [committee chair, give email address]

RATING SHEET FOR NARST OUTSTANDING DOCTORAL RESEARCH AWARD

Reviewer _____

Please rate each dissertation/abstract on each criterion using a ten-point scale in which 10 is highest and 1 is lowest. Each criterion is defined on the attached page.

Abstract ID	1. Significance	2. Background	3. Research Approach	4. Conclusions	5. Communication	6. Originality	Total (Max = 60)
01							

01	Comments:
02	Comments:

SAMPLE LETTER TO FINALIST FOR NARST OUTSTANDING DOCTORAL RESEARCH AWARD

[Address]

Dear [give name],

Thank you very much for participating in the NARST Outstanding Doctoral Research Award process for the Year [current year]. The committee's judging of the abstracts is now completed and I am pleased to inform you that your dissertation has been selected as a finalist for the award.

The final judging of the dissertation award is made on the complete dissertation, therefore I request that you send one, single-sided, unbound copy of the dissertation to me at the address below. Please ensure that any information, which might identify you, is removed so that judging is anonymous. I will arrange for copies to be made and sent to the committee members. In order to give me time to do this, and to allow the committee time to complete its deliberations, I need to have the copy of your dissertation by [date of deadline]. Please respond to me at once by email confirming that you have received this letter and that you intend to send your dissertation to arrive by the due date

The recipient will be announced at the awards luncheon at the [following year] NARST Annual International Conference in [location], although when the judging process is complete, you will be informed of the result.

Please accept my congratulations for being selected as a finalist for this award and I look forward to receiving the copy of your dissertation.

Yours sincerely,

Signed

Chair, NARST Outstanding Doctoral Research Award Selection Committee

Please send a copy of your unbound dissertation to the address below, to arrive by [give date]

Place name of Chair, address and contact details here

SAMPLE LETTER TO NON FINALIST FOR NARST OUTSTANDING DOCTORAL RESEARCH AWARD

[Address]

Dear [name],

Thank you very much for participating in the NARST Outstanding Doctoral Research Award process for the Year [current year].

The committee's judging of the abstracts is now complete and I am sorry to inform you that your dissertation has not been selected as a finalist for the award. The judging process was very thorough and all abstracts received ratings that indicated they were of high quality. We are very pleased to see such high quality research being carried out by NARST members.

On behalf of the Committee, I thank you for your participation in the judging process and wish you the very best of good fortune in your future career.

Yours sincerely,

Signed

Chair, NARST Outstanding Doctoral Research Award Selection Committee



1) DISTINGUISHED CONTRIBUTIONS AWARD

NARST Distinguished Contribution to Science Education through Research Award Nominees

NARST seeks to improve science education through research. To this end, NARST desires to recognize and reward individuals who have made significant contributions to science education through research. Contributions may be of several types including, but not limited to empirical, philosophical or historical research, evaluative studies, policy-related research, and studies reflecting new techniques to be applied in research.

The recipient of the Award should have contributed over a period of at least 20 years since the award of his or her doctorate. This award is the highest recognition NARST can bestow for contributions to science education through exemplary, high quality research.

Nominations are due not later than 30 August xxxx to the address below.

All members are encouraged to consider nominating a leading figure in science education research for this award. Self-nominations are not permitted.

Please note that the award will be made to an individual who over a period of at least 20 years has:

- a) made a **continuing contribution** to science education through research;
- b) provided **notable leadership** in science education through research; and
- c) had **substantial impact** on science education through research.

All that is necessary to start the nomination process is for a NARST member to send a name or names with no more than a one-page letter supporting the nomination of the person.

Please send the names of nominees to the Chair of the Committee by e-mail.

2) DOCTORAL RESEARCH AWARD

NARST Outstanding Doctoral Research Award

The NARST Outstanding Doctoral Research Award Selection Committee invites all current NARST members who completed a dissertation within the 15 months prior to September 15, xxxx to submit an expanded ten-page abstract (in PDF format) to the committee for consideration for the xxxx NARST Outstanding Doctoral Research Award. Submissions are sought from as wide a field of candidates as possible, inclusive of gender, age, and ethnicity.

Judging will occur in two rounds. The first round of judging will be based on the ten-page abstract. From these, a small group of applicants will be asked to submit one copy (in PDF format) of the complete dissertation. The final decision of the committee will be based on the complete dissertation. All applicants will be notified of their status after the first round of judging is completed in early November. The recipient will be announced at the awards luncheon at the xxxx NARST Annual International Conference in yyyyy.

The committee welcomes doctoral dissertations from all research perspectives. The ten-page abstract should be structured to describe clearly the following: (1) purpose or objectives of the study; (2) conceptual/theoretical framework; (3) research approach/methods; (4) data sources and methods of analysis; (5) findings or results; (6) conclusions and implications; and (7) significance of the study. It is suggested that nominees model their abstracts after conference proposals submitted for NARST: Abstracts should foreground rationale, methods, and results.

Judging in both rounds (for abstracts and dissertations) will be based on the following three central questions: (1) Are the research question(s) being asked of importance to the community of science educators? (2) Is the research approach and its implementation thorough and appropriate for the research question(s) asked? And (3) Are the results and conclusions appropriate for the context of the study? Specific criteria considered in relation to these questions include: The significance of the research problem/area; conceptual/theoretical background; thoroughness of the research approach and methods; identification of conclusions/outcomes and their implications for science education; clarity and coherence of communication; and overall originality or creativity. In the past successful applicants have been those who were able to make a case for the significance of their study to the science education community as a whole and/or who convinced the reviewers of the originality of the questions asked or methods employed.

Submission Procedure: An all-electronic submission process will be used. Persons wishing to be considered for the award should submit an e-mail with the following three attachments (in PDF format): (1) one file containing a ten-page, double-spaced abstract (margins limited to one inch all around using 12 cpi font); (2) one file containing a five-page abbreviated bibliography; (3) one file containing a cover sheet which includes the author's name, address where they can be reached through December of that year, e-mail address, telephone and fax numbers, title of the study, the name and address of the institution where the dissertation was completed, a list of the members of the dissertation committee, and the date the dissertation was passed. This cover sheet should be signed by the major advisor/professor/supervisor or chair of the dissertation committee. An electronic signature is acceptable. Alternatively, the dissertation supervisor/director can send an e-mail to the Chair of the Outstanding Doctoral Research Award Selection Committee endorsing the application and attesting to the accuracy of the information provided in the application. (Note: The title of the study should appear on the first page of the abstract, but the author's name and other identifying information should appear ONLY on the cover sheet.)

The Chair must receive an email with all three attachments at xxxx no later than September 15, yyyy. We regret that the committee will be unable to consider incomplete or late applications. Questions regarding this award should be e-mailed to the Chair of the Committee.

3) EARLY CAREER RESEARCH AWARD

Early Career Research Award: Submission Invitation

The NARST Early Career Research Award acknowledges contributions to science education through research by individuals during the five years immediately following receipt of the doctoral degree. To qualify for the award this year, the nominee must have received the doctoral degree on or after January 1, (xxxx -5 years). All NARST members are encouraged to consider nominating an eligible and deserving early career member.

The following supporting material must accompany nominations for the award:

- a. a letter of nomination that discusses the nominee's impact on the field;
- b. the nominee's vita;
- c. a two-page summary of the nominee's research interests, prepared by the nominee;
- d. three of the nominee's best papers; and
- e. two additional letters of support to be sent separately.

Nomination materials should be received by the Committee, sent to Committee Co-chair at e-mail address no later than October 15, xxxx.

All-electronic packages (including PDF files of all the above mentioned documents) can be e-mailed to the Committee Chair. Hard copy packages can also be mailed to the Committee Chair at the following address:

Note: Eight committee members review each candidate independently. The rating sheet that is used in this process follows below:

NOMINEE RECORD RATING SHEET FOR EARLY CAREER RESEARCH AWARD

NARST

Assessor _____

Nominee _____

I. Submitted Papers

Paper 1 Title: _____ **Low** _____ **High**

Intellectual Quality of Scholarship	1	2	3	4	5
Quality of Theoretical Foundations	1	2	3	4	5
Methodological Rigor	1	2	3	4	5
Creativity/Innovation	1	2	3	4	5

Paper 2 Title: _____

Intellectual Quality of Scholarship	1	2	3	4	5
Quality of Theoretical Foundations	1	2	3	4	5
Methodological Rigor	1	2	3	4	5

Creativity/Innovation	1	2	3	4	5
-----------------------	---	---	---	---	---

Paper 3 Title: _____

Intellectual Quality of Scholarship	1	2	3	4	5
-------------------------------------	---	---	---	---	---

Quality of Theoretical Foundations	1	2	3	4	5
------------------------------------	---	---	---	---	---

Methodological Rigor	1	2	3	4	5
----------------------	---	---	---	---	---

Creativity/Innovation	1	2	3	4	5
-----------------------	---	---	---	---	---

Comments on Quality of the Papers:

II. Other Indicators (Vita Review)

Prominence of Journals in Which Published	1	2	3	4	5
---	---	---	---	---	---

Quantity of Publications	1	2	3	4	5
--------------------------	---	---	---	---	---

Research Conference Presentations	1	2	3	4	5
-----------------------------------	---	---	---	---	---

Research Grant Awards	1	2	3	4	5
-----------------------	---	---	---	---	---

Comments on Other Indicators:

III. Nomination Letters

Candidate's Statement	0.5	1.0	1.5	2.0	2.5	
Nominee's letter		0.5	1.0	1.5	2.0	2.5
Support Letter 1		0.5	1.0	1.5	2.0	2.5
Support Letter 2		0.5	1.0	1.5	2.0	2.5

Comments on the Nomination Letters:

IV. Summary

Total Numeric Rating _____

Overall Rank

Among Nominees _____

(1st, 2nd, etc.)

EQUITY AND ETHICS COMMITTEE

JHUMKI BASU SCHOLARS PROGRAM

(modified 10/21/11)

NARST EQUITY AND ETHICS COMMITTEE

APPLICATION DEADLINE: DECEMBER 15

PURPOSE

As part of NARST's mission to broaden and diversify membership, the NARST Equity and Ethics (E & E) Committee offers a Scholars Program for members from underrepresented groups within the United States (see Eligibility #2 below). The program is designed to support and to nurture promising young scholars (advanced doctoral students, postdoctoral fellows, and junior faculty) from underrepresented groups. It is more than a financial stipend – it is intended to intellectually support the development of Scholars' programs of research. To help scholars craft questions, strengthen their theoretical frameworks, and improve their research skills, Scholars are required to participate in the NARST Pre-Conference Workshop. Scholars are also invited to participate in other NARST events and to contribute to science education research, scholarship, and leadership more broadly.

SCHOLARSHIPS

Fifteen scholarships in the amount of \$700 each are offered to defray expenses to attend the NARST Conference, as well as the Pre-conference Workshop offered by the NARST Equity and Ethics Committee. Scholars will receive a stipend to be used for conference-related expenses, which may include conference registration fee, air travel, lodging, and ground transportation.

Note: Awards are available to support members outside the U.S. through the NARST International Committee.

ELIGIBILITY

An applicant should meet the following criteria:

1. Member of NARST;
2. Member of an underrepresented group, as defined by the charge of the Equity and Ethics Committee as follows: “The Equity and Ethics Committee is responsible for providing leadership and guidance to the Association on issues of equity, including but not limited to gender, ethnicity, socioeconomic status, disabling conditions, sexual orientations, language and religion.”
3. Advanced-level doctoral student or junior scholar within 6 years of completion of doctoral degree;
4. Attends or works at a US university at the time of application;
5. Agrees to participate in the NARST Pre-conference Workshop offered by the Equity and Ethics Committee

Note: Recipients of the previous year’s NARST Jhumki Basu Scholars Program are not eligible. Members may re-apply more than once, but may not receive the award in two consecutive years.

APPLICATION

Information about this Scholars Program, along with the application form, is available on the NARST website (<http://www.narst.org/applications/scholarships.cfm>). Applicants must include the following in their application: (a) the application form, (b) a 2-page vitae, and (c) a 2-4 double spaced statement of research interests.

Please combine these three application materials into **one** Word or PDF file. Submit your document electronically to Chair(s) of the Equity and Ethics Committee, no later than **December 15 20xx**:

name

email:

phone:

It is the responsibility of the applicant to ensure that the application is complete and that it has been received. There could be problems in e-mail communication. The Chair(s) will notify the applicant electronically when the application is received. Please keep this e-mail communication for your records.

SELECTION

The Equity and Ethics Committee will select scholars by consensus based on the merit and need of applicants. Selection will favor first time applicants. Further, selection will favor those who demonstrate that: (a) their personal backgrounds as members of underrepresented groups can provide unique insights about science teaching and learning among students traditionally marginalized in science education, (b) their research and scholarship will contribute to the knowledge base on equitable educational opportunities and science achievement among marginalized students, and (c) their work will contribute to the diversity-related mission and goals of NARST (see <http://narst.org>). These points should be addressed in the 2-4 page statement of research interests. Finally, selection will favor applicants who will attend the Pre-conference Workshop and present at the 20XX NARST Conference.

To protect the anonymity and integrity of the selection process, the Chair(s) of the Equity and Ethics Committee will:

- Solicit, collect, and blind the applications;
- Not engage in the review of the candidates or cast votes for recipients, including in the case of a tie;
- Distribute and synthesize the recommendations of the sub-committee;
- Report to the NARST Board of Directors and to the applicants regarding final awardees and alternates.

Any member of the NARST Equity and Ethics Committee applying for the scholarship will be excluded from the selection committee and the selection process.

NARST ANNUAL CONFERENCE
JHUMKI BASU SCHOLARS PROGRAM APPLICATION
EQUITY AND ETHICS COMMITTEE
APPLICATION DEADLINE: DECEMBER 15

I. Contact Details	
Last name:	
First name:	
Email address:	
Institution:	
Institution address:	
Mailing address:	
Telephone number:	
Fax number:	
II. Current Status	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Are you a science education graduate student studying in the US.
<input type="checkbox"/> Yes <input type="checkbox"/> No	Are you a science education scholar within 6 years of completion of PhD and working in the US.
<input type="checkbox"/> Yes <input type="checkbox"/> No	Will you receive other financial aid to attend the 20XX NARST conference?
<input type="checkbox"/> Yes <input type="checkbox"/> No	Are you currently funded through a graduate assistantship, fellowship, or grant? If yes, specify the amount and duration of the funding:

III. Eligibility	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Are you a current member of NARST?
<input type="checkbox"/> Yes <input type="checkbox"/> No	Do you attend or work at a US university?
<input type="checkbox"/> Yes <input type="checkbox"/> No	Have you ever received a NARST Jhumki Basu Scholars Award? If yes, what year(s) did you receive the award?
	Year that you obtained (or will obtain) your doctoral degree:
<input type="checkbox"/> Yes <input type="checkbox"/> No	Did you submit a proposal(s) to the 20XX NARST Annual Conference? If yes, what is the title(s) of the proposal(s) you submitted? 1. 2. 3.
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Have yet to hear	Has your proposal(s) to the 20XX NARST Annual Conference been accepted?
<input type="checkbox"/> Yes <input type="checkbox"/> No	Are you willing to participate in the Pre-conference Workshop offered by the NARST Equity and Ethics Committee?

IV. Additional Information

The charge for the Equity and Ethics Committee is to provide *“leadership and guidance to the Association on issues of equity, including but not limited to gender, ethnicity, socioeconomic status, disabling conditions, sexual orientations, language and religion.”*

With the above charge in mind, **please describe your eligibility in one paragraph.**

Please merge this application form with the two additional documents listed below into one Word or PDF file.

- A curriculum vitae (maximum of 2 pages) describing your education, research, and work experiences in science education
- A statement of research interests and current research activities (2-4 pages, double spaced)

One must be a graduate student or have received their doctoral degree within the last 6 years to be eligible for this scholars program. Please have your advisor or department chair (electronically) sign below or send a separate email verifying this is indeed the case.

Name of Graduate Advisor or Department Chair:

Signature:

Date:

JHUMKI BASU SCHOLARSHIP APPLICATION FORM

Submitted to the NARST Equity and Ethics Committee

Application Deadline: December 14, 20xx

This form serves two purposes: (1) assessing your eligibility for the scholarship and (2) collecting contact details to keep you informed about the competition. For matters of the administration of NARST and the Equity and Ethics Board other details are collected as well, but completing is optional. Please complete the form by using a word processor.

1. Contact details

Last name:

Middle name(s):

First name:

Address and telephone numbers where you can be reached during the daytime hours.

Street:

City:

State:

County:

Zip:

Office phone:

Home phone:

E-mail:

2. Eligibility

Are you a member of NARST? Yes No

Are you a U.S. citizen or a permanent resident in the U.S.? Yes No

Did you submit a paper(s) proposal to the 2010 NARST conference? Yes No

Title(s) of the paper(s) proposals you submitted:

1.

2.

3.

Year that you obtained (or will obtain) your doctoral degree:

Are you willing to participate in the NARST pre-conference workshop to be offered by the Equity and Ethics Committee? Yes No

The charge for the Equity and Ethics Committee is to provide “leadership and guidance to the Association on issues of equity, including but not limited to gender, ethnicity, socioeconomic status, disabling conditions, sexual orientations, language and religion.”

With the above charge in mind, please describe your eligibility in a paragraph or two below.

3. Current institution and position:

Are you currently funded through a graduate assistantship, fellowship, or grant? Yes No

If yes, specify the amount and duration of the funding:

Will you get financial assistance to attend the 2009 NARST conference? Yes No

EXTERNAL POLICY AND RELATIONS COMMITTEE

Affiliation Procedures

BECOMING AN AFFILIATE OF NARST

Upon receiving a *Letter of Request* from a potential affiliate, the NARST Executive Director will forward the letter and documentation to the NARST President and the chair or co-chairs of the External Policy and Relations Committee. The External Policy and Relations Committee and at least one other appropriate committee will review the documentation and, in consultation with the NARST President, will make a recommendation to the NARST Board of Directors. The application will be discussed at the next Board meeting, and any action items or further information needed from potential affiliate will be identified. If necessary, the External Policy and Relations Committee will convey information back to the petitioning organization, which will submit a revised *Letter of Request* and documentation. If necessary, the NARST Board of Directors will discuss the report at the subsequent Board meeting or, if that is not possible, at another regularly scheduled meeting, electronically, or via a conference call. After discussion and resolution of remaining issues, the NARST Board of Directors will vote on the request.

APPOINTING DESIGNEES

The NARST point of contact ("designee") for an affiliation may be a member of the NARST Presidential team. Alternatively, depending on specifics detailed within the Memorandum of Understanding, the point of contact may be a Board Member or a member of a NARST Standing Committee.

AFFILIATES MEETING(S)

The Affiliates Meeting (or meetings) will occur on an annual basis. The Affiliates Meeting(s) will take place via conference call, free video conferencing, or equivalent, or at the NARST Annual International Conference. Participants will include the NARST President (or other member(s) of the Presidential team), the NARST Executive Director, the chair(s) of the External Policy and Relations Committee, and Board Members representing other relevant NARST Standing Committees, as well as each of the designees from the Affiliates. A member of the NARST Presidential team and the chair of the External Policy and Relations Committee will facilitate the meeting.

The meeting will focus on issues of importance pertaining to the affiliates. If the meeting occurs at the NARST Annual International Conference, whenever possible, arrangements will be made so that Affiliate representatives who are not able to attend the NARST Annual International Conference can participate without being physically present. The meeting will typically last no longer than three hours.

Multiple meetings will be held for different types of affiliations (i.e., research, policy and research, or practice and research affiliations) if appropriate.

AFFILIATION REPORT AND REGULAR REVIEW OF THE AFFILIATION

The External Policy and Relations Committee (and, possibly, other committees) will review the Affiliation Memorandum of Understanding and the Affiliation Report on a regular basis.

DISAFFILIATION

In some instances the letter of disaffiliation may serve as notice indicating that the Affiliation is in a probationary status and stating specific steps that must be taken to rectify the probationary status within 12 months. In others, this may serve as notice of the disaffiliation itself.

INTERNATIONAL COMMITTEE

SCHOLARSHIPS

The NARST International Committee is enthusiastic to announce that there will be **fifteen** scholarships to support international members of NARST (e.g., graduate students and junior scholars) to attend the 2009 NARST conference during April 17-21, 2009 in Orange County, Garden Grove, CA. Detailed information and the application form for the scholarships are posted on the NARST Web site (<http://www.narst.org/annualconference/2009conference.cfm>). Application deadline for the scholarships is December 14.

SCHOLARSHIP APPLICATION PROCEDURES:

Applicants should

1. Fill out the attached application form
2. Provide evidence for needing support

Please combine all materials into one word or PDF file and submit your document electronically to Mei-Hung Chiu, Chair of the International Committee, no later than December 14, 20xx.

SELECTION PROCESS

The International Committee will decide scholarships by consensus based on the merit and need of applicants. Preference will be given to applicants who will present papers at the conference. In order to protect the anonymity and integrity of the selection process, the chair of the International Committee, who is not eligible to apply for the scholarships, will:

1. Solicit, collect, and blind the applications.
2. Not engage in the review of the candidates or cast votes for recipients, including in the case of a tie.
3. Remove those applications submitted by members of the international committee from reviewing their own applications.
4. Distribute and synthesize the recommendations of the committee.
5. Distribute and synthesize the recommendations of the Committee.
6. Report to the NARST Board of Directors and to the applicants regarding final awardees and alternates.

Application deadline for the scholarships is December 14.

Detailed information and the application form for the scholarships are posted on the NARST Web site (<http://www.narst.org/annualconference/2009conference.cfm>).

Selection decisions: January 31, 20xx

Notification: Early February 20xx

NARST 2009 INTERNATIONAL COMMITTEE SCHOLARSHIPS APPLICATION

Deadline: December 14, 20xx

Last name: _____ **First name:** _____

Institution name: _____

Institution address: _____

Mailing address: _____

Telephone:

Email:

Fax

Current status:

___ International science education graduate student studying outside the USA.

___ International science education scholar within 6 years of completion of PhD and working outside the USA

Have you ever received a NARST International Committee scholarship?

____ **Yes** ____ **No**

If yes, what year did you receive the scholarship? _____

Estimated budget:

Travel: _____ Conference registration: _____

Lodging/meals: _____ Other: _____

Other funding (source and amount)

- Please provide a written statement (a maximum of 300 words) describing the nature of your participation in NARST Conference (Title of your presentation or seminar in which you will participate...). In addition, describe the benefits you expect to reap from participating in the conference
- Please provide a written statement (a maximum of 300 words) describing your attempts to get other funding, if any.
- Please provide your curriculum vita (a maximum of 2 pages) describing your educational and working experiences in science education.
- Please provide your proposal for NARST 2009 if it is accepted for presenting at the conference.

INTERNATIONAL COMMITTEE SCHOLARSHIP APPLICATION

REVIEW FORM

APPLICANT:

Criteria that are not scored

Minimum criteria for eligibility:

In order to be eligible for the IC scholarship, the applicant should have “yes” response for the following items.

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Applicant is a current member of NARST
<input type="checkbox"/>	<input type="checkbox"/>	Applicant resides outside of the US
<input type="checkbox"/>	<input type="checkbox"/>	Applicant is either a current graduate student or an early career faculty member of researcher (within the 6 years of completion of Ph.D.).
<input type="checkbox"/>	<input type="checkbox"/>	Applicant provides evidence of participating in the Annual Conference (e.g., presenting a paper, chairing a committee, or serving on the Board, etc.)

Applicants country income level (Refer to Appendix A)

Applicant's country of residence:

Income level of applicant's country:

- Low income (Less than \$995 per capita/per year)
- Lower middle income (Between \$ 996-3945 per capita/per year)
- Upper middle income (Between \$ 3946-12,195 per capita/per year)
- Higher income (More than \$12,195 per capita/per year)

Criteria that is scored

SUMMARY TABLE

EVALUATION CATEGORY		POINTS (MAX 3)	SCORES
1	Nature of Participation at Conference	3	_____
2	Benefits expected by attending	3	_____

3	Contribution or Potential Contribution to Field (see CV)	3	_____
		TOTAL	_____

One point for each following criterion

Criteria 1: NATURE OF PARTICIPATION AT ANNUAL CONFERENCE

- Description of participation included all required information requires – title of presentation, seminar, or role/position in service to NARST (**1 point**)
- Description of participation provides a **strong (2 pts)**, **fair (1 pt)**, or **weak (0pts)** argument as to why their attendance at the conference is necessary.

Criteria 2: BENEFITS EXPECTED BY ATTENDING

- Applicant describes how attending will benefit their own line of research and/or teaching. (**1 point**)
- Applicant describes how attending will benefit the goals of improving science education in their country of residence. (**1 point**)
- Applicant describes how their attendance may help with NARST’s overall goal of expanding as an international leader for promoting quality science learning and teaching globally. (**1 point**)

Criteria 3: SCHOLARLY CONTRIBUTIONS OR POTENTIAL CONTRIBUTIONS TO THE FIELD OF SCIENCE EDUCATION (refer to CV)

- Applicant's CV demonstrates a strong record of scholarly research or activity through multiple publications, grants, and/or presentations at conferences. **(3 points)**

NOTE for assessors: Keep in mind that for graduate students a "strong record" may be shown more through collaborative work with advisors and conference presentations than actual publications and grants.

- Applicant's CV demonstrates a good record in mainly one of following scholarly activities: publications, grants, and/or presentations at conferences. **(2 points)**
- Applicant's CV demonstrates very limited record of any scholarly activities, such as: publications, grants, and/or presentations at conferences. **(1 point)**
- Applicant's CV did not include any scholarly activities listed. **(0 points)**

Overall Comments

APPENDIX A

Low-income economies (\$995 or less) – Scholarship amount \$1000

Afghanistan	Guinea	Nepal
Bangladesh	Guinea-Bissau	Niger
Benin	Haiti	Rwanda
Burkina Faso	Kenya	Sierra Leone
Burundi	Korea, Dem Rep.	Solomon Islands
Cambodia	Kyrgyz Republic	Somalia
Central African Republic	Lao PDR	Tajikistan
Chad	Liberia	Tanzania

Comoros	Madagascar	Togo
Congo, Dem. Rep	Malawi	Uganda
Eritrea	Mali	Zambia
Ethiopia	Mauritania	Zimbabwe
Gambia, The	Mozambique	
Ghana	Myanmar	

Lower-middle-income economies (\$996 to \$3,945) – Scholarship amount \$800

Angola	India	São Tomé and Príncipe
Armenia	Iraq	Senegal
Belize	Jordan	Sri Lanka
Bhutan	Kiribati	Sudan
Bolivia	Kosovo	Swaziland
Cameroon	Lesotho	Syrian Arab Republic

Cape Verde	Maldives	Thailand
China	Marshall Islands	Timor-Leste
Congo, Rep.	Micronesia, Fed. Sts.	Tonga
Côte d'Ivoire	Moldova	Tunisia
Djibouti	Mongolia	Turkmenistan
Ecuador	Morocco	Tuvalu
Egypt, Arab Rep.	Nicaragua	Ukraine
El Salvador	Nigeria	Uzbekistan
Georgia	Pakistan	Vanuatu
Guatemala	Papua New Guinea	Vietnam
Guyana	Paraguay	West Bank and Gaza
Honduras	Philippines	Yemen, Rep.
Indonesia	Samoa	

Upper-middle-income economies (\$3,946 to \$12,195) – Scholarship amount \$500

Albania	Dominican Republic	Namibia
Algeria	Fiji	Palau
American Samoa	Gabon	Panama
Antigua and Barbuda	Grenada	Peru
Argentina	Iran, Islamic Rep.	Romania
Azerbaijan	Jamaica	Russian Federation
Belarus	Kazakhstan	Serbia
Bosnia and Herzegovina	Lebanon	Seychelles
Botswana	Libya	South Africa
Brazil	Lithuania	St. Kitts and Nevis
Bulgaria	Macedonia, FYR	St. Lucia
Chile	Malaysia	St. Vincent and the Grenadines

Colombia	Mauritius	Suriname
Costa Rica	Mayotte	Turkey
Cuba	Mexico	Uruguay
Dominica	Montenegro	Venezuela, RB

High-income economies (\$12,196 or more) – Scholarship amount \$300

Andorra	Germany	New Caledonia
Aruba	Gibraltar	New Zealand
Australia	Greece	Northern Mariana Islands
Austria	Greenland	Norway
Bahamas, The	Guam	Oman
Bahrain	Hong Kong SAR, China	Poland
Barbados	Hungary	Portugal
Belgium	Iceland	Puerto Rico

Bermuda	Ireland	Qatar
Brunei Darussalam	Isle of Man	San Marino
Canada	Israel	Saudi Arabia
Cayman Islands	Italy	Singapore
Channel Islands	Japan	Slovak Republic
Croatia	Korea, Rep.	Slovenia
Cyprus	Kuwait	Spain
Czech Republic	Latvia	Sweden
Denmark	Liechtenstein	Switzerland
Estonia	Luxembourg	Trinidad and Tobago
Equatorial Guinea	Macao SAR, China	Turks and Caicos Islands
Faeroe Islands	Malta	United Arab Emirates
Finland	Monaco	United Kingdom

France	Netherlands	United States
French Polynesia	Netherlands Antilles	Virgin Islands (U.S.)

These completed data must be posted in electronic format to the NARST Web site no later than September 30th.

LINKING SCIENCE EDUCATORS PROGRAM (LSEP)

APPLICATION

APPLICANT

PART A

<i>for administrative use only</i>	
Date	
Project Title	
Time Frame	
Keywords	(at least 3 keywords)
Task Group Chairperson (has to be NARST member)	(including address and e-mail)
Task Group Members	(including address and e-mail)
Name of the person submitting this form <i>if not</i> <i>the proposed Task Group</i>	(including address and e-mail)

<i>Chairperson</i>	
Objectives	(<50 words)
General Description (including names and institutions of resource persons who have to be NARST members. If not, they have to register before conducting the project)	(suggest approx. 2 pages)
Duration	
Audience (who and how many)	
Place	
Type of LESP	(Conference, workshop, lecture, etc.)
Program agenda	

<p>Outcome (please tick box)</p>	<p style="text-align: right;">Yes No</p> <p>Journal papers</p> <p>Book</p> <p>Workshop or conference proceeding</p> <p>Set of instructional materials</p> <p>Database</p> <p>Web page</p> <p>Newspaper</p> <p>Other:</p>
<p>Dissemination Plan</p>	
<p>Budget (Total from all sources)</p> <p>Travel</p> <p>Administrative (copies of materials)</p> <p>Local transportation</p>	

Other (<i>describe</i>)	
Total (in USD)	
Requested from NARST	
External Funding Agency Applied to (if any)	
Anticipated Impact	
Criteria for Retrospective Evaluation	
Reference persons	

LSEP REVIEWER FORM

Applicant:

Country:

LSEP Type: (Conference/Workshop/Seminar) (choose one)

Summary Table

Review category

Points (Max 100 scores)

Scores

- 1 Applicant's Status 10
- 2 Meets LSEP Requirements 15
- 3 Content and Value of the Proposal 20
- 4 Contribution to NARST and International Community 20
- 5 Contribution to Applicant's Own Country and/or to country in collaboration 20
- 6 Qualification of Resource Persons 15

Total:

- i. Strongly recommend (85-100)
- ii. Recommend (75-84)
- iii. Recommend with reservations (60-74)
- iv. Not Recommend (50-59)
- v. Strongly not recommend (under 50)

Descriptions of review categories:

Scores

- 1. Applicant's status (10%)
 - (1) Applicant is a CURRENT member of NARST
 - (2) Applicant is the chair of science education association in his/her country
 - (3) Applicant shows strong competence in conducting LSEP

all fit well (7-10%) partially fit (3-6%) all NOT fit well (0-2%)

Comments _____

2. Meets LSEP Requirements (15%)

(1) An emergent need for improving science education quality (1-8%)

(2) Economically disadvantaged or underrepresented countries (1-7%)

Comments _____

3. Content and Value of the Proposal (20%)

(1) With the value of promoting science education (1-7%)

(2) Planned activity is feasible (1-7%)

(3) Anticipated outcomes could be achieved (1-6%)

Comments _____

4. Contribution to NARST and International Community (20%)

(1) Fulfill the mission in promoting quality of teaching and learning in science (1-10%)

(2) Fulfill the mission in communicating with researchers internationally (1-10%)

Comments _____

5. Contribution to Applicant's Country (25%)

- (1) Fulfill the mission in promoting quality of teaching and learning in science (1-7%)
- (2) Fulfill the mission in communicating with researchers (1-6%)
- (3) Potential influence on changing science education policy (1-6%)
- (4) Invite various types of participants to attend the activity (1-6%)

Comments _____

6. Qualification of Resource Persons (10%)

- (1) Background and experience of resource persons in science education (1-5%)
- (2) Appropriateness to the anticipated activity (1-5%)

Comments _____

General Comments:

PROGRAM COMMITTEE

ANNUAL CONFERENCE PROPOSAL

SPECIFIC COORDINATOR STEPS IN PROCESSING PROPOSALS

Soon after the August 15 proposal submission deadline, you should complete the following steps to process proposals:

-
- STEP 1. CHECKING THAT ALL PROPOSALS ARE COMPLETE, HAVE THE CORRECT FORMAT, AND HAVE NO INDICATORS OF NAMES OR INSTITUTIONS

NARST Headquarters sent an e-mail to each proposer with the confirmation # for their proposal(s). We improved the web site this year by requiring certain fields before the paper could be submitted. This should limit the number of incomplete proposals, which was a problem in previous years. However, this does not indicate that all parts of the proposal are in the system accurately. Therefore, please open all files in your Strand. Check that each submitted paper and poster in your Strand has the name of the presenter(s), the abstract and a PDF file with the paper and references (*no more than five pages*). With related paper sets, each paper within a set should have an abstract and a PDF of the paper and references (*no more than five pages*). Symposia should have the abstract and just one PDF file with a summary of the symposia and references (*no more than 10 pages*).

To check papers, you will see the section called “Strand Coordinator Tasks.” Under that section, there is a link entitled “Manage Proposals.” From this link, you will be directed to a page with all of the papers submitted to your Strand. The link provides the demographic information, abstract, download of the full file, and link called “Manage Assessor Review Assignment(s) for this Proposal” (this last link is described later in this document).

Also be sure that all proposals are in the proper format and that none has indicators of the person(s) submitting the proposal or the sponsoring institution. If you find this, you can e-mail the proposer(s) and ask them to replace the file (we will leave the Web site on only for proposals already in the system, to make such changes). This will save you time later if the proposal is assigned and then the reviewer mentions to you that there are identifiers within the proposal.

We have set the process this year that any files that have been started can be amended through August 22nd, but new people will not have access to starting a proposal after the morning of August 18th. You will be able to review current progress through the Web site.

During the week of August 18-23, please assign proposals for your assessors to review. Sometime after Monday, August 25th, we will send, via the management company, an e-mail message to all assessors explaining the process to complete the review of proposals.

STEP 2. REDIRECTING PROPOSALS AND CHECKING FOR PROPER SUBMISSION

Check whether you have received any proposal that you feel is more appropriate for another Strand - please notify the President with your suggestion to which Strand you propose for that proposal.

STEP 3. SELECTING ASSESSORS

Two to three assessors should evaluate each proposal. We provided up to 5 assessor slots for each paper since we discovered last year that we sometimes needed to add a few more assessors if the first people do not respond to the task in a timely manner. As Strand Coordinator, you will choose your team of assessors. *Assessors must be NARST members.* When members registered at the NARST abstract page, they were asked to check a tick box if they were interested in serving as an assessor for your Strand. These volunteer's names will appear for you in the "Strand Coordinator tasks" section of the web site, where you will select them for your Strand (more information about this is forthcoming in this set of directions).

We also encourage you to solicit at least 20-30 assessors, well known in the field for your Strand, depending on the number of proposals you expect to get. It is imperative to get good assessors as they are the ones who give you advice on accepting or rejecting a proposal, and ultimately, this input guides the quality of proposals presented at the conference. Since approximately 20-30% of proposals come from international members, please seek some international members as assessors for your Strand. You can solicit assessors by contacting individual members, by sending an e-mail to the public NARST list at <http://www.narst.org/listserv.cfm>, or by sending a call through the all NARST members' list by sending the message to be distributed to Robin Turner at rturner@DROHANMGMT.COM.

As Strand Coordinator, you will not be able to add assessor names into the online system this year. **Instead, you will direct the potential assessor to the NARST Abstract page, where he/she will register and check the box for volunteering to be an assessor for interested Strands.** This change from last year will not only save you time from having to type in people's information, but it is also designed to help us eliminate some problems we had last year with different people's spellings of names (e.g., Andy Anderson, Charles Anderson, C. Andy Anderson) and email addresses (e.g., a work related e-mail address and then a Yahoo personal e-mail address). The web pages are integrated this year so all steps (proposal submissions, reviews, assessor's assignments, etc.) are all working off of the same web page information. Thus, if Coordinators entered names on behalf of an assessor, there is a greater chance of multiple types of entries and therefore variation on names and e-mail addresses popping up in the system as though they were two different people. So, we figured if people entered their own names not only would it save the Strand Coordinators time, but also the information would be entered once (by the member). That should save us a lot of headaches when it comes to downloading the final spreadsheets and putting them into our scheduling program (which sorts by people's names).

To help you know whether assessors have volunteered to review for more than one Strand, we have added a process this year, which will help you know the number of Strands for which a member has volunteered. This may help you decide how many papers to give to each person. **This is also the first step you must take to assign assessors who volunteered (either on their own via the Web site or through your solicitation) to your Strand.** You will see the section called "Strand Coordinator tasks." Under that section, there is a link called "Manage Assessor Assignments." When you click on this link, you will see all of the names of people who have volunteered to serve as an assessor for your Strand (or other Strands in addition to yours). To select the assessors for your Strand, you must click on each person's name and click the tick box for your Strand. You can always check later to see if other Strand Coordinators have also selected this assessor.

After you have completed this first step, you may now use the function entitled "Manage Proposals." Under this section you will find the ID number, Strand, author and proposal title for all submissions to your Strand. Invited sessions for your Strand will also show up at the bottom of the

page. For each individual paper, related paper set, poster or special symposium that is subjected to peer review, you will need to assign 2-3 (or more) assessors. This can be accomplished in one of two ways:

- a. You can click “manage assessor assignments” from the pink box (which will give you a listing of all assessors for your Strand). You click on the assessor’s names you want to assign to each paper, and click “save assignments.” Remember, names will not appear for you to choose from unless you complete the first step described in the previous paragraph.
- b. You can click on the title of the paper, which brings you to a page with the demographic information, abstract, download of the full file, and link called “Manage Assessor Review Assignment(s) for this Proposal.” Once you click on this link, you assign assessors in the same manner as described in option “a” above.

After all papers have been assigned assessors, we will send an e-mail message via the Drohan Management Company to all assessors with the URL Web access to the following:

- Abstract and proposal with identification code
- Cover letter (e-mail), which clearly indicates the due date (September 15th, INSERT YEAR) by which the *assessors’ ratings must be submitted electronically on the NARST Web site* (this is the letter at the end of this document)
- Sample reviews that illustrates “accept” and “reject” reviews
- Link to the assessor-rating sheet for each proposal reviewed (and a place to submit)
- Link to the assessor summary-rating (and a place to submit their rating)

As a Strand Coordinator, you should act as an assessor yourself only if you need a tiebreaker or if one of your assessors does not respond in time. If you would like to start assigning proposals early to your assessors, this should be possible now. **The deadline for completed reviews is September 15th, but you should encourage your assessors to submit early.** You will be able to monitor the assessment process under the “manage proposals” section. As each assessor completes his/her review, the pink box will turn to green.

Strand Coordinators need to arrange for review of all proposals (other than your own invited symposia, if you submitted one) submitted to NARST in their Strand. Your Strand Co-coordinator may select assessors for any proposal you submitted to your own Strand.

STEP 4. RESOLVING DISPUTES AND CONFLICTS OF INTEREST

Strand Coordinators should try to resolve disputes on their own (e.g., opposing opinions from the assessors) and send us a **final rating and recommendation** for each proposal. If assessors disagree, hopefully, you as the Strand Coordinator can use your own judgment to reach a decision. However, should you not be able to reach a decision, the particular case should be marked clearly and sent to the President for resolution.

In addition, a potential conflict of interest could arise if the Strand Coordinator or a close colleague is an author or co-author of a proposal. In such cases, proposals should be sent to assessors in the normal way. Therefore, please take time to check if the institution at which the proposers work; this will help avoid potential conflicts of interest. However, after assessors have reviewed these proposals, you as Strand Coordinator should mark the proposal as involving a potential conflict of interest and forward to the President.

STEP 5. SUBMITTING STRAND DECISIONS (SEPTEMBER 30TH)

Assessor comments will be made available to the first author of all proposals regardless of the decision to accept or reject a proposal. Although the Program Committee Co-Chairs will make final program decisions, they will utilize your advice about groupings and formats, so grouping the proposals and indicating the format information are critical. **Please submit your Strand Rating Summaries and your Grouping/format Recommendations to NARST Web site by September 30th.** It is vital that the *September 30th* deadline be observed so that we can post a draft version of the preliminary program on the NARST Web site in December. A cautionary note: please be sure to keep a copy of all materials as a back up as you post materials to the NARST Web site.

To submit your ratings, log into the NARST Abstract page. Go to the “Strand Coordinator task” section and click on the link entitled “Ratings Review Summary.” At this link, you will select your Strand and there you will find all the papers, along with the reviewer’s ratings and a column entitled “SC Recommendation.” You will use the “SC Recommendation” pull down menu to recommend that the paper is accepted or rejected. Because of variation among assessor’s rankings, it is important to read all of the reviews before making your accept/reject decisions. To view an assessor’s written comments, go to the “Ratings Review Summary” link (under Strand Coordinator tasks). There, click on any paper title to view the abstract. On the abstract view page, beneath the abstract, there is a link to “Manage Assessor Review Assignments for this Proposal,” a list of Assessors that have been assigned (if any), and then the Assessor’s review status. If a review has been entered, you can click on the “Read Review” link. *Please note that NARST seeks only high quality research proposals.*

STEP 6. SUBMITTING RECOMMENDED GROUPINGS (SEPTEMBER 30TH)

After you have completed the process of accepting or rejecting proposals, you will be able to group individual papers and posters into sets for the conference program. To prepare yourself for entering the data into the Web site, we recommend that you enter all of your sessions on the form below titled, “Strand Coordinator’s Recommended Groupings.” You can do this ahead of time on your sheet and then enter the data into the Web site. In this way, you will avoid double booking some group or leaving out any proposal from a grouping. Once you have completed this task, the form will convey all necessary information regarding the structure of your Strand.

To make your groupings:

1. Go to “Recommended Groupings” under the “Strand Coordinator tasks” section. You will first select your stand, which will move you to the page where groupings are made for Individual Papers (P numbers) and Posters (Q numbers). Other accepted proposal formats (e.g., related paper sets, special symposia, or admin proposals) will show up at the bottom of the page since they count toward your Strand’s total allowed number of papers, but since they do not need to be grouped you need not do anything with them.

2. To group the Individual Papers and Posters into recommended sessions for the conference, first use the pull down menu to select which format you will be entering groupings.
3. Then, give a session title you recommend for the grouping.
4. Select the papers you want to group together by using the Ctrl key (Apple Command key on a Mac) to highlight, from the listing of accepted proposals in the right column, each proposal to be grouped together.
5. Next, identify a presider for the set. A list of volunteers for presider can be found under the “Strand Volunteers” link.
6. Finally, click on the “submit” button to save the grouping.
7. Repeat until all papers and posters are grouped into sets, according to common themes.

Remember that you should attempt to honor the author’s choice for the format, if possible, for instance papers in paper sets and posters in the poster session. You may need to put some stand-alone papers into poster sessions, as your Strand will only have a certain number of groupings you have for paper or symposia presentations. There is no distinction among the formats in terms of paper quality--all papers should be reviewed on their merit. You must notify any authors of such format changes as some may choose to withdraw their presentation instead of changing format.

Grouping Paper Sets

Your main task will be in grouping the individual papers into Strand coordinator-organized paper sets, making a title for each grouping, and adding presider for each grouping. For Strand Coordinator-organized paper sets, each paper in the paper set (generally four to five papers grouped around a common theme) has its own P# and title, so you need to enter them as a set. These sets will appear on the Recommended Groupings screen (right above the line where you add a new grouping) to show you they have already been accepted, grouped, and will take up a session slot for your Strand.

Grouping Posters

For Strand Coordinator-organized posters, each poster in the poster set (generally 8-12 papers grouped around a common theme) has its own Q# and title, so you need to group them as a set. You can select a presider, who will make sure the room is set up for presenters and answer any questions. Presiders will **not** be asked to introduce posters prior to allowing participants to visit the posters. These sets will appear on the Recommended Groupings screen (right above the line where you add a new grouping) to show you they have already been accepted, grouped, and will take up a session slot for your Strand.

Please Note: When you submit your list of accepted proposals and groupings, you need to bear in mind that there will be session quotas for each Strand (set in relation to the number of proposals received). We will probably only have one time for all posters to be presented in the central part of the day, so that they are more prominent in the program and do not conflict with paper presentations. Once the President and President-elect know the number of proposals submitted, we will give you an idea of the number of sessions we can accommodate for your Strand. Thus, please watch for an e-mail message within the next week or so regarding your quota.

STEP 7. RECOGNIZING ASSESSORS

Each assessor will receive a letter of thanks from the President-elect, and will be listed in the Annual International Conference program as an assessor. *We also recommend that you send a letter of appreciation to each of your assessors.*

APPENDICES

Important Forms Attached (only so you can see what the Web page information looks like)

1. Assessor's Letter
2. Assessor's Rating Sheet
3. Ratings Summary Sheet
4. Strand Coordinator's Recommended Groupings

SAMPLE ASSESSOR'S LETTER

Date [INSERT DATE]

Dear [Assessor's name]:

Thank you for agreeing to serve as an Assessor for NARST proposals submitted to [*Strand 1-Science Learning, Understanding and Conceptual Change*]. Your task is relatively straightforward; you are to provide a fair assessment of the proposals assigned to you. Please go to <http://www.narst.org/abstracts09> and log in with your user name and password (the same one you used to register as an assessor or to submit a proposal). Link to “sample reviews” under “Assessor Tasks” to see examples of “accept” and “reject” reviews. Your goal is to provide high quality reviews such as the first one, which authors will find most helpful and informative.

Under “Assessor Tasks,” you will find a link(s) to the proposals assigned to you indicating the status of your review. Simply click on the proposals you need to review, and you will be taken to an electronic form that you should complete for each proposal you are assigned to review. A form is provided with this letter, titled “Assessor’s Rating Sheet”, illustrates for you the information you will need to enter to the Web site. Although you may want to type your reviews onto this sheet first, all ratings must be submitted on the NARST Web site. The Web site rating form requires you to rate all six categories of questions and provide written comments on at least your overall rating (the Web site will not accept rating sheets without this written comment). Also please check your overall recommendation of definitely accept, probably accept or reject. Please be sure that your name does not appear anywhere on the rating form.

The Web site will notify you when your review has been posted. Additionally, next time you log into <http://www.narst.org/abstracts09>, you will see a comment that your review has already been completed. **Please post your completed rating forms on the NARST Web site by September 15th!**

I would also like to remind you that 20-30% of NARST conference attendees are international members. Thus, although it is certainly helpful to point out deficiencies in proposals, please be cognizant of US bias. For example, not addressing US standards (e.g., No Child Left Behind) is not necessarily a deficiency. Careful review and rating of proposals will ensure a quality 2009 NARST program in Garden Grove, CA. The authors of the proposals, the program committee, and the members of NARST thank you.

Sincerely,

NARST President



SAMPLE REVIEWS FROM NARST

Three sample reviews are included here. Review #1 is an example of the *most helpful review*, as it offers information useful in making a decision for inclusion in the NARST program and also offers the submitter constructive feedback to improve their paper. As an assessor, we ask that you aim to provide reviews that are most helpful. Review #2 is an example of a *somewhat helpful review*, because it includes details needed to make a good decision regarding inclusion in the NARST program. Review #3 is an example of a *less helpful review*.

Review #1 [Most helpful to the Strand Coordinators in making a decision and the author(s) for making modifications to their paper.]

5 - *Subject/Problem* - Focus, rationale, model, theory and/or philosophy are clear.

It is well documented in the literature that teachers need support in developing environmental knowledge and awareness. This is a great example that accomplishes that goal. One recommendation to strengthen this section is to also draw on the major policy statements of AAAS with regard to scientific literacy.

4 - *Design/Procedure* - Methodology, procedure, design and/or organization are appropriate.

Sample is a bit skewed to the female slant but, overall, the data sources and procedure seems complete. I am interested in seeing the complete questionnaire in the paper. Also, please make sure to include a detailed description of the activities the teachers were involved in through the PD program—I understand space limitations are a concern at the proposal stage.

4 - *Findings and Analysis* - Syntheses of ideas or data analyses and findings appear to be appropriate and complete.

Seems robust and complete - findings reported in terms of increasing knowledge, feelings, and pedagogy as well as evaluation of professional development. I look forward to seeing a more detailed discussion of the content analysis of lesson plans - since this is the long term impact that we are looking for as science researchers involving teachers in professional development programs.

5 - *Contribution* - The conclusions contribute valuable insights into the teaching/learning of science.

The core characteristics of EE are a valuable contribution to begin with. Then the application of a professional development opportunity designed around these characteristics adds to the value of using them as a design framework for professional development. You also are accomplishing something else that is really weak in the teacher learning literature - the link between increased teacher knowledge and increased student knowledge. Very few professional development opportunities continue the analysis of effectiveness into the classroom. You have designed your professional development to really think about student learning and how what the teachers do in professional development can apply to their classrooms. If you have any student data to add that empirically supports the link between teacher knowledge and student knowledge, you can reach a broader audience than just those interested in environmental education.

5 - *General Interest* - The presentation promises to be of general interest to NARST members.

On many levels NARST members will be interested in this work: those interested in environmental education will find the core characteristics for professional development valuable; those interested in teacher learning will find the design of your professional development and your method and analysis useful; and those interested in inquiry-based learning and reflective science practices will find the content of your professional development and how you are bringing this into the classroom interesting.

5 - Overall Rating - (1-not recommended; 5-highly recommended))

I look forward to the full paper.

In the next two reviews, details that would lead to knowledge of the paper were omitted. The second review was somewhat helpful, but the third review was less helpful. Both were for papers that were not accepted.

Review #2 [somewhat helpful for the authors to learn how to improve the paper and more instructive for the Strand Coordinators to make a decision.]

Question 1: Subject/Problem — **3/5**

The focus is somewhat diffuse but supported with adequate literature. My concern is the multiple contexts being measured. The model imposed on the design is sound and the theory is explicitly described.

Question 2: Design/Procedure — **3/5**

The methods are sound, but I have some questions about the integrity of the interviews. Be sure to clearly describe your participants. Were those interviewed undergraduates, master's students, lateral entry; were the participants traditional and/or non-traditional? It may help the generalizability and the relevance of the study if the audience can draw some relationships to the participants' experiences.

Question 3: Findings and Analysis — 2/5

There are multiple themes being expounded upon in the study (characteristics of students, school and student financial situations [how are these being measured?], and teachers' knowledge of the teaching profession and of educational technology). As a reader, I'm having difficulty with your justification of each theme. I have some questions about the findings of these themes with the in-depth analysis of those three participants from the 2005 data. It will be interesting to compare and contrast with the 2006 group. The data will at least increase the sample's generalizability to other populations of lateral entry teachers.

Question 4: Contribution — 2/5

I'm not convinced we have realized anything new from the research based upon the statements of findings. I see the relationships between the broad domains and case study findings as tenuous, at best.

Question 5: General Interest — 3/5

Interest will be moderate because of the population being studied. But, I fail to see many new findings. Although, there is potential in terms of the data speaking to preservice, lateral entry teaching and learning with technology.

Question 6: Overall Rating (1-not recommended; 5-highly recommended)) — 3/5

I may recommend the overall rating for the proposal to be higher if the study were complete and the findings to be more concrete.

Review #3 [less helpful for the authors to learn how to improve the paper and less instructive for Strand Coordinators to make a decision.]

Question 1: Subject/Problem — 4/5

Question 2: Design/Procedure — 4/5

Question 3: Findings and Analysis — 4/5

Question 4: Contribution — 4/5

Question 5: General Interest — 4/5

Question 6: Overall Rating (1-not recommended; 5-highly recommended) — 4/5

Well written.

ASSESSOR'S RATING SHEET FOR NARST PROPOSALS

Strand Number: _____

Identification Code of Proposal: _____

Assessment Criteria and Ratings: (5--highest quality; 1--lowest quality)

Criteria	Description of criteria	Rating
1. Subject/Problem	Focus, rationale, model, theory and/or philosophy are clear.	/5

Comments (required):

2. Design /Procedure Methodology, procedure, design and/or organization are appropriate. /5

Comments (required):

3. Findings and Analysis Syntheses of ideas or data analyses and findings appear to be appropriate and complete. /5

Comments (required):

4. Contribution The conclusions contribute valuable insights into the teaching/learning of science. /5

Comments (required):

5. General Interest The presentation promises to be of general interest to NARST members. /5

Comments (required):

6. Overall Rating

(1-not recommended; 5-highly recommended)

/5

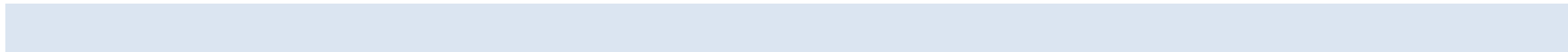
Comments (required):

Overall Recommendation:

Definitely Accept _____

Probably Accept _____

Reject _____



PUBLICATIONS ADVISORY COMMITTEE

JOURNAL OF RESEARCH IN SCIENCE TEACHING

JRST EDITOR SEARCH COMMITTEE

Every five years NARST needs to organize a committee to advertise for NARST members to apply for the position of *JRST* Editor. In the summer we advertised for the JRST Editor. The Chair of the committee was Immediate Past President. For other committee members we included Chair of the Publications Advisory Committee, President-elect, Co-Chair of the Awards Committee, Chair of the Research Committee, and a NARST member selected to diversify the committee. The following advertisement for the *JRST* Editor was posted on the Web site for one month.

APPLICATIONS FOR NEW JRST EDITORSHIP

Interested persons are encouraged to discuss the nature of this position informally with Chair of the JRST Editor Search Committee or the current and past journal editors, or other members of the NARST Board.

Applicants should forward a letter describing the reasons for seeking the position and providing details related to the relevant criteria listed above. With the application, please provide evidence of institutional commitment, a curriculum vitae, and names of three persons who may serve as professional references. A letter of intention is due by [INSERT DATE] at which time a mailing address will be provided for submitting final submissions due by [INSERT DATE].

SAMPLE CALL FOR NEW JRST EDITOR

The National Association for Research in Science Teaching is searching for the new Editor of the *Journal of Research in Science Teaching* for [INSERT DATE]. Applications will be welcomed either by individuals for the position of sole Editor or for the position of Co-Editors. *JRST* is a leading international journal and as such applications are encouraged from international members. The position provides the person(s) chosen, as well as the host institution(s), with international visibility in the area of science education. The *JRST* Editor provides the world's science educators with the organization's broad views and goals as illustrated by published manuscripts. By providing editorials, the *Journal* can and should assume a leadership role in science education, as well as influence policy and practice. Upon approval by the NARST Board of Directors, the new *JRST* Editor(s) will begin working with the current Editors for transition purposes during the calendar year [INSERT DATE]. Full responsibilities as Editor will be from [INSERT DATE] through [INSERT DATE], with the current Editor(s). The first issue for which the new Editor is fully responsible [INSERT DATE] would be due to the publisher, Wiley - Blackwell, three months in advance of the publication date.

RESPONSIBILITIES OF THE POSITION

Vision: Each applicant should indicate very clearly the vision, innovation, and creative leadership that will be provided, thereby ensuring *JRST* continues to be a premier journal. Individual qualifications: Each applicant must be a respected scholar in science education. Please articulate how you will be committed to: 1) publishing a diversity of styles of research; 2) ensuring the review process remains international, so as to reflect multiple perspectives and diversity; and 3) being highly visible and active within NARST and other science education organizations (e.g., being a regular attendee / presenter at conferences). Each applicant should possess a strong research record of publications in high-quality journals, excellent writing and editing skills, and the ability to work with an Editorial Board and reviewers to maintain the high quality of manuscripts published in the *Journal*. The individual(s) selected must possess the ability to work with the staff of the publisher, Wiley-Blackwell, to assure an efficient manuscript flow and publication process. The Editor must possess skills in computer technology to work within the online submission and review system, ScholarOne Manuscripts, which is maintained by Wiley-Blackwell. Regular, reliable online access is imperative to the success of the *Journal*.

Institutional qualifications: The Editor(s) must demonstrate the abilities to: 1) manage approximately 450-500 manuscripts each year; 2) conduct extensive correspondence with authors, reviewers, and the Wiley-Blackwell publication and production staff; 3) be responsible for producing 10 issues of *JRST* per year comprising 1,160 journal pages annually; 4) attend meetings of the NARST Board of Directors at the NARST Annual International Conference and during the 3rd weekend of October each year; 5) solicit and nominate NARST members for the Editorial Board when required; 6) acquire institutional office space for accommodating *Journal* production activities; 7) provide computers to process the *Journal*, and 8) possess the e-infrastructure to efficiently and securely manage the electronic submission and review system.

Given that NARST provides up to \$40,000 in support, applicants may want to consider seeking in-kind contributions not covered by this amount from your institution/university including for example:

1. Course release for Editor(s)
2. Summer salary for Editor(s)
3. Full or half time support for a Managing Editor (to manage online editorial system and manage flow of manuscripts)
4. One or more half-time graduate assistant(s)

NARST COMMITMENTS

The NARST organization will provide: 1) financial support up to \$40,000 per year to cover office expenses, clerical support, and communication costs; 2) financial support to attend the NARST Board Meeting in

October; and 3) reasonable efforts by the NARST Board to facilitate the Editor's responsibilities, as directed by the Board from time to time and consistent with previous expectations.

APPLICATIONS FOR EDITOR POSITION

Interested persons are encouraged to discuss the nature of this position informally with the current Editors and / or NARST Executive Director Bill Kyle (bill_kyle@umsl.edu). A letter of intention is **due by [INSERT DATE] to** the Search Chair in which the rationale for seeking the position is described in detail.

The complete proposal for *JRST* Editor is **[INSERT DATE]**. The proposal should be submitted to the Search Chair in a single Adobe document (.pdf) file. Finalists may be invited to attend a portion of the NARST Board of Directors meeting in Reston, Virginia (USA) for the purpose of interviewing for the position. Applicants are expected to be available to travel to Reston, VA, USA at NARST expense during these dates. The proposal should address, but not be limited to, the following:

1. YOUR VISION FOR JRST

What will you do to further enhance the *Journal's* reputation beyond the status it already enjoys?

What is your view/vision of science education research over the next five years? How will this view/vision affect how you plan to manage the *Journal*?

Are there aspects of the *Journal* that you would wish to change and what new approaches are you considering that may move the *Journal* forward?

2. MANAGEMENT STRUCTURE AND PROCEDURES

What management structure do you envisage for the *Journal*?

How will you structure the relationship between the Editor(s) and Associate Editor(s)? Will you be the sole Editor and have support from Associate Editors?

What will be the specific logistics of review and editorial decisions? Can you provide the Board with details about how this will be put in place within the opportunities and constraints of ScholarOne?

How will the structure and procedures that you create produce a reduction in the time required for editorial review while maintaining the quality of the journal congruent with journal rating systems?

Please specify the names, institutions, departments, and specialties of your Associate Editors?

3. FINANCIAL ARRANGEMENTS

Specify the financial support required of NARST

Specify the contribution (financial / physical / and release time) provided by your institution. Provide evidence of this contribution by including letters from the Dean of your faculty and/or other such administrators.

4. PROFESSIONAL DETAILS

Submit abbreviated vitae (maximum of three pages each) for all Editor(s) and Associate Editors.

The Search Chair will distribute them to the committee members with the criteria upon which the committee had agreed. Each committee member sends her/his comments only to the Chair, so each person would give her/his appraisal independently. Once all evaluations were submitted, the Chair summarizes the results in a series of tables, one for each applicant, with the scores and text from each committee member for each of the seven criteria.

Next the committee will hold a conference call and decide on a ranked list, and ask the top choice(s) to come to the NARST Fall Board meeting. The NARST Board must approve the nominees for *JRST* Editor.

Below are the criteria for the evaluation:

SAMPLE CRITERIA AND SCORING FOR CANDIDATES FOR JRST EDITORSHIP

Scoring of candidates for *JRST* Editorial team:

5 excellent

4 very good

3 good

2 fair

1 poor

JRST Editor team names: _____

Criteria	Score (1-5)	Comments
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Vision for <i>JRST</i> , proposed direction and foci, with respect to the future of science education over the next five years		
Creative leadership/innovation: what specific changes and new approaches, including computer/technology, are needed to realize the vision out above?		
Outward looking and understanding of relevant cognate areas of science education research; publishing a diversity of styles of research with methodological pluralism; international perspectives; international review process		
Collective effort of Editors and Associate Editors as respected scholars; strong record of publications, excellent writing and editing skills		
Activities within and beyond NARST		
Institutional support...space, computer technology, equipment, time, money...		
A. Suggested Management structure: Editors/Associate Editors/Editorial Board B. Evidence/experience of working collaboratively/effectively with teams of people		
Total		

JRST ARTICLES FOR NSTA READING LIST

In the beginning of each year, a subcommittee consisting of three PAC members, working with the PAC chair(s), select 5 articles from the previous year's volume of *JRST* for the NSTA reading list. The articles are selected on the basis of relevance and readability for science teachers. A procedure is developed, where each individual focuses on 2 or 3 issues from the last *JRST* volume, and nominates papers. This may lead to an initial selection of 10-12 articles. These articles are then read and ranked by each member of the subcommittee. A discussion with the PAC chair(s) about the individual Top 5s is aimed at reaching consensus

on about 5 articles. These articles will be made available to NSTA members by providing hard copies at the NARST booth during the NSTA annual conference. In addition, the list of 5 articles is submitted to the NSTA Representative to NARST, who compiles a list that also includes articles from other journals.

E-NARST NEWS ARTICLE GUIDELINES AND SAMPLE TIMELINE

Articles from committees should not exceed 500 words and are preferably augmented by 1-2 medium/high resolution images to accompany the article. Images should be sent as separate JPEG files as opposed to being embedded in the document text.

A sample timeline for Volume YY, Issue 1 (or 2) of E-NARST News, published in January 20XX (or July 20XX), is offered:

Call for articles: November 1, 20XX-1 (or April 24, 20XX)

Articles/letter to editor: December 3, 20XX-1 (or May 29, 20XX)

Text and layout to designer: December 20, 20XX-1 (or June 8, 20XX)

Draft to PAC and Board to review: January 5, 20XX (or June 19, 20XX)

Feedback to designer: January 14, 20XX (or June 29, 20XX)

Out to members and posted: January 24, 20XX (or July 6, 20XX)

Editions of E-NARST News can be downloaded from the NARST web site at <http://www.narst.org/news/enarst.cfm>

RESEARCH COMMITTEE

MASTER CALENDAR FOR NARST RESEARCH COMMITTEE

30 January 2013

Task & Dates	Timeline & Activities
Meetings during the NARST Annual International Conference	Report on work of subcommittees during previous year Thank subcommittee members and chairs

	<p>Establish Subcommittees for upcoming year and appoint chairs. Subcommittees are:</p> <p>RC-sponsored pre-conference workshops</p> <p>NSTA Area conferences (NARST Liaison to NSTA is Chair)</p> <p>NSTA National Conference (NARST Liaison to NSTA is Chair)</p> <p>(even-numbered years) Sandra K. Abell Institute for Doctoral Students Selection Committee (RC Chair is Chair)</p> <p>(odd-numbered years) Sandra K. Abell Institute for Doctoral Students Evaluation Review Committee</p> <p>(every third year beginning in 2011—"yy minus 11" evenly divides by 3) Subcommittee to review the applications for the NARST-NSTA Liaison (RC Chair to Chair) position and to make a recommendation for appointment to the Board of Directors</p> <p>Solicit ideas for RC-sponsored administrative session</p> <p>Other planning</p>
<p>Abell Institute RFP (even-numbered years)</p> <p>End of June to end of September</p>	<p><i>End of June:</i> Send email to the entire NARST membership with request for proposals (deadline end of August) to host the Sandra K. Abell Institute for Doctoral Students during the following Summer</p> <p><i>First week of September:</i> Send proposals to the Sandra K. Abell Institute for Doctoral Students Selection Committee</p>

	<p><i>End of third week of September:</i> Evaluations due from Selection Committee members</p> <p><i>End of September:</i> Institute offered to highest ranked proposal</p>
<p>Pre-Conference Workshops</p> <p>Mid-Summer to early Fall</p>	<p><i>Mid-July:</i> Call for proposals for pre-conference workshops for the following Spring Annual International Conference (deadline for proposals: 31 August)</p> <p><i>First week of September:</i> Proposals forwarded to Subcommittee by Subcommittee Chair with request for reviews by end of third week of September</p> <p><i>First week of October:</i> Decision made on which workshops (usually no more than two) to sponsor</p>
<p>NSTA Liaison Position (every third year: “YY-11” evenly divides by 3)</p> <p>Early September to early February</p>	<p><i>Early September:</i> Call for applications for NARST Liaison to NSTA to be submitted by end of November</p> <p><i>First week of December:</i> Applications forwarded to the Subcommittee to review the applications</p> <p><i>First week of January:</i> Reviews due back to RC Chair</p> <p><i>Mid-January:</i> Motion made to NARST Board of Directors to offer position to top-ranked candidate to be decided using electronic ballot</p> <p><i>First week of February:</i> Announcement on final decision made</p>
<p>Abell Institute Evaluation (odd-numbered years)</p> <p>Early September to</p>	<p><i>Early September:</i> Request from the Organizer of the Sandra K. Abell Institute for Doctoral Students to submit a copy of the external evaluation report by beginning of October</p>

January	<i>Mid-October:</i> Send external evaluation report to the Sandra K. Abell Institute for Doctoral Students Evaluation Review Committee with a request to review the evaluation report, and, by end of the coming January, to send to the RC Chair recommendations on the conduct of future institutes to be brought to the NARST Board of Directors following Spring meeting
Administrative Session Mid-October	RC sponsored Administrative Session during the Annual International Conference (if any) to be established and information entered into conference site
NSTA Sessions Early December to Late January	<p><i>Early December:</i> NARST proposal submissions for NSTA National Conference (for the Spring two years on) and NSTA Area Conferences (for Fall of the following year) received from NARST annual conference program development person</p> <p><i>By Mid-December:</i> NARST Liaison to NSTA forwards proposals and rating sheets to members of both national and area subcommittees</p> <p><i>Mid-January:</i> Deadline to return ratings to NARST Liaison to NSTA</p> <p><i>Third week of January:</i> Deadline for final decisions on presenters</p> <p><i>End of January:</i> Deadline for presenters to submit proposals to NSTA and return information to NARST Liaison to NSTA (proposal ID number, title with “NARST:” at beginning, primary presenter’s name)</p>

CALL FOR NARST PRE-CONFERENCE WORKSHOPS

The NARST Research Committee invites submission of pre-conference workshop proposals for the upcoming 20XX Annual Meeting in XXXXX, XX. Pre-conference workshops provide opportunities for NARST colleagues and others to engage in extended academic interaction and in-depth discussion of current issues facing our field. Workshops can serve as mini-courses focusing on research methodologies, specific research milestones or current issues. We encourage proposals that promote the advancement of scientific knowledge

about science education and/or methodology through science education research and contain new ideas in collaboration, reflection or training. We also encourage and seek workshops that focus on the theme of the annual meeting: XXXXX. Workshop facilitators are encouraged to use the time to help participants work with resources, individuals, materials and ideas in a more interactive and in-depth manner than is often possible in traditional NARST presentation formats.

Workshops are scheduled for 4 hours on the first day of onsite registration at the NARST 20XX Annual Meeting prior to the start of concurrent sessions. Workshops should be planned for at least 30 participants. NARST members are encouraged to register for the workshops prior to the conference through the online conference registration site. If space permits, individuals may also register on-site. Workshop participants pay a \$50 registration fee. Workshop facilitators will receive \$1500 to offset costs associated with workshop materials, presentation expenses, and/or travel. If sufficient interest in a particular workshop is not demonstrated (i.e. a minimum number of participants do not register for the workshop) prior to the conference, a workshop may be cancelled. In some cases, presenters may choose to forgo the \$1500 workshop payment, in which case, participants will not be charged the \$50 registration fee. Questions regarding any of these issues may be directed to the individuals identified below.

APPLICATION PROCEDURE

To apply to present a NARST 20XX Pre-Conference Workshop, please submit the following information to XXXXX (email address) of the NARST Research Committee, no later than September 1st, 20XX:

1. Title of workshop
2. Contact information
3. Requested fee per participant (select among the following choices: \$0, \$25, \$50 per participant)
4. Requested maximum number of participants (between 30 and 50)
5. Short description of relevant areas of expertise for each workshop facilitator
6. Workshop abstract (for recruiting participants)
7. Workshop description (*no more than 5 pages*) including a detailed description of the proposed workshop goals, schedule and activities, information on the roles of workshop participants and facilitators, and a short review of literature relevant to the workshop topic and/or format. Please also indicate what materials or artifacts, if any, participants will take away from the workshop.

REVIEW PROCESS

Review of proposals and selection of workshops will be conducted through the NARST

Research Committee. Committee members will review proposals based on the following criteria:

- *Focus*: Degree to which the workshop focuses on issue(s) related to the advancement of science education knowledge and practice and/or methodology in conducting science education research.
- *Relation to Conference Theme*: Degree to which the workshop topic is related to the conference theme “[Insert Annual Theme Title].”
- *Outcomes*: Degree to which the workshop design will lead to fruitful outcomes for workshop participants, which are related to the advancement of science education knowledge and practice or research methodology.

- *Literature Base*: Degree to which the workshop content is well grounded in one or more research literatures relevant to science education.
- *Systemic Importance*: Degree to which the workshop content addresses an issue that is of systemic importance to the field of science education.
- *Interest*: Degree to which the workshop topic is of interest to science education researchers.
- *Engagement*: Degree to which the workshop delivery will enable all workshop participants to fully engage with the workshop foci.

Please submit proposals electronically in order to expedite the review process by members of the Research Committee. All proposers will be notified of the review outcome by early November 20XX.

Please direct inquiries to [enter chair email], Chair of the Research Committee, or to [enter other member contact].

Jhumki Basu Scholars Program Application Rubric

APPLICANT'S NAME: _____

SUMMARY SCORE

1	ELIGIBILITY	
2	PROMISE AS A SCHOLAR	

1. ELIGIBILITY

#	EVALUATION CATEGORY	POSSIBLE SCORE*	SCORE
1	Current NARST member	1	
2	From an underrepresented group	1	
3	Advanced-level doctoral student or junior scholar (< 6 years PhD)	1	
4	Attends or works at a US university at time of application	1	
5	Will attend the pre-conference workshop	1	
TOTAL SCORE			

(*) Possible scores: 0 = criterion is not met; 1 = criterion is met

2. APPLICANT’S PROMISE AS A SCHOLAR

#	EVALUATION CATEGORY	POSSIBLE SCORE**	SCORE
1	Personal background as a member of an underrepresented group can provide unique insights about science teaching and learning for students traditionally marginalized in science education	2	
2	Scholarship will likely contribute to the knowledge base on equitable educational opportunities and science achievement for marginalized students	2	
3	Scholarship will likely contribute to the diversity-related mission goals of NARST	2	
4	First time applicant	2	
5	Will present at NARST Annual Conference	2	
TOTAL SCORE			

(**) Possible scores: 0 = Criterion is clearly not met; 1 = Criterion is not met yet, but within applicant’s reach (case of doubt); 2 = Criterion is met

NARST Research Committee Sponsored Pre-Conference Workshop Review Sheet

Rater:

Proposal Author(s): _____

Proposal Title:	
Criteria	Rating: 1-5 (1 is low; 5 is high)
Focus: Degree to which the workshop focuses on issue(s) related to the advancement of science education knowledge and practice and/or methodology in	
Relation to Conference Theme: Degree to which the workshop topic is related to the conference theme <i>Awakening Dialogues: Advancing Science Education Research, Practices, and Policies</i>	
Outcomes: Degree to which the workshop design will lead to fruitful outcomes for workshop participants, which are related to the advancement of science education knowledge and practice or research methodology	
Literature Base: Degree to which the workshop content is well grounded in one or more research literatures relevant to science education	
Systemic Importance: Degree to which the workshop content addresses an issue that is of systemic importance to the field of science education	
Interest: Degree to which the workshop topic is of interest to science education researchers	
Engagement: Degree to which the workshop delivery will enable all workshop participants to fully engage with the workshop foci	
Average	
Strengths:	
Weaknesses:	
Other comments:	

PRECONFERENCE WORKSHOP ACCEPTANCE LETTER

Date

Dear,

Thank you very much for submitting a NARST Pre-conference Workshop proposal for the 20XX annual meeting in XXXXX. We are pleased to report that your proposal was reviewed quite favorably by this year's review committee and has been accepted for presentation.

The committee received several strong proposals and a thorough review was conducted for each of the submissions. The committee used the following criteria to help guide the review process:

- Focus: The focus of the workshop is upon the advancement of knowledge and practice relative to science education and/or methodology in conducting science education research.
- Likely Outcomes: The design of the workshop would result in the advancement of knowledge and practice relative to science teaching and learning or research methodology for workshop participants.
- Literature Base: The content of the workshop is well-grounded in one or more research literatures relevant to science teaching and learning.
- New Developments: The content of the workshop would advance the knowledge of participants about new developments (from within science education and/or other disciplines) that is relevant to research in science teaching and learning.
- Systemic Importance: The content of the workshop addresses an issue that is of systemic importance to the field of science education.
- Interest: The workshop topic would be of interest to science education researchers.
- Engagement: The delivery of the workshop will fully engage workshop participants.

This year, the Pre-conference Workshops will be scheduled on XXXXX from 8 am to noon. The conference will be held at XXXXX. If you have any questions or concerns, please contact XXXXX, Chair of the review committee (email). Congratulations and we look forward to attending your workshop session.

Sincerely,

The 20XX Pre-Conference Workshop Review Committee

PRECONFERENCE WORKSHOP DECLINATION LETTER

Date:

Dear,

Thank you very much for submitting a NARST Pre-conference Workshop proposal for the 20XX annual meeting in XXXXX. We regret to report that your proposal was not recommended for presentation at this year's meeting. We reviewed many more high quality proposals than we were able to recommend.

The committee received several strong proposals and a thorough review was conducted for each of the submissions. The committee used the following criteria to help guide the review process:

- Focus: The focus of the workshop is upon the advancement of knowledge and practice relative to science education and/or methodology in conducting science education research.
- Likely Outcomes: The design of the workshop would result in the advancement of knowledge and practice relative to science teaching and learning or research methodology for workshop participants.
- Literature Base: The content of the workshop is well-grounded in one or more research literatures relevant to science teaching and learning.
- New Developments: The content of the workshop would advance the knowledge of participants about new developments (from within science education and/or other disciplines) that is relevant to research in science teaching and learning.
- Systemic Importance: The content of the workshop addresses an issue that is of systemic importance to the field of science education.
- Interest: The workshop topic would be of interest to science education researchers.
- Engagement: The delivery of the workshop will fully engage workshop participants.

We regret that we are unable to host more workshops and sincerely hope that your work described in the proposal will be presented in an alternative venue. We look forward to interacting with you further at the 20XX meeting in XXXXX.

Sincerely,

The 20XX Pre-Conference Workshop Review Committee

SOLICITATION GUIDELINES FOR NARST SPONSORED PRESENTATIONS AT THE NSTA NATIONAL CONFERENCE

GUIDELINES FOR SELECTING NARST SPONSORED PROPOSALS FOR NSTA

To be eligible for section a proposal must:

1. Address the themes relevant for the teaching and learning of science.
2. Bridge the gaps between theory and practice and research and practice
3. Address the concerns and needs of practitioners
4. Be interactive and engage the audience
5. Provide materials or ideas that can be used with a little or no modification by teachers, teacher educators, or administrators
6. Have a title and abstract that will attract a wide audience

NARST members who wish their NARST paper to be considered as a NARST sponsored paper at NSTA should submit a proposal to the Research Committee that addresses the criteria outlined above. Potential presenters may use their recent NARST presentations as a basis for a proposal, but it is likely that the proposal and ultimate presentation will require modification to meet the selection criteria and the needs of the NSTA community.

Proposals should be no longer than 3 pages, single spaced, with 12 point font. In addition, there should be a 200 word abstract. All author contact information should be placed on a separate cover sheet. Proposals should clearly state how the presentation will address all six of the selection criteria. Information about meeting themes can be found on the NSTA website. Proposals should be submitted to by (Date).....

Questions may be directed to XXXXX, the NARST Research Committee Member coordinating the review and selection of NARST sponsored NSTA sessions, or the Research Committee Chair, XXXXX.

SOLICITATION GUIDELINES FOR NARST SPONSORED PRESENTATIONS

THE NSTA NATIONAL CONFERENCE

The NARST Research Committee is soliciting proposals for NARST sponsored sessions at the 20XX National Science Teachers Association (NSTA) national conference. The 20XX NSTA national conference will be held in [insert date].

For many years the National Science Teachers Association (NSTA) has provided the NARST membership with the opportunity to give presentations at their meetings. The NARST Research Committee has developed a set of criteria that will aid in the selection of NARST sponsored presentations at NSTA. The criteria are intended to help the Research Committee select presentations that will be relevant to the NSTA community and bridge the research and practice gap.

SOLICITATION LETTER FOR NARST SPONSORED PRESENTATIONS AT NSTA
REGIONAL CONFERENCES

Dear Colleague,

Each year, NARST is able to sponsor two hours of programming at each of the three NSTA regional meetings. In responding to the 20XX solicitation for NARST proposals, you indicated an interest in presenting your work at a NSTA regional meeting. We encourage scholars to prepare a version of the work they will present at the 2010 NARST conference specifically geared toward a practitioner audience. The NSTA presentation should be related to your NARST proposal, but the NSTA presentation may have a different focus and title. Please consider submitting a proposal for presenting at one of the 2010 regional meetings: XXXXX (date); XXXXX (date); and XXXXX (date). In order to apply, submit the NARST proposal associated with your presentation along with the attached form providing information specific to the NSTA presentation.

Proposals will be reviewed by the NARST Research Committee. The Research Committee will make selections based on the potential for the presentation to bridge gaps between theory and practice and research and practice as well as the extent to which the presentation will address the concerns and needs of practitioners. In order to be reviewed, proposals should be submitted to XXXXX via email (email address), Chair of the Research Committee, by February 10.

NARST Research Committee

XXXXXX

SUPPLEMENTAL PROPOSAL INFORMATION

NARST Sponsored Sessions at NSTA Regional Meetings

To propose a NARST sponsored session at a NSTA regional meeting, submit this completed form and the full NARST Proposal to XXXXX (email) by date.

Authors (Institutional Affiliation):

Contact information for *first Author*

Mailing Address:

Phone number:

Email address:

Presentation Title (*The title does not have to be the same as the NARST title*):

Identify the 20XX NSTA Regional Conference(s) at which you would like to present:

XXXXX (date) XXXXX (date) XXXXX (date)

In no more than one page of text, indicate how this presentation would help bridge the gaps between theory and practice and research and practice. Also, discuss how the presentation would address the concerns and needs of practitioners.

NARST RESEARCH COMMITTEE ADMINISTRATIVE SESSION REVIEW SHEET

Rater: _____

Proposal Author(s):	
Proposal Title:	
Criteria	Rating: 1-5 (1 is low; 5 is high)
Focus: Degree to which the session focuses on issue(s) related to the advancement of science education knowledge and practice and/or methodology in	
Relation to Conference Theme: Degree to which the session is related to the conference theme <i>Awakening Dialogues: Advancing Science Education Research, Practices, and Policies</i>	
Systemic Importance: Degree to which the session addresses an issue that is of systemic importance to the field of science education	
Interest: Degree to which the session is of interest to science education Researchers	
Uniqueness: Degree to which the session addresses issue(s) in new and distinctive ways	

Average	
Strengths:	
Weaknesses:	
Other comments:	

Rank Order: _____

NARST SPONSORED NSTA SESSIONS REVIEW SHEET

Rater:

Proposal Author(s):	
Proposal Title:	
Criteria	Rating: 1-5 (1 is low; 5 is high)
A. Addresses theme(s) relevant for the teaching and learning of science	
B. Bridges gaps between theory and practice and research and practice	
C. Addresses concerns and needs of practitioners	
D. Is interactive and designed to engage audience	
E. Provides materials or ideas that can be used with little or no modification by teachers, teacher educators, or administrators	
F. Has a title and abstract that will attract a wide audience	
G. NARST proposal evaluation score: 5.0-4.5 --> rating 5 4.4-4.0 --> rating 4 3.9-3.5 --> rating 3 3.5-3.0 --> rating 2	
Average	
Strengths:	
Weaknesses:	
Comments:	

SANDRA K ABELL INSTITUTE FOR DOCTORAL STUDENTS

REQUEST FOR PROPOSALS TO HOST THE SANDRA K. ABELL INSTITUTE FOR DOCTORAL STUDENTS

NARST is soliciting proposals to host the 20XX Sandra K. Abell Institute for Doctoral Students. The purpose of the Sandra K. Abell Institute for Doctoral Students is to support the education and professional development of doctoral students involved in the study of science education.

BACKGROUND & GOALS

NARST sponsored the first institute for doctoral students in 2009, and the first Abell Institute in 2011. Based on the success of this initial offering, the organization committed to sponsor future institutes on a biennial basis. Organizers of the 2009 event created a model for the organization and structure of the institute based loosely on the European Science Education Research Association (ESERA) Summer School. Central to this model is a week-long event that provides opportunities for science education doctoral students and established researchers from diverse programs to share perspectives, discuss current research, and collaborate. The established researchers, most likely faculty members, serve as mentors for the students. Students and mentors interact through a variety of formats including small groups dedicated to the discussion of student research projects, seminars and workshops. Proposers should plan to build from the successes of the models created for the 2009 and 2011 institutes but are encouraged to customize their proposals in order to maximize attainment of the institute goals. The following list identifies the primary goals for the Sandra K. Abell Institute for Doctoral Students. Proposers may supplement these goals with program-specific aims.

- Support development of doctoral student research practices including those related to research design, research methods and communication of research;
- Support doctoral student understanding of the science education research community and their positioning within the community;
- Develop networks of emerging and established researchers in science education.

FUNDING

NARST will provide up to \$25,000 to support the organization and implementation of the 20XX Abell Institute. These funds may not be used to pay for indirect operating expenses typical of many federal grants. Other sources of funding may include student fees and contributions from the host institution. The \$25,000 organizational contribution is meant to minimize costs for participating students. However, modest fees to be paid by students or their home institutions are likely necessary for successful implementation of the Abell Institute and may be helpful in ensuring that participants are committed to Abell Institute activities and expectations. Proposers are encouraged to seek additional support from the host institution. This support may come in the form of direct financial contributions and/or in-kind contributions of staff time, facilities, or other resources that support successful implementation of the Abell Institute.

PROPOSAL REQUIREMENTS

Proposals should be organized with the following components: *Program Description*, *Budget*, *Curriculum Vitae*, and *Supplemental Materials*.

Program Description

The Program Description should not exceed five pages including tables and figures. The Program Description should address all of the issues presented in the following list.

- Identify the organizer or organizing team and discuss the qualifications of this individual or group. Members of the organizing team should be current members of NARST.
- Identify the host institution. Discuss its capacity and commitment to host the Abell Institute.
- Discuss how the proposed event will meet the Abell Institute goals outlined in the introductory section of this call for proposals and any other aims specific to the proposed program.
- Present a plan for organizing and structuring the experience. This plan should identify foci for the Abell Institute as well as the structure(s) that will be used for organizing the event. Proposers should offer a model for how student and faculty participants will interact and present a tentative schedule of activities.
- Identify plans and procedures for recruiting and selecting both student and faculty participants. This discussion should explicitly highlight the number of students and faculty that are expected to participate.
- Describe facilities to be used as a part of the proposed Abell Institute. This description should include facilities that will be used for the group and mentoring activities central to the Abell Institute as well as lodging arrangements for student and faculty participants.
- Present a plan for evaluating the Abell Institute.

BUDGET

The budget section must clearly identify expected expenses as well as sources and amounts of funding. Proposers should include evaluation expenses within the budget. The detailed budget should be accompanied by a budget justification.

Curriculum Vitae

A two-page curriculum vitae (CV) should be included for each member of the organizing team. The CV should highlight the individual's research and mentoring experiences.

Supplemental Materials

Proposals may include supplemental materials that provide evidence of capacity for successful implementation of the Abell Institute. For example, proposers are encouraged to submit a letter indicating institutional support from the host institution.

ADDITIONAL REQUIREMENTS

The individual or team that hosts the 20XX Sandra K. Abell Institute for Doctoral Students will be expected to submit an interim report on planning and recruitment activities by March 15, 20XX. The individual or team will also be expected to submit a final report by October 1, 20XX. The final report must include results of the evaluation efforts, the

plans for which are identified in the proposal. The interim and final reports should be submitted to the Chair of the Research Committee. These reports will be reviewed by the NARST Research Committee and the Board of Directors. The final report will be made available to the NARST membership, and proposal teams for future Abell Institutes will be encouraged to review this report.

SUBMISSION INFORMATION

Proposals should be prepared and submitted electronically. Organizing individuals or teams should prepare proposal materials in a single pdf document. If it is not possible to include a Supplemental Material resource within the primary proposal file, it may be submitted separately as an electronic document. Proposal files should be submitted via email to the Chair of the NARST Research Committee (XXXXX, email). Proposal files should be labeled using with the last name of the lead proposer followed by “Abell2011” (e.g., “Sadler.Abell2011”). If a supplemental file is required a similar format should be used for labeling (e.g., “Sadler.Abell2011.supplement1”).

To be granted full consideration, proposals should be submitted by August 1, 20XX.

REVIEW PROCESS & CRITERIA

The NARST Research Committee will review all proposals and forward a recommendation to the NARST Board of Directors for final approval. In reviewing proposals, the Research Committee will consider the following criteria: qualifications of the organizers, host institution’s capacity and demonstrated commitment to host the Abell Institute, potential to meet Abell Institute goals, organization and structure of the proposed program, plans for recruiting and selecting student participants, plans for recruiting and selecting faculty mentors, proposed site and facilities, evaluation plan, and budget plans. The NARST Research Committee and Board of Directors may contact proposers to request additional information or to suggest changes to the Abell Institute as proposed. Proposers are encouraged to examine the review rubric that will be used in the evaluation process.

RESOURCES TO SUPPORT PROPOSAL DEVELOPMENT

In conducting and evaluating the first doctoral student institute, the University of Missouri organizing team, the NARST Research Committee, and Board of Directors learned a great deal. In some cases, these groups developed new understandings of successful approaches; in other cases, the groups identified challenges. Absolute solutions to these challenges may not exist, but organizers of future events will likely benefit from their identification. Findings, lessons learned, and recommendations are presented in two reports both of which are available to the NARST. The first document is the final report prepared by the 2009 organizing team; the second document is the formal evaluation report prepared by the Research Committee. All proposers are encouraged to review these reports carefully.

Review Rubric for Sandra K. Abell Institute for Doctoral Students Proposals

Proposal Team: _____

Host Institution: _____

The proposal evaluation process will be guided by several criteria each of which will be scored by raters using a point system. Please note that criteria have variable point values. Higher scores indicate a better rating.

Review Criterion (Available points)	Score	Rater Comments
Qualifications of the organizer(s) (20)	/20	
Host institution: capacity and demonstrated commitment to host the Abell Institute (20)	/20	
Potential to support development of doctoral student research practices including those related to research design, research methods and communication of research. (10)	/10	
Potential to support doctoral student understanding of the science education research community and their positioning within the community (10)	/10	
Potential to develop networks of emerging and established researchers in science education (10)	/10	
Organization and structure of the proposed program (20)	/20	
Plans for recruiting and selecting student participants (10)	/10	
Plans for recruiting and selecting faculty mentors (10)	/10	
Suitability of the facilities (10)	/10	
Evaluation plan (10)	/10	
Budget plans (including reasonable student expenses) (20)	/20	
Total	/150	

4. Any other comments before you begin

CRITICAL FRIENDS PHOTO RECOGNITION ALBUM OR CRIF-RIPH-RECAL

Name _____ Date _____

These pages will help us evaluate the effectiveness of the “critical friends” goal of the 2013 Sandra K. Abell Summer Institute. Please keep a copy to jot notes into as you meet your colleagues. I am asking you to send me this form before and after the Institute. Please write about your personal knowledge of each of those you will meet (or have met) without using any other resources. There are 4 pages of photos. Please save on your computer for your own reference and email a copy back to me. – Thank you again for sending in your photos so that we can use this tool.

- 1) **For each photo, jot down the person’s name, if you know it**
- 2) **Note briefly what the person’s science education interest is**
- 3) **Note how you might connect professionally (linkage, collaboration of any sort)**

*Insert mentor picture here	*add additional cells as needed

WORKING NOTES WITH YOUR MENTOR(S)

<p>Tuesday, July 16 (insert new date)</p> <p>What did you gain from interacting with your mentor and group today?</p>	<p>What would you like to follow up on?</p>
<p>Wednesday, July 17</p> <p>What did you gain from interacting with your mentor and group today?</p>	<p>What would you like to follow up on?</p>
<p>Thursday, July 18</p> <p>What did you gain from interacting with your mentor and group today?</p>	<p>What would you like to follow up on?</p>
<p>Friday, July 20</p> <p>What did you gain from interacting with your mentor and group today?</p>	<p>What would you like to follow up on?</p>

POST PARTICIPATION SURVEY-STUDENTS

On a scale of 1-6, where 1= not useful and 6 = extremely useful, how useful would you rate the following activities? Please mark an “x” in the box for your rating.

	1	2	3	4	5	6
Initial presentation of your work (on the first day)						
Critical friends group meetings						
Individual meetings with mentors from your team						
Individual meetings with mentors not on your team						
Faculty talks						
Presentations (lunch time and beyond)						
Time spent working alone						
Walks from GW to AAAS in the morning						
Group dinners						
Visit to Capitol Hill						
Preparation of NARST proposal						

Please rate the institute’s impact on the following skills, knowledge and abilities, where 1 = no positive impact and 6 = extensive positive impact.

	1	2	3	4	5	6
My ability to develop an effective literature review						

My ability to develop a theoretical framework for my study					
My ability to develop a rationale for my study					
My ability to develop high quality research questions					
My ability to clearly describe the methodology (theory of method) and research methods					
My ability to develop a plan for collecting data					
My ability to align theoretical framework and research questions					
My ability to align research questions and methods					
My ability to communicate my research					
My understanding of the science education research community					
My research connection to policy					
My research connection to practice					

Please rate the following statements where 1 = strongly disagree, 2= disagree, 3= agree, 4= strongly agree

	1	2	3	4
The Institute changed the way I will conduct my dissertation research				
The Institute allowed me to create a new network with science education colleagues				
The Institute made me feel more a part of the science education research community				
The Institute increased my confidence as a researcher				
The Institute increased my ability to talk about my research to others				

The Institute made me feel less isolated in my endeavors as a researcher

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Please rate the quality of the following aspects of the Sandra Abell Institute, where 1= unacceptable quality and 6= outstanding quality.

	1	2	3	4	5	6
Accommodations						
Lunches						
Snacks and drinks						
AAAS meeting facilities						
Internet access						
Dinners						

Open-ended questions.

1. What aspect of the Institute did you find to be most useful to you? Why?

2. What aspect of the Institute did you find to be least useful for you? Why?

3. What recommendations do you have regarding the schedule of activities and sessions for future Institutes?

4. What recommendations do you have regarding the role of the mentors in future Institutes?

5. In what ways did the Institute most influence your research project?

6. In what ways did the Institute most influence you as a researcher?

7. What impact do you think participation in the Institute will have on your career?

8. If there were one type of activity that you wished the Institute spent more time on, what would it be and why?

9. If there were one type of activity that you wished the Institute spent less time on, what would it be and why?

10. Please write any other comments that you think would be helpful in planning for future Institutes.
 Questions for Mentors (By email)

PRE-INSTITUTE WEEK

1. What led you to apply for the SA Institute this year?
2. What do you expect to learn from your participation?
3. What did you have to arrange in your life to participate for the Institute's week?

POST-INSTITUTE WEEK

1. What were the highlights of your mentoring role at this summer's Institute?
2. What changes would you suggest to improve the experience and why?
3. What are things we should continue? (added by one mentor)

SAMPLE OVERVIEW OF SKA-SRI JULY, 20XX

	Monday-15	Tuesday-16	Wednesday-17	Thursday-18	Friday-19	Saturday-20
8:00 am	Breakfast-downstairs	Leave for AAAS	Leave for AAAS	Leave for AAAS	Leave AAAS	Leave Washington DC
9:00 am		Overview of week; group assignments; Critical Friends Group	Developing proposals; Critical Friends Group	Visit to Capitol Hill	Overview; Feedback on proposals	
10:00 am						
11:00 am		Faculty Talks: Alicia & Jan	Faculty Talks: Brian & Gale	Faculty Talks: Angie & Tali	Faculty Talks: Anat & Julie	
Noon	Mentor meeting and Lunch/ Students on their own	Lunch-Jodi Peterson, NSTA	Lunch	Lunch- Jay Labov, NSTA	Lunch- Ann Culter, NSTA	

1:00 pm		Connecting to Practice: AAAS	Meet a Mentor	Meet a Mentor	Feedback on proposals;	
2:00 pm		Curriculum & Assessment	Meet a Mentor/ Writing time	Critical Friends Groups & work on writing proposals	Work on presentations;	
3:00 pm	Arrive at GWU by this time	Critical Friends Group	Writing in Critical Friends Groups – Proposal due for group review		Closing presentations; Final reminders	
4:00 pm			Next Generation of Standards & Other initiatives – Dr. Joe			
5:00 pm	Name tags, Abell Institute scavenger hunt, pictures of participants	Recap and walk to dinner	Return to GWU	Recap and walk to dinner	Return to GWU	
6:00 pm	Opening Dinner & Welcome	Group Dinner	Group Dinner	Mentor “thank you” dinner; Graduate students dine on their own	Gala Dinner	

PURPOSE:

The broad purpose of the RIG is to advance the mission of NARST by maintaining the rigor of science education studies and the validity of their findings, as well as promoting more standardized research practices across the organization such that we are better able to learn from and synthesize each other's work. The intent is that these outcomes will, in turn, allow us to keep advancing the field and maintain the relevance of our research to improving science teaching and learning. More specifically, our goal would be to facilitate learning of and discussion about philosophical (i.e., ontological, epistemological) issues related to research methodology, as well as about recent developments and best methodological practices for science education research. The RIG will focus on methods and their applications in both the qualitative and quantitative traditions.

Long Term Contact: Joseph A Taylor (jtaylor@bscs.org/719.219.4104)

CHAIR SELECTION AND ROTATION:

Joseph A Taylor volunteers to be the chair between now and the 2014 conference. At that time Joseph A. Taylor will seek nominations for a co-chair that would remain in the position with Joseph for 3 years. If one nomination is received, that person will become the co-chair. If multiple nominations are received, there will be an election. Prior to the 2017 meeting, nominations will be sought for two new co-chairs and elections will be held if 3 or more nominations are received. Nominations will be accepted from members who have participated in the RIG for the previous three years. One of the initial co-chairs will agree to serve as advisor to the new co-chairs for a one-year transition period (2017-18) into the new 3-year term. This transition mechanism will continue for future changes in the chair position.

ADMINISTRATIVE STRUCTURE:

In addition to co-chairs, the RIG will seek nominations for a “communications officer” that will take minutes, disseminate announcements, and help coordinate the activities of the RIG.

Should the work of the RIG grow and evolve such that subcommittees are needed to best utilize the human resources of the RIG membership, volunteers for committee chairs will be sought from the RIG co-chairs. The RIG co-chairs will conduct quarterly phone meetings with committee co-chairs throughout the year to provide input and monitor progress.

POTENTIAL PLANS OF ACTION:

Initial meetings of the RIG will be somewhat exploratory as the purpose of these meetings will be to surface the most salient methodological issues in our work. After this preliminary work, we envision the RIG proposing symposia, pre-conference workshops, and other sessions to the Research Committee on both broad and specific methodological topics.

One example of a near-term idea is for the RIG to conduct a pre-conference workshop toward the goal of helping NARST researchers learn from, build upon, and synthesize each other's work. This can be thought of as increasing the coherence of our body of knowledge through appropriate standardization in research reporting practices. The title could be something like: Toward More Consistent Quantitative Approaches in Science Education Research. In such a workshop, we could share with participants trends in quantitative research reporting practices in science education journals, note the diversity of approaches that are used for a given research question, and suggest some recommended practices for statistical reporting where the recommendation comes from the perspective

of practices being the most replicable, rigorous, and accessible to the broadest set of audiences. We at BSCS have collected extensive information on research practices as part of our NSF-funded meta-analysis of science education effect sizes of which I am the Principal Investigator (NSF DRL#1118555). After sharing findings about common reporting practices and making some recommendations thereof, the workshop participants would engage with real data sets to see how some of the recommendations are applied. Finally, participants would be encouraged to assess the strengths, limitations, and other implications of implementing the recommended practices.

To develop session and workshop ideas such as the one proposed above, the RIG will meet at each annual conference, with the administrative team (and other RIG members as appropriate) meeting quarterly between conferences.

MEMBERSHIP AND ELECTIONS COMMITTEE

DOCUMENTS AND SAMPLE LETTERS FOR MEMBERSHIP AND ELECTIONS COMMITTEE

MENTOR/MENTEE SAMPLE INVITATION

We invite all new NARST members and experienced NARST members to participate in a Mentor/Mentee program and special NARST session at the Annual International Conference. To aid new members in the navigation of the NARST community and conference, we match newer members (mentees) with more seasoned members (mentors) to engage in discussion to help launch or expand professional networks. Mentors and mentees are encouraged to communicate before and during the Annual International Conference and then participate in this informal discussion session during the conference. We encourage all NARST members who are early in their professional career to attend this session. We encourage all experienced NARST members to consider sharing their wisdom and experience by being a mentor.

Are you a new member to the NARST community? Do you have questions about how to get the most out of your conference experience? Do you have questions about how to get involved in NARST committees? Do you want to begin networking with others in your field and in the broader NARST community? Please sign up as a mentee, and we will match you with an experienced NARST member to help mentor you through the early phases of your NARST career.

Are you an experienced member in the NARST community? Would you like to help the newer members get the most benefit from their conference experience? Can you show them how to navigate the program and conference events? Can you answer questions about sessions, committees, and ways to get involved in the association? We need experienced NARST members who want to continue making a difference in the association by helping build and foster our new membership. If you would like to serve as a mentor for a new NARST member, please sign up. We will match you with a mentee before the conference.

To Sign Up

Please mark all appropriate responses with an X:

(1) I would like to participate this year as a ___ Mentor ___ Mentee

(2) I would prefer to work with someone in one of the following research areas:

- ___ 1. Science Learning, Understanding and Conceptual Change
- ___ 2. Science Learning: Contexts, Characteristics, and Interactions
- ___ 3. Science Teaching—Primary School (Grades preK-6)
- ___ 4. Science Teaching—Middle and High School (Grades 5-12)
- ___ 5. College Science Teaching and Learning (Grades 13-20)
- ___ 6. Science Learning in Informal Contexts Cultural, Social, and Gender Issues
- ___ 7. Preservice Science Teacher Education
- ___ 8. In-service Science Teacher Education
- ___ 9. Reflective Practice
- ___ 10. Curriculum, Evaluation, and Assessment
- ___ 11. Cultural, Social and Gender Issues
- ___ 12. Educational Technology
- ___ 13. History, Philosophy and Sociology of Science
- ___ 14. Environmental Education
- ___ 15. Policy

(3) Optional. If you have any additional special requests to consider in matching mentor/mentee pairs, please describe: _____.

Once you have completed this short questionnaire, click on the SEND button to return to XXXXX,

XXXXX, Chair, Membership Committee

NOMINATION PROCEDURE:

In accordance with the NARST Bylaws, Article IV, Section 9:

The Election Committee shall propose to the Board a slate of at least two nominees for each vacant position, except that the Committee may, should it so choose, propose only one candidate for the office of Secretary-Treasurer.

Association members may offer potential nominees for the consideration by the Election Committee by forwarding a petition to the Chair(s) of the Election Committee. Each petition must be signed by at least ten (10) Association members.

To ensure nominations are in compliance with the Bylaws, please take note of the eligibility requirements in Article IV, Section 5:

- Only members in good standing are eligible to serve as a Director or Officer of the Association.
- A nominee for President-elect must have served previously on the Board and have been a member of the Association for a minimum of ten (10) years). A candidate for President-Elect who has not served on the Board, but who has been a member of the Association for a minimum of ten (10) years, must have the nomination endorsed by at least ten (10) NARST members.

How to Complete a Nomination Packet

To complete a nomination packet, each candidate must deliver the following materials to the NARST Executive Director.

1. A Letter of Nomination

This letter is written by the nominator (or self-nominator), proposing why the candidate should be considered for office. This letter can address how the potential candidate is qualified to be the nominee for President-elect or for a position on the Board of Directors. This requirement is waived for self-nominators.

2. A completed Nomination Form.

These forms are also available on the NARST website [www.narst.org]

3. A Written Statement of Qualification

This is a letter from candidates explaining why they consider themselves qualified for the position being considered (1 page limit).

4. Nominee's *curriculum vita*: full CV for President-elect; modified 2-page CV for Board.

5. 10 written endorsements (can be emails from 10 NARST members indicating support of the nomination).

Due date for complete packets: **June 28, 20XX**

For more information about the timeline associated with elections, we have provided the following timeline of the elections process.

20XX-20XX Election Timeline

Activity	Timeline
Call For Nominations	May 22,
Deadline to Submit Nomination packets to the NARST Executive Director	June 28,
Completed Nomination packets are sent to the M & E Committee	July 18,
M & E Committee members submit nominations	July 19,
M & E Committee reviews packets and	August 16,

discusses and rates candidate's packets	
M & E Committee discussion and vote on final slate of candidates to recommend to the Board	August 19,
All nominees contacted by M&E Chair about their continued willingness to run for office	August 29,
M & E Chairs submit recommendations to the Board for approval (<i>included in Board Report</i>)	September 10,
Board Votes on recommended slate	October Board Meeting TBD
NARST elections open (<i>Call for electronic voting sent to membership by Executive Director</i>)	January 14,
NARST elections closed	February 4,

All completed packets received by the due date will be forwarded to the Membership and Elections Committee for review. Incomplete packets will not be reviewed.

SELECTION OF NOMINEES PROCEDURE

After the applications are received, the members of the Membership and Elections Committee will convene to review the applications. Our goal is to provide the membership with a minimum of 2 candidates per available position. The Committee uses a rubric to assess each candidate's application package based on 4 criteria: (1) Research & Teaching Record, (2) Participation at the Annual Conference, (3) History of leadership in NARST, and (4) Potential leadership in NARST. The rubric will be provided to all applicants. Upon reviewing the candidates and collecting the scores from the Committee members, the candidates with the top combined rubric scores will be selected for candidacy. At that time, the Membership and Elections Committee will propose the top candidates to the NARST Board of Directors for approval.

Thank you for your careful consideration and active participation in the nomination and election process.

NARST NOMINATION FORM

To provide basic information regarding each NARST applicant, please use the space below to provide basic information regarding your desire to become a nominee for the upcoming NARST election. Please be sure to include the following in your application package:

6. A Letter of Nomination

This letter is written by the nominator (or self-nominator), proposing the candidate is considered for office. This letter can address how the potential candidate is qualified to be the nominee for President-elect or for a position on the Board of Directors.

7. A completed Nomination Form. (*This document*)

These forms are also available on the NARST website [www.narst.org]

8. A Written Statement of Qualification

This is a letter from candidates explaining why they consider themselves qualified for the position being considered (1 page limit). This should include a statement of your vision for NARST.

9. **Nominee's *curriculum vitae***: full CV for President-elect; modified 2-page CV for Board
10. **10 written endorsements** (can be emails from 10 NARST members indicating support of the nomination).

APPLICATION INFORMATION

Name

University

Address

City

State Zip Code

Country

Phone

E-mail

1. **Describe your qualifications to be a nominee for the NARST Board or President-elect positions.**
2. **Describe any past committees, or volunteer activities you completed in service of NARST at the annual conference.**
3. **Describe how your professional history prepares you for leadership.**
4. **Describe your history working with NARST that involved work beyond that involved in the annual conference.**

Completion Checklist

1. **Did you include your Letter of Nomination? (Not required for self nominators.)**
2. **Did you include your Curriculum Vitae?**
3. **Did you include your Qualification Statement?.**
4. **Did you include 10 written endorsements (can be e-mails)?**

ASSESSMENT RUBRIC FOR ELECTIONS

(President-Elect & Board Members)

Overview

The rubric below provides an overview of the criteria to analyze the candidates for elected Board of Directors positions and the President-elect position. In your review of the candidate's application package, please review the application by using the rubric and offer notes.

Special Note: nominee for President-elect must have served previously on the Board OR been a member of the Association for a minimum of 7 of the past 10 years. [YES / NO]

Item #1: Research Record*		
<i>Score 1</i>	<i>Score 2</i>	<i>Score 3</i>
CV demonstrates a research record that establishes a <i>history of research</i> <u>and/or</u> teaching scholarship.	Has a research record that establishes a history of publication and research in <i>the most prominent science education journals</i> (based on ISI impact factor <u>and/or</u> teacher audience).	Has a record of <i>distinguished scholarship</i> and leadership in the science education community as indicated by awards and citation record.

Notes regarding the candidate's record of distinction:		

*The intent of the options (“and/or”) is to value research contributions from different types of institutions (e.g., research and/or teaching institutions).

**Example Research Journals – *Journal of Research in Science Teaching, International Journal of Science Education, Science Education, Science Education*. Example Practitioner Journals – *Journal of Science Teacher Education, The Science Teacher, Science and Children, Science Scope, Journal of College Science Teaching*.

Item #2: History of Participation* at the NARST Annual International Conference		
<i>Score 1</i>	<i>Score 2</i>	<i>Score 3</i>
The candidate has <u>participated</u> in NARST for 1-2 of the past 5 years.	The candidate has a record of <u>participation</u> in NARST for 3-4 of the past 5 years.	The candidate has a record of <u>participation</u> in NARST for each of the past 5 years
Notes regarding candidate's attendance at the NARST Annual International Conference.		

* Participation can include research presentations, organizing symposia and workshops, reviewing proposals, serving as discussant or presider.

Item #3: Record of Leadership Contribution to NARST		
<i>Score 1</i>	<i>Score 2</i>	<i>Score 3</i>
The candidate has a record of <i>some</i> version of <u>leadership</u> in NARST in 1-2 of the past 5 years	The candidate has a record of <u>consistent</u> and <u>regular</u> leadership in NARST in 3-4 of the past 5 years	The candidate has a record of consistent and regular leadership in NARST that includes serving as <u>Chair, Strand Coordinators, Board Member, JRST editor/Associate Editor or other executive position. Some aspect of leadership should have been demonstrated</u> in each of the past 5 years.
Notes regarding candidate's leadership contribution to NARST:		

Item #4 : Potential Leadership in NARST		
<i>Score 1</i>	<i>Score 2</i>	<i>Score 3</i>
The candidate's statement provides a <u>description</u> of their potential contribution.	The candidate's statement provides a clearly articulated vision of a potential contribution that is aligned	The candidate's statement provides a clearly articulated vision of a potential contribution that is both

	with the NARST mission. .	aligned with the NARST mission and <i>innovative</i>
<i>Notes regarding candidate's potential leadership in NARST:</i>		

LETTER #1: OFFER TO BE ON THE SLATE FOR THE BOARD OF DIRECTORS

Name and address of candidate

Dear,

On behalf of the Membership and Elections Committee, I would like to invite you to be considered as a candidate for the NARST Board of Directors commencing at the Annual International Conference in XXXX.

There will be six candidates and three persons will be elected to the Board. The open positions on the Board are XXXXXXXXXXXXXXXXXXXX.

Membership of the Board requires attendance at three Board meetings – one prior to the Annual International Conference, one following the Annual International Conference, and one in October. Expenses are provided for the October meeting only. Members of the Board of Directors chair committees and take a leadership role in the Association.

Thank you for your consideration. I look forward to hearing from you at your earliest convenience.

Chair

LETTER #2: SENT TO CANDIDATES BY PAST-PRESIDENT AFTER THE OCTOBER BOARD MEETING

Name and address of candidate

Dear (Board of Directors Candidate):

At its October meeting, the NARST Board of Directors approved the slate of officers proposed by the Membership and Elections Committee. Now it is official - you are a candidate for the NARST Board of Directors.

As a candidate, you have the opportunity to place a digital photograph and a statement of about 250 words for the electronic ballot that will help NARST members make informed choices in the election. I have attached a copy of last year's statements for your perusal. The Executive Director (include email address) should receive an electronic version of your statement and photograph no later than 15 November.

The April 20XX Board Meeting has been scheduled for XXX and XXX. If elected, you will be expected to attend these meetings, so please plan accordingly.

The Board also meets once on the third weekend of October; that meeting is scheduled for XXX. The attached list of Board Member responsibilities should help you understand the expectations, should you be elected.

Thanks again for agreeing to stand for election.

Sincerely,

Chair

Enclosure: Board Member Responsibilities

Board Member Responsibilities

1. Attend and participate in Board meetings

- Attend entire Board meeting—October (third weekend in October) and Spring (two sessions, one prior to the Annual International Conference and one following the Annual International Conference). NOTE: New Board members are expected to attend the Board meeting prior to the Annual International Conference, although they do not have voting rights until the Board meeting following the Annual International Conference.
 - *Confidentiality of Board Members*: At times the Board will go into closed sessions. It is critical that the substance of these sessions be kept confidential.
- Take part in conference calls
- Respond to email conferences and votes

- Attend NARST Awards Luncheon and Business Meeting, at the Annual International Conference.
2. Chair Committees
 - Chair one or more NARST Standing Committees
 - Set agendas for and oversee committee meetings at Annual International Conference
 - Meet with committee via email as needed throughout the year
 - Delegate committee work to members
 - Ensure that committee work is completed and deadlines met
 - Keep committee members informed of meetings, Board decisions, etc.
 - Write committee reports for fall and spring Board meeting books
 - Propose discussion items and motions based on committee meetings at the Board meeting
 3. *Ad hoc* Committee
 - Chair or serve on ad hoc committees as requested by the President (examples include JRST Editor Search Committee; Executive Director search committee)
 4. Represent NARST
 - Serve as liaison between NARST members and Board
 - Represent NARST at other professional meetings
 - Seek ways to further the interests of the association

LETTER #3: SENT TO ELECTED BOARD MEMBERS BY EXECUTIVE DIRECTOR

Dear “new Board member”,

As the Executive Director of NARST, it is my pleasure to inform you that the election results have been tallied and you have been elected as a member of the Executive Board for a period of three years (Annual International Conference, XXXX- Annual International Conference XXXX). Congratulations on such a deserving accomplishment!

Your Board member responsibilities are outlined in the attached statement. In terms of this year’s Annual International Conference, your responsibilities are as follows:

1. Attend the first Board meeting on XXXX at XXXX (dinner provided). During this meeting your role will be as guest and observer. You are welcome to participate in the discussion but cannot yet make, second, or vote on motions.
2. Attend committee meetings for any committee(s) you are assigned to chair. The outgoing chair will conduct the meeting. President-elect XXXX will correspond with you about potential committee assignments prior to the meeting.
3. Attend NARST Awards Luncheon (seated at one of the reserved tables) and the Business Meeting
4. Attend the second Board meeting on XXXX from XXXX (breakfast and lunch provided). You will have full voting rights at this meeting and will be asked to present a brief summary from your committee meetings.

Congratulations again, and see you in xxx!

Sincerely,

NARST Executive Director

Attached: Board Member Responsibilities

NARST Mission Statement

LETTER #4: SENT BY EXECUTIVE DIRECTOR TO UNSUCCESSFUL CANDIDATES TO THE BOARD

Dear "name"

The NARST election results have been tallied, and I am very sorry to inform you that your nomination to the Executive Board has not been successful.

As Executive Director of NARST, I sincerely thank you on behalf of the Board and the membership for taking the time, effort, and commitment to be a candidate.

I look forward to seeing you in XXXXXX. Best wishes for continued success in your science education research, teaching, and service efforts.

Sincerely,

Executive Director

LETTER #5: OFFER TO BE ON THE SLATE FOR PRESIDENT-ELECT

Name and address of applicant

Dear,

On behalf of the Membership and Elections Committee, I would like to invite you to be considered as a candidate for the NARST President-elect commencing at the Annual International Conference in XXXX.

There will be two candidates and one person will be elected.

The Membership and Elections Committee believes that you would be an ideal candidate for this position.

Thank you for your consideration.

Past President

LETTER #6: APPROVAL TO BE ON THE SLATE FOR PRESIDENT-ELECT

Name and address of applicant

Dear (Presidential Candidate):

At its October meeting, the NARST Board of Directors approved the slate of officers proposed by the Membership and Elections Committee. Now it is official - you are a candidate for the NARST President.

As a presidential candidate, you have the opportunity to place a statement in the ballot that will help NARST members make informed choices in the election. I have attached a copy of last year's statements for your perusal. Please send the Executive Director, Bill Kyle, the text of your statement no later than 15 November.

The April 20XX Board Meeting has been scheduled for XXX and XXX. If elected, you will be expected to attend these meetings, so please plan accordingly.

Thanks again for agreeing to stand for election.

Sincerely,

Name

Chair

Graduate Student Position Description

Position Description

As currently constructed, the NARST Graduate Student Representative is a 2-year appointed position to serve on the NARST Board of Directors as an *ex officio* member. Ex officio members of the Board and of its committees may participate fully in Board discussions and deliberations, but they do not possess voting rights. The graduate student holding this position will serve to ensure graduate student viewpoints are represented in the discussions leading up to decisions being made by the NARST Board.

Responsibilities of the position involve soliciting graduate student concerns, reporting Board decisions to the graduate students, and working to further the goals of NARST. The purpose of this Board position is to ensure graduate student voices are heard by the organization and to contribute positively to the governance of NARST.

Date of Appointment

The successful individual will be appointed to the NARST Graduate Student Representative position as of the meeting following the final day of the 2013 Annual International Conference. The appointment to the NARST Board will end with the Awards Luncheon at the NARST Annual International Conference in 2015.

Duties

- Participates in NARST activities including meetings at the NARST Annual International Conference held annually, an annual fall business meeting, and electronic communications with the board through the year.
- Participates in the planning of Graduate Student Forum and the Graduate Student and Early Career Scholars Social Event at the NARST Annual Conference.
- Serves as a liaison between the NARST Board of Directors and NARST Graduate Student Members.

Qualifications

Graduate student applicants must be current members of NARST, with sufficient knowledge of and leadership in furthering NARST's mission and improving science education through research.

GRADUATE STUDENT REPRESENTATIVE

POSITION DESCRIPTION

As currently constructed, the NARST Graduate Student Representative is a 2-year appointed position to serve on the NARST Board of Directors as an *ex officio* member. Ex officio members of the Board and of its committees may participate fully in Board discussions and deliberations, but they do not possess voting rights. The graduate student holding this position will serve to ensure graduate student viewpoints are represented in the discussions leading up to decisions being made by the NARST Board.

Responsibilities of the position involve soliciting graduate student concerns, reporting Board decisions to the graduate students, and working to further the goals of NARST. The purpose of this Board position is to ensure graduate student voices are heard by the organization and to contribute positively to the governance of NARST.

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Duties

- Participates in NARST activities including meetings at the NARST Annual International Conference held annually, an annual fall business meeting, and electronic communications with the board through the year.
- Participates in the planning of Graduate Student Forum and the Graduate Student and Early Career

Scholars Social Event at the NARST Annual Conference.

- Serves as a liaison between the NARST Board of Directors and NARST Graduate Student Members.

Qualifications

Graduate student applicants must be current members of NARST, with sufficient knowledge of and leadership in furthering NARST's mission and improving science education through research.

APPLICATION PROCESS

Applicants had to submit an up-to-date *curriculum vitae* and a cover letter that highlighted the applicant's knowledge and experience most beneficial to the position and a letter of support from the graduate program advisor.

Assessment Process

- The Membership& Elections Committee will consider all applications and will assess them according to the following criteria: 1. Graduate Student Record. 2. Past Contributions to NARST. 3. Potential Contribution to NARST. 4. Potential Contribution to NARST. 5. Potential Leadership in NARST.
- The Research Committee will recommend its choice of candidate to the Board, which will make the final decision and appointment.
- Criteria for Adjudicating Applications for the NARST Graduate Student Representative Position
 - i. Graduate school record
 - ii. Past contributions to NARST
 - iii. Potential contributions to NARST
 - iv. Potential Leadership in NARST

Scale

Rate each applicant on each criterion using a scale of 0-3, 3 being the highest rating.

GRADUATE STUDENT ADVISORY COMMITTEE

Every two years, the NARST Graduate Student Board member appoints a TBD number of Graduate students to serve on an advisory committee to the Graduate Student Representative Board position. The

student member functions as a regular voting member of the Graduate Student subcommittee, which, at this time, resides under the Membership Committee.

Eligibility

Any Graduate Student who is an active member of the National Association of Research and Science Teaching NARST. Preference given to GSM who serves(ed) on other committees.

Term of office

The Graduate Student Member (GSM) will serve a two-year term beginning in September.

Time requirements

The estimated time required for the Graduate Student Member will be at least four hours every month plus one week annually to prepare for and attend regular GSM conference calls, media and email correspondence meetings, which may include consultation with board staff for background information related to agenda issues; additional time for handling other Board-related business; time to attend selected advisory group meetings; and the NARST annual conference.

Conference requirements

The GSM will attend the annual NARST conference meeting and will attend the GS committee meeting, forum and social events sponsored by the GS advisory committee.

Graduate Student Advisory Committee

SAMPLE APPLICATION

Name _____

E-mail Address _____

Mailing Address _____

Office Telephone Number _____

Cell Telephone Number _____

Country City County Zip Code

College/University

Advisors Name _____

Telephone Number _____

Dissertation Topic

Committees Served/ Year

Please list other NARST related activities (i.e. served as a reviewer, presented paper or poster)

Please email completed information form to:

NARST Graduate Student Board member

CHAIR (insert chair name)

20XX-20XX Student Member Application

chairname@xxxxx.com

Applications must be received by 5:00 p.m. on September X, 20XX

If you have any questions, please contact (chair)