

FACULTY DEVELOPMENT CONSTITUENT COMMITTEE CALL FOR PAPERS

Please note that this is the very first call of papers from the Faculty Development Constituent Committee. We would like to encourage anyone who has questions or concerns about submitting to this call to contact the program chair:

Stephanie Cutler: slc5822@psu.edu

The Faculty Development Constituent Committee (FDCC) seeks Paper, Special Session, and Workshop proposals on topics related to the FDCC's primary objectives. These objectives are: Furthering faculty development community discussion and plans toward addressing the community's emergent interests; Sharing knowledge relevant to our professions as faculty developers and faculty development programs; Generating ideas for collaborations in meeting challenges, interests, and goals; Laying a foundation for increased engagement and advancement as a community of practice and scholarship; and Aiding in the research-to-practice cycle through faculty development.

"Faculty Development" is a common term within academia to describe professions, practices, and initiatives which are intended to foster the professional learning and growth of educators. We as a committee subscribe to the spirit of this title rather than the letter, and include all educators who influence the learning of engineers along with those who have formal faculty appointments. We also honor the breadth of professions and roles that contribute formally and informally to the faculty development of engineering educators: administrators, educators, researchers, mentors, peers, as well as those with explicit roles as faculty developers.

One of the goals of the FDCC is to encourage innovative dissemination of research and practice through non-traditional presentations at ASEE. We encourage all authors to consider including different engagement strategies such as interactive discussions in their ASEE presentations, and to keep that goal in mind when writing your paper. Additionally, we also encourage you to collaborate with colleagues to create panels or special sessions that highlight research or practice around faculty and faculty development. If you are interested in a non-traditional session, please contact the FDCC Program Chair, Stephanie Cutler (slc5822@psu.edu).

There are three types of submissions: Paper, Special Session, and Workshop.

- **Papers:** Manuscripts that further the FDCC objectives stated above. There are four types of papers that will be considered:
 - **Work in Progress (WIP) Paper:** studies at an early to intermediate stage for which authors are seeking feedback from the community.
 - **Lessons Learned Paper:** These short papers should highlight practices that faculty developers would like to share with their colleagues. They should be short summaries of the practice and the lessons learned by the faculty developers.
 - **Research Paper:** Research studies, including relevant prior work and literature citations, methodology, and research results.

- Research paper topics may include, but are not limited to: faculty-centered studies that help explore the faculty experience; faculty perceptions of teaching, research, or service; studies about faculty developers and their experience
- Theory Paper: Review or theory-focused paper; must include relevant prior work and literature citations.
 - Theory paper topics may include, but are not limited to: theoretical models for change, faculty development, educational development; literature reviews and exploratory papers that bring forward or synthesize a new idea that is relevant to the faculty or faculty development profession and/or practice
- Evidence-Based Practice Paper: Instruction-focused paper about a faculty development project and its implications for other engineering faculty developers and faculty; consider including relevant prior work and literature citations, an outline of the practice, and any assessment results.
 - Evidence-Based Practice Paper topics may include, but are not limited to: Practice techniques across a variety of genres - workshop, consultation, facilitation, learning community, any intervention; highlighting effective research-to-practice translations; Center models, strategies, and organizational problem solving; the use of university data or local research in faculty development
- Panel Papers: In an effort to encourage more innovative presentations at ASEE, we are going to encourage informal panel sessions. To do this, you will need to seek out colleagues (use of the Engr-POD listserv is encouraged) who are willing to write a paper around a panel topic of your choosing. A panel may focus on similar practice or opinion (based by research) papers. Four-six authors will need to write independent papers, which will be peer reviewed. At the session, all authors will serve on a panel during the presentation time in place of traditional paper presentations. **You will need to identify the panel topic in the first sentence of your abstract.**
 - Panel paper topics may include, but are not limited to: Faculty Development Center models; Administrative concerns around faculty development; Structuring Communities of Practice; Strategies for encouraging faculty participation in faculty development

The type of paper (WIP, Lessons Learned, Research, Theory, Evidence-Based Practice, or Panel) MUST be identified in the first sentence of the abstract. All Papers will be “publish-to-present,” meaning:

- All abstracts and papers must be submitted through ASEE’s Monolith System.
- A favorable peer-review of a submitted abstract will lead to an invitation to submit a full paper. A favorable peer review of a submitted paper will lead to acceptance.
- Only accepted papers will be considered for inclusion in a Conference presentation.

- Presentation of the paper at the Conference is required for publication of the paper in the Conference proceedings. Formats for presentations are encouraged to be interactive. Presenters are encouraged to practice the strategies they are presenting about to engage the audience.
 - Authors of accepted Research, Theory or Evidence-Based Practice Papers can opt to present in a *poster session*, *traditional session set-up with encouraged interaction*, or in a *roundtable discussion session* with similarly themed papers.
 - All WIP and Lesson Learned papers will be assigned to a poster session to facilitate discussions.
- Special Sessions: 90-minute sessions with non-traditional formats occurring during the regular Conference program that explore a topic in depth. Special Sessions should have explicitly stated learning goals that cannot be met in a traditional paper presentation. Special sessions are 90 minutes in length. They do not require a paper submission. A limited number of FDCC Special Sessions will be accepted for the Conference program.
 - Workshops: 2-hour or 4-hour sessions on Wednesday of the Conference. Workshops provide attendees an opportunity to learn about a topic in depth and ways to apply the knowledge to their own settings.

Guidelines for Submissions

Abstracts and Papers Abstracts should follow the ASEE Abstract Format guidelines (<https://www.asee.org/documents/conferences/annual/2018/2018-Authors-Kit.pdf>). The abstract should contain sufficient information to enable reviewers to determine its suitability for presentation in the FDCC. The FDCC uses a blind review process when reviewing abstracts and papers, and it is the authors' responsibility to ensure that the requirements for blind review are met. Authors' names and institutions should not be included in the text, file name, or document properties of an abstract or paper submitted for review.

There are five categories of submissions: Work in Progress (WIP), Lessons Learned, Research, Theory, or Evidence-Based Practice. **YOU MUST INCLUDE THE TYPE OF PAPER YOU ARE PROPOSING IN THE FIRST SENTENCE OF YOUR ABSTRACT. (For example, "This research paper describes the study of..." or "This work in progress describes a proposal for studying...".) For panel papers, you must also include the panel topic for grouping by the program chair.**

- 1) Work in Progress (WIP): Studies that are at an early to intermediate stage for which authors are seeking feedback from the community. WIP abstracts should address the motivation and background of the work, methods, results (or anticipated results), and significance. **WIPs MUST also include the abbreviation "WIP: " at the beginning of the title.**
- 2) Lessons Learned: These short papers should highlight practices that faculty developers would like to share with their colleagues. They should be short

summaries of the practice and the lessons learned by the faculty developers.
Lessons Learned MUST also include the words “Lessons Learned” at the beginning of the title.

- 3) Research: New findings, situated in the context of prior findings and models, including motivation and background of the work, methods, results, and implications of the work and/or future directions for research.
- 4) Theory: Reviews, meta-analyses or other theory-focused work, situated in the context of previous literature to reveal relationships, patterns or models, or extend existing theories. Theory abstracts should address the motivation and background of the work, theoretical framework(s) and sources, and significance.
- 5) Evidence-based Practice: Analysis of one or more engineering education practices, including teaching approaches, uses of instructional technologies, institutional strategies to support student success, etc.), including design rationale, assessment methods, evidence of effectiveness and/or achievement of desired outcomes.
- 6) Panel: Opinion, example practice, model or other individual topic that will be grouped with other topics self-identified topic for presentation as a panel.

The criteria for abstracts listed above serve as the review criteria within each category. Literature citations should not be included in the abstract. Authors’ names or institutional names should not be included in the abstract, filename, or document properties. It is the author’s responsibility to ensure that the requirements for blind review are met.

Authors of accepted abstracts will be required to submit a full paper manuscript that should meet ASEE Paper Format guidelines

(<https://www.asee.org/documents/conferences/annual/2018/2018-Authors-Kit.pdf>). Papers will be evaluated using criteria within each type as listed above, and the general criteria in the list below. Papers that fail to meet all of the criteria may still be considered acceptable based on potential to further the FDCC objectives. General evaluation criteria for all paper types:

- The submission is complete. Authors should not expect to make substantial changes in a manuscript following its acceptance.
- The submission is likely to interest a broad group of engineering education faculty development researchers and/or practitioners or has broad implications for the engineering education faculty development community.
- The submission builds upon relevant references and bodies of knowledge.
- The findings or ideas presented are generalizable or transferable to other settings.
- The submission is clear and coherent.
- The submission is original and innovative.
- The submission advances engineering education research and/or practice.

WIPs and Lessons Learned are expected to be no more than 4 pages in length and full papers are expected to be no more than 12 pages in length. Minor allowances may be made at the Program Chair’s discretion, but **excessively long papers may be rejected without review.**

Special Session Proposals

Proposals for Special Sessions submitted through the FDCC should be sent directly to the FDCC Program Chair (slc5822@psu.edu) and **not** through the Monolith system. **The deadline for submitting special session proposals is October 16.** Proposals should include the following information:

- A description of the session, including its purpose, format, learning goals, content, and activities.
- An explanation of why the non-traditional format is needed to accomplish the learning goals.
- A list of presenters/facilitators and their contact information, along with a brief justification for their ability to successfully accomplish the stated goals.

Workshop Proposals

Proposals for Workshops submitted through the FDCC should be sent directly to the FDCC Program Chair (slc5822@psu.edu) and **not** through the Monolith system. **The deadline for submitting workshop proposals is October 16.** Proposals will be reviewed and selected by FDCC to be forwarded for further consideration by ASEE, which makes the final decision. Acceptance of a Workshop proposal by FDCC does not guarantee that it will appear in the final program. Proposals should include the following information:

- A description of the session, including its purpose, format, learning goals, content, and activities.
- A schedule.
- A list of presenters/facilitators and their contact information, along with a brief justification for their ability to successfully accomplish the stated goals.

If you would like a 4-hour workshop spanning both session times, you must also include an explicit justification for why the longer session is necessary.

If the workshop is approved by FDCC reviewers, it is then submitted to ASEE. The submission to ASEE will include additional information such as estimated attendance, estimated ticket cost and responsible party to subsidize the expense if tickets don't cover the entire cost of the event (ASEE charges for the room, audio-visual, etc.), expected food and beverage requests, and audio-visual needs.

For more information, please contact:

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