

AGENDA
NARST 2002 Fall Board of Directors Meeting
October 11-12, 2002
Wyndam Franklin Plaza Hotel
Philadelphia, PA

1. **Welcome - Cheryl Mason**
Approval of the Agenda
2. **Minutes- John Tillotson**
3. **President's Report - Cheryl Mason**
4. **Past President's Report - Norm Lederman**
5. **President-elect's Report - Andy Anderson**
6. **Program Committee Report - Andy Anderson**
7. **Electronic Services and Annual Meeting Reports - David Zandvliet**
(website, membership directory and internal listserv)
8. **Executive Secretary's Report - John Tillotson**
(electronic ballot)
9. **Administrative Assistant's Report - Marilyn Estes**
10. **Reports from Standing Committees:**
 - A. Policy Advisory - Norm Lederman
 - B. Financial Advisory - Deb Smith
 - C. Publications Advisory - Charlene Czerniak
 - D. Research - Frank Crawley
 - E. Election - Norm Lederman
 - F. International - Sharon Lynch
 - G. JRST Award - Jonathan Osborne
 - H. NARST Outstanding Paper Award - Zoubeida Dagher
 - I. Distinguished Contributions through Research Award - Bill Cobern
 - J. Early Career Research Award - Randy McGinnis
 - K. Outstanding Doctoral Research Award - Gail Richmond
 - L. Outstanding Masters Research Award - Gail Richmond
 - M. Membership - Randy McGinnis
 - N. Equity - Alberto Rodriguez
11. **Reports from Ad Hoc Committees**
 - Practitioner Research - Emily van Zee & Deborah Roberts
 - Research-based Science Teacher Preparation Standards - Steve Gilbert
 - History of Science Education Committee - Steve Oliver

12. Other Reports:

JRST Editors - Dale Baker & Mike Piburn

NARSTNews - Helen Parke & Randy Yerrick

Representatives of NARST to other Societies:

Section X, American Association for the Advancement of Science - Marcia Linn

AAAS Affiliates Meeting -

National Science Teachers Association - Patricia Simmons

International Council of Associations for Science Education - Sharon Lynch

13. New Business

Affiliate representatives

American Educational Research Association - status? representative?

Support for NARST members to attend affiliate meetings

Outstanding masters research award - Gail Richmond

Board reorganization plan - Norm Lederman

**NARST EXECUTIVE SECRETARY'S REPORT
JOHN W. TILLOTSON**

National Association for Research in Science Teaching
Fall Board Meeting
October 11-12, 2002
Philadelphia, PA

Minutes of the NARST Spring 2002 Board Meetings

The minutes of the NARST 2002 Spring Board of Directors Meetings held on April 6, 2002 and April 10, 2002 at the Hyatt Regency in New Orleans, LA can be found in a separate section of the Board Book. The set of minutes from the April 6 session were approved at the second session held on April 10, but I have included both sets for the Board's review.

The set of minutes for the April 10, 2002 session must be voted on for acceptance at the Fall Board Meeting. Several corrections have been made based on electronic feedback from various members of the board.

Record of Electronic Votes

Included in the section with the minutes of the Board Meetings is a copy of the record of electronic votes that must be accepted by the Board.

NARST Membership Figures

As of September 19, 2002, the NARST membership figures by category are as follows:

<u>Membership Category</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
Regular with <i>JRST</i>		975	1065
Student with <i>JRST</i>		277	319
Student without <i>JRST</i>		108	124
Emeritus with <i>JRST</i>		29	26
Emeritus without <i>JRST</i>		21	34
Sustaining		4	4
TOTAL	1568	1421	1572

<u>Membership Profile</u>	<u>2001</u>	<u>2002</u>
International Members	377	408
USA Members	840	1161

For 2003, Marilyn Estes and I will be working to further break down the international membership data to examine which countries are represented in NARST and the number of international members attending the Annual Meeting.

The 2003 NARST membership renewal effort will begin next month with a series of electronic renewal reminders sent via the NARST listserv, as well as a renewal notice that will be included in *JRST*. A renewal notice will be mailed to current NARST members who fail to renew their membership this fall for the coming year. This needs to be coordinated with the mailing of the NARST electronic ballots for the next election of Board Members.

NARST Monograph Sales and Inventory

Prior to the 2002 NARST Annual Meeting, we had the following inventory of monographs:

<u>Title/Publication Date</u>	<u>Inventory</u>	<u>Price</u>
Monograph No. 1, 1989	1 (display)	\$6.00
Monograph No. 2, 1989	48	\$6.00
Monograph No. 3, 1991	57	\$6.00
Monograph No. 4, 1991	444	\$8.50
Monograph No. 5, 1992	351	\$8.00
Monograph No. 6, 1995	44	\$15.00
Monograph No. 7, 1995	1 (display)	\$15.00

Marilyn Estes reports that about 70 total NARST monographs were sold at the spring meeting so she plans to continue bringing copies to sell at each of the NARST Annual Conferences. Some of the monograph authors asked that a portion or all of the remaining copies be returned to them. Large quantity requests have also been considered for discounted sale prices in an effort to reduce our sizeable inventory.

NARST Financial Report

After a lengthy ordeal, the financial budget management and accounting process is now being handled entirely at the University of Missouri following the transition from Ohio State University. The 2002 "receipts and disbursements" for NARST through August 31, 2002 were completed by the accounting representative at Missouri just last week. These documents have been included with this report for the Board's review. It should be noted that the 2002 Membership Dues category appears to be extremely low when compared to the projected revenue figure in the 2002 budget. However, over 725 people renewed their 2002 NARST membership between October 1, 2001 and December 31, 2001 so that revenue is not reflected in the 2002 figures since the money was received during the last calendar year. It is anticipated that an even higher number of NARST members will renew their membership for 2003 year during the fall 2002. Those revenue figures will appear in the year-end budget report for 2002 completed after December 31, 2002.

Because of the long delay in getting the budget report finalized at Missouri, the Financial Advisory Committee and the Executive Secretary will not have a 2003 budget prepared in advance of the Fall 2002 Board Meeting. This budget document will instead be presented at the meeting in Philadelphia for discussion and modification.

At the 2002 Annual Meeting, I spoke with John Staver about how NARST had previously handled the IRS 990 reporting process and any auditing procedures of the NARST accounts. John noted that the budget contains \$3,000 for accounting costs and that he used an external auditor and accountant to file the necessary IRS forms required for all not-for-profit organizations like NARST. I discussed this with Sandi Abell and the accounting people at the University of Missouri. At this point, the University of Missouri accounting representative will file the required IRS documents on behalf of NARST and use the general University auditing policies and procedures. The NARST Board needs to consider a long-term position on how it would like the IRS and auditing procedures to be handled.

Last spring, I made the following financial recommendations to the NARST Board following a lengthy discussion with David Whitesmith, our financial advisor at American Express. These recommendations were in regard to the approximately \$55,000 that had been previously invested by David Haury through American Express.

1. Of the \$43,400 available to invest at that time, invest \$5,000 in equity stocks as chosen by the NARST financial advisor David Whitesmith in consultation with the Executive Secretary and NARST Board. While there is a risk of losing principal, the prospects for higher annual yields are strong.
2. Take the remaining balance of approximately \$38,400 and divide it equally into three portions of about \$12,800 which would be invested in three separate Flex Savings Certificates that would mature at 6 months, 12 months and 18 months respectively. These certificates have no risk to principal and will likely yield between 3-4% annually. The staggering allows for variations in the federal interest rates and enables NARST to access portions of the money, if needed, without paying an early withdrawal penalty on the entire amount.
3. In December 2002, when the \$12,012 that is currently committed in the stock market CD account comes available, NARST should consider purchasing another Flex Savings Certificate or possibly investing that money in additional equity stocks based on the Board's feeling at that time.

An electronic vote was held and the motion passed. Tillotson advised Whitesmith to act on the above recommendations on March 1, 2002.

I will be distributing copies of the latest quarterly statement from American Express at the Fall Board Meeting. In December of 2002, approximately \$25,000 currently invested in Flex Savings Certificates will need to be acted upon as these certificates mature at that time. The NARST Board will need to consider whether to reinvest the funds or select a different investment plan of action. If not acted on within thirty days of the maturity date, the funds roll over and are reinvested for another six-month term.

NARST 2002 Annual Conference Registrations

These figures are as follows:

Pre-Registrations	618
On-Site Registrations	211
TOTAL REGISTRATIONS	816
Regular Members	433
Student Members	230
Non-Members	78
Student Non-Members	24

CSSP Membership Dues

Numerous discussions have taken place at recent NARST board meeting regarding our involvement in CSSP. The 2003 CSSP dues of \$750 must be paid by January 1, 2003 so the NARST Board will need to reach a decision on whether or not NARST will remain a member of CSSP for the upcoming year so that any penalties for late renewal can be avoided.

National Association for Research in Science Teaching

Record of Electronic Votes
January 1, 2002 through September 23, 2002

Motion #1 by John Tillotson to make the following NARST investments based on the advice of David Whitesmith our NARST financial advisor at American Express. Seconded by Cheryl Mason. (2/11/02)

1. Of the \$43,400 available to invest at this time, invest \$5,000 in equity stocks as chosen by the NARST financial advisor David Whitesmith in consultation with the Executive Secretary and NARST Board. While there is a risk of losing principal, the prospects for higher annual yields are strong.
2. Take the remaining balance of approximately \$38,400 and divide it equally into three portions of about \$12,800 which would be invested in three separate Flex Savings Certificates that would mature at 6 months, 12 months and 18 months respectively. These certificates have no risk to principal and will likely yield between 3-4% annually. The staggering allows for variations in the federal interest rates and enables NARST to access portions of the money, if needed, without paying an early withdrawal penalty on the entire amount.
3. In December 2002, when the \$12,012 that is currently committed in the stock market CD account comes available, NARST should consider purchasing another Flex Savings Certificate or possibly investing that money in additional equity stocks based on the Board's feeling at that time.

Discussion: Several board members felt that while this was an acceptable plan in the short-term, there needs to be a serious discussion by the board with regard to the NARST long-range financial plans.

Electronic Vote: Passed 6-1 (Scantlebury) An electronic vote was held and the motion passed. Tillotson advised Whitesmith to act on the above recommendations on March 1, 2002.

Motion #2 by Cheryl Mason to approve the list of 2003 NARST Strand Coordinators. Seconded by McGinnis. (2/25/02)

2003 Strand Coordinator Information

Strand	Coordinator	Coordinator
1 Learning: Students' Conceptions	Fouad Abd-El-Khalick University of Illinois at Urbana-Champaign 311 Education Building 1310 South 6 th Street Champaign, IL 61820 Phone: 217-244-1221 Fax: 217-244-4572 fouad@uiuc.edu	David Brown University of Illinois Department of C & I 1310 S. Sixth St. Champaign, IL 61820 Phone: 217-333-0663 FAX : 217-244-4572 debrown@uiuc.edu
2 Learning: Classroom Contexts	Darrell Fisher Curtin University of Technology Science and Math Education Centre GPO BOX U 1987	Valarie Akerson Indiana University School of Education, C & I 201 North Rose

	Perth, WA 6845, Australia Phone: 61-8-9266-3110 Fax: 61-8-9266-2503 d.fisher@smec.curtin.edu.au	Bloomington, IN 47405-1006 Phone: 812-856-8140 FAX: 812-856-8116 vakerson@indiana.edu
3 Teaching	Julie Gess-Newsome Northern Arizona University SMLC – Box 5697 Flagstaff, AZ 86011-5697 Phone: 928-523-9527 Fax: 928-523-7953 Julie.gess-newsome@nau.edu	Joanne Olson Iowa State University N157 Lagomarcino Hall Ames, IA 50011-3190 Phone: 515-294-3315 FAX: 515-294-6206 jkolson@iastate.edu
4a Teacher Education (Pre-service)	Elaine Howes Teachers College –Columbia 525 west 120 th St., BOX 210 412B Main Hall New York, NY 10027-6696 Phone: 212-678-3384 Fax: 212-678-8129 howes@exchange.tc.columbia.edu	Paula Lane University of North Carolina at Chapel Hill School of Education Peabody Hall, CB#3500 Chapel Hill, NC 27599 Phone: 919-962-9376 FAX: 919-962-9374 pilane@email.unc.edu
4b Teacher Education (In- service)	Barbara Crawford The Pennsylvania State University 171 Chambers Building College of Education University Park, PA 16802 Phone: 814.865.2184 FAX: 814.863.7602 bac21@psu.edu	Andrew Lumpe Southern Illinois University Carbondale Department of Curriculum & Instruction Carbondale, IL 62901-4611 Phone: 618.453.4215 FAX: 618.453.8093 alumpe@siu.edu
5 Curriculum, Evaluation, Assessment	Julie Libarkin Harvard College Observatory 60 Garden Street MS 71 Cambridge, MA 02138 Phone: 617-496-4795 Fax: 617-496-5405 jlibarki@cfa.harvard.edu	Kathy Trundle Ohio State University The Ohio Resource Center 1929 Kenny Road Columbus, OH 43210 Phone: 614-247-6342 FAX: 614-292-2066 ktrundle@ohiorc.org
6 Cultural, Social, Gender Issues	Leslie Sandra Jones University of Northern Iowa Department of Biology 1447 McCollum Science Hall Cedar Hills, IA 50614-0421 Phone: 319-273-7153 Fax: 319-273-7125 leslie.jones@uni.edu	Gaell Hildebrand Learning & Educational Develop. Education University of Melbourne Parkville, Vic. 3010, Australia Phone: 61-3-8344-8442 g.hildebrand@unimelb.edu.au
7 Educational Technology	Larry Flick Oregon State University Department of Science and Mathematics Education, 239 Weniger Hall Corvallis, OR 97331-6508 Phone: 541-737-3664 Fax: 541-737-1817 flickl@ucs.orst.edu	Randy Bell University of Virginia 405 Emmet Street South Box 400273 Charlottesville, VA 22904-4273 Ph. 434-924-1380, FAX: 434-924-0747 randybell@virginia.edu
8 History, Philosophy	Saouma Boujaoude American University, Beirut Science and Math Education 850 3 rd Ave, 18 th Floor New York, NY 10022 Phone: 961-1-350-000X3094 Fax: 961-1-747-578 boujaoud@aub.edu.lb	Norman Lederman Illinois Institute of Technology Dept. of Mathematics and Science Education 226 Engineering 1 10 W. 32 nd Street Chicago, IL 60616 Phone: 312-567-3658 FAX: 312-567-3659 ledermann@iit.edu
9 Informal Learning	Patricia Simmons University of Missouri-St. Louis Rise, 8001 Natural Bridge Rd St.Louis, MO 63121-4499 Phone: 314-516-5794 Fax: 314-516-7025 psimmon@umsl.edu	Chris Andersen NASA Classroom of the Future 947 E. Johnstown Road PMB 222 Gahanna, OH 43230 Phone: 740-366-9304 andersen@cotf.edu
10	Harry Shipman	Bill Donovan

College Science Teaching	University of Delaware Physics & Astronomy Department Newark, DE 19716-2570 Phone: 302-831-2986 Fax: 302-831-1637 harrys@udel.edu	East Carolina University Department of Chemistry Greenville, NC 27858 Phone: 252-328-4187 donovanw@mail.ecu.edu
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Vote: Motion passed.

**National Association for Research in Science Teaching
2002 Spring Board of Directors Meeting
Hyatt Regency New Orleans
New Orleans, LA**

**Minutes of the Meeting
April 6, 2002**

Meeting called to order at 2:10 PM by President Norm Lederman.

Members in Attendance:

Norman Lederman	President
Cheryl Mason	President-Elect
Sandra Abell	Past-President
Bill Cobern	Board of Directors
Frank Crawley	Board of Directors /Research Coordinator
Charlene Czerniak	Board of Directors
Diane Ebert-May	Board of Directors
Sharon Lynch	Board of Directors
Randy McGinnis	Board of Directors
Maureen McMahon	Board of Directors /NSTA Representative
Jonathan Osborne	Board of Directors
Leonie Rennie	Board of Directors
Alberto Rodriguez	Board of Directors
Kate Scantlebury	Board of Directors

Ex-Officio Members:

Dale Baker	JRST Editor
Mike Piburn	JRST Editor
John Tillotson	Executive Secretary
David Zandvliet	Annual Meeting Coordinator/Electronic Services

Guests:

Andy Anderson	Incoming President-Elect
Zoubeida Dagher	Incoming Board of Directors
Gail Richmond	Incoming Board of Directors
Deb Smith	Incoming Board of Directors

1. Agenda Adjustments- Norm Lederman

Norm Lederman asked to make a change in the order of the agenda and the members present agreed to the change.

Motion #1: Rennie moved to approve the changes in the meeting agenda. Crawley seconded the motion.

Vote on Motion #1: Motion Passed 10-0

2. Minutes of Prior NARST Board Meetings- Norm Lederman

Lederman acknowledged the minutes of the last three sets of NARST Board meetings, two from David Haury and the latest set from John Tillotson.

Motion #2: Abell moved to approve all three sets of minutes from previous Board meetings. No second was received.

Motion #3: Rodriguez moved to table approval of all three sets of minutes. Seconded by Lynch.

Discussion of Motion #3:

Rodriguez stated that since the minutes were from meetings that took place some time ago that maybe the Board should wait on approving them until they could review them in greater detail.

Abell suggested voting to approve the minutes each separately.

Vote on Motion #3: Motion Failed, 2 in Favor (Lynch, Rodriguez)- 7 Opposed- 1 Abstention (Lederman)

Motion #4: Abell moved to approve Fall 2001 NARST Board Meeting minutes completed by Tillotson. Mason seconded the motion.

Vote on Motion #4: Motion Passed 8-0-2(Rennie and Lederman Abstained)

Motion #5: Abell moved to approve the Spring 2001 NARST Board Meeting minutes completed by Haury. Cobern seconded the motion.

Discussion on Motion #5:

Several members of the Board indicated that it was difficult to interpret the minutes given the limited information provided and the fact that it was quite dated. Osborne requested that his name be officially added to the list of guests at the Spring 2001 Board Meeting in the minutes as was noted in Haury's accompanying e-mail message sent with the minutes.

Vote on Motion #5: Motion Passed 8-1 (Rodriguez Opposed) -1 Abstention (Lederman)

Motion #6: Abell moved to approve the October 2000 NARST Board Meeting minutes. Cobern seconded the motion.

Discussion on Motion #6:

Many Board Members pointed out that they were not present at that meeting since were not on the Board at the time. Thus, they did not feel as though they should vote on the motion.

Vote on Motion #6: Motion Passed 5-0-4 Abstentions

3. NARST President's Report- Norm Lederman

Lederman reviewed his efforts to get the needed financial information from Ohio State University as he was directed to do so following the fall 2001 NARST Board Meeting. He reported that the information has been received and the matter is now closed.

Lederman reviewed the discussion surrounding the restructuring of the NARST Board responsibilities following the Fall 2000 Board Retreat and the subsequent efforts to map this

structure on to the existing one. Appendix A of his report in the Board Book outlines the results of this effort. The new structure would allow for a Board Member to chair two committees and would involve an apprenticeship model where a trained person would take over when the actual committee chair left the Board.

Charlene Czerniak arrived at 2:47 PM.

Osborne raised the issue about what influence the Board has in the selection of reviewers for the various NARST awards. Anderson pointed out that our mission for NARST is not reflect by our committee structure which focuses too much on awards for members. He suggested that we entrust the committee chair to responsibly handle the awards process to free up the Board's time to focus on substantive issues. Lederman pointed out that the Board previously voted down the motion to restructure the Awards Committee based on the results of the planning retreat. McMahon asked if we could charge a task force to investigate and bring this issue of reducing the number of awards back to the Board for action. Abell pointed out that this is an issue that the NARST membership would have to vote on given that it would require a change in the by-laws.

Lederman suggested that the Policy Committee revisits the reorganization of committee structure document from the October 2000 retreat and that it be discussed again at the board meeting on Wednesday, April 10, 2002 following the conference. Rodriguez will share this report with everyone through the Executive Secretary.

Lederman raised the issue of international members not receiving NARST materials in the mail in a timely manner and that this has been an issue for several years. Lederman also raised the issue of electronic proposal submission and the fact that a decision needs to be made on our policy, especially as it pertains to international members. Abell pointed out that part of the problem is that NARST only sends items to actual NARST members and that many people let their membership lapse. The issue was also raised by Lynch concerning whether or not people are getting their membership renewal notices.

Rennie argued that she felt NARST must be explicit in that only NARST members get materials. Osborne suggested that we still look to using electronic reminders to renew membership in NARST. He also felt that the move to an all-electronic submissions process would not at all negatively impact members. Tillotson pointed out that *JRST* will have the NARST membership form in the journal now to help with the membership renewal process. Zandvliet suggested having an electronic application form where credit card information could be submitted allowing members to check the status of their membership at any time via the web. He pointed out that the Program Committee only received 8 paper submissions for the 2002 conference, and that as long as we keep the two separate submission dates for paper and electronic proposals will be continue to have very few problems.

McGinnis suggested an electronic reminder and a *NARSTNews* reminder in August for members to renew their NARST membership for the following year. This could be checked quickly if it were on the web as mentioned earlier.

Lederman raised the issue of our NARST membership in CSSP as was discussed at the Fall 2001 Board Meeting. He discussed his concerns about our limited science education voice in CSSP and that his response from Marty Apple about his letter was not sufficient. He stated that the four Board Members who have attended the CSSP meetings from NARST said they would vote to withdraw our membership.

Motion #7: Abell moved that NARST withdraw its membership from CSSP when its current membership expires. Ebert-May seconded the motion.

Discussion on Motion #7:

Mason pointed out that CSSP is actively lobbying politicians in Washington for more money and renewed money for science and math education. She feels that CSSP is looked to for advice from the legislators and that all federal funding programs now require science educators to work with scientists. Mason stated that our science education voice is not being heard in Washington, she thinks we need to do seminars and speak up publicly as an organization. She indicated that if we drop out of CSSP, we will likely not be allowed back into the organization.

Lederman responded that he agrees NARST has no voice, but that CSSP is not giving us that voice anyway so there is no reason for NARST to remain a member. Abell stated she seconded the thoughts of Lederman in that the voice of science education was not actively promoted at the CSSP meetings and that they make educators feel marginalized. Rodriguez suggested that someone from NARST schedule some one-on-one meetings with key politicians in Washington. Lederman responded that this could happen now, but it wouldn't really represent NARST in any significant way. Czerniak stated she felt the CSSP group has little interest in NARST based on her experiences at the CSSP meetings she attended.

Osborne asked what alternatives to CSSP there would be for a NARST voice in Washington. Lederman stated that he felt NSTA's lobby group through Gerry Wheeler's office was a much stronger alternative than CSSP. The NSTA organization has more in common with NARST and is a better alternative than CSSP for reaching the political leaders in office.

Lynch stated that NARST should remain a member of CSSP for three reasons. First, our NARST structure is changing right now so it's not a good time to be making this decision. Second, Mason (NARST President-elect) is in Washington at NSF so she may be able to make inroads with political leaders. Third, the low cost of our NARST membership in CSSP (\$750 annually) is not worth haggling over.

Kate Scantlebury arrived at 3:42 PM.

Crawley pointed out that NSTA almost dropped their research committee, but has now had a resurgence of interest in research. He also pointed out that there are few people who can speak on research influencing policy and that dropping CSSP may not be the best move at this time.

Dale Baker and Mike Piburn arrived at 3:47 PM.

Scantlebury also felt that CSSP was not an advocate for NARST in terms of voice or policy and that the political agenda in Washington is on post-September 11 activities. She believes that NARST is too small to be of any serious interest to them.

Vote on Motion #7: Motion Failed 5 – 6 – 2 (Rennie and Osborne Abstained)

4. JRST Editors' Report- Dale Baker and Mike Piburn

Baker reviewed the JRST submission rates for the past year from January 1, 2001 to January 1, 2002 as included in the Editor's Report. Canada sends the most frequent international submissions. Elementary level issues comprise most of the submissions, and qualitative proposals are most prevalent. The most common content area is chemistry. Teacher education and learning theory are the two most frequent topics of submitted manuscripts.

The *JRST* acceptance and rejection rates were reviewed and discussed as they appear in the report in the Board Book. Baker noted that there are several lags and delays in terms of the process of getting revised manuscripts back from authors who have received an "accept with revisions" label. It also takes about 42 days to get a journal Editorial Board member to agree to review a paper. Editorial Board members are the bottleneck in terms of getting the manuscript through the process. *JRST* reviewers, however, respond much more quickly (within 4 days usually) but not necessarily to say they will review the article.

Abell stated that any *JRST* Editorial Board member who isn't doing his or her job should be removed from their position and replaced with a more eager member. Richmond suggested the possibility of adding more reviewers to speed up the process.

Baker and Piburn pointed out that Wiley is working on a web-based platform for electronic submissions of manuscripts to speed up the process as the current difficulties with electronic compatibility of tables and graphs are the most problematic.

Zandvliet stated that he felt if people state they are too busy to review articles, then they should be encouraged to withdraw from being member of the Editorial Board.

Piburn stated that he and Baker have created a list of ten current reviewers who are active in NARST and who return high-quality reviews in a timely manner. Piburn would like the NARST Board to consider this list of people and select five of them to be added to the *JRST* Editorial Board. Czerniak pointed out that she is not comfortable with a person being on the Editorial Board if they are not people who have published in *JRST* themselves. Piburn reiterated that these folks are writing timely and very good reviews, but he has no information on their *JRST* publication history. Richmond asked about the use of graduate students as "junior reviewers" as was used when MSU had the editorship of *JRST*.

Anderson raised the issue of who decides among the ten people on the list and whether the Editorial Board will reflect the distribution of NARST members based on race, gender, minority status, etc. Piburn responded stating that he agrees with that concept, but the list of ten people is based solely on the quality and speed of reviews.

Abell stated that she feels it is not the job of the NARST Board to micro-manage the *JRST* Editorial Board. She feels that the final decision for making the Editorial Board selection rests with the editors. Baker said that this was fine, but she would also appreciate any feedback from Board Members about the people suggested on the list to help them in their decision making process. This is true especially if the person is objectionable for any reason.

Piburn suggested that we all encourage up and coming NARST members to consider being reviewers so that they can rapidly move on to becoming a future Editorial Board member.

Abell stated that it would be great if there were policies in the NARST Policy Manual for *JRST* matters for which there are currently none. Mason pointed out that there is a policy on removal of inactive NARST committee members, but *JRST* is lacking from that policy.

Motion #8: Rennie moved that the *JRST* editors pursue the individuals on the list of ten potential Editorial Board members and provide feedback to the NARST Board on any objectionable people along with information as to whether they have published in *JRST*. Lynch seconded the motion.

Vote on Motion #8: Motion Passed 10 – 0 – 2 abstentions

5. NARST Past-President's Report- Sandi Abell

Abell reviewed the reorganization of NARST responsibilities for the Executive Secretary and Administrative Assistant as was agreed upon previously and has been in place for the past year. Her report in the Board Book outlined feedback from Tillotson and Estes on how the first year progressed under the new system.

Lawrence Earlbaum Associates Publishing is interested in publishing the second edition of the Research Handbook by NSTA. Abell was approached about being involved and she is interested in having NARST be a co-sponsor of that project. Mason asked what role NARST would have in quality control matters such as editing and reviewing and if there would be any royalties for NARST.

Lederman pointed out that the project will happen with or without our NARST participation and that we have the opportunity to endorse it to show our continued support of research in science education within the teaching community.

Motion #9: Mason moved that the NARST Board endorse Abell moving ahead in talks with Lawrence Earlbaum Associates and NSTA concerning the production of the NSTA Handbook (2nd Ed.). Osborne seconded the motion.

Vote on Motion #12: Motion Passed 12-0

6. Policy Advisory Committee Report- Sandi Abell

Abell suggested that the time to update the NARST Policy Manual is the October meeting of NARST Board headed up by Policy Committee Chair.

Abell reviewed a draft document of the policy for NARST Affiliates, Associated Groups and Organizational Memberships. There is nothing in the by-laws that restricts the Board's authority concerning decisions about these related groups. The document she reviewed described the procedures and responsibilities associated with this policy.

Motion #10: Abell moved to approve the Policy for Affiliates, Associated Groups, and Organizational Memberships and add it to the NARST Policy and Procedures Manual. Osborne seconded the motion.

Discussion of Motion #10:

Anderson raised the question about who bears the cost of attending each other's Board meetings for these groups. Abell stated that this would be worked out, but that the new budget reflects the cost of this travel for sending our NARST representative to the board meetings of these other groups.

Dagher asked if the groups we are members of (such as AAAS, CSSP, NSTA and ICASE) are in fact members of NARST. Abell pointed out that NARST is an organizational member of AAAS, CSSP, ICASE, and NSTA, and it is probably not likely these other groups would be interested in being an organizational member of NARST. NARST doesn't have anything policy-wise to deal with that or if their structure fits with NARST.

Vote on Motion #10: Motion Passed 12-0

Abell reported that the Japan Society for Science Education has requested to become a NARST Associated Group.

Motion #11: Abell moved to approve the Japan Society for Science Education as a NARST Associated Group. Rodriguez seconded the motion.

Vote on Motion #11: Motion Passed 12-0

McGinnis reviewed the process that the NARST Membership Committee used to create the Policy on NARST Membership Classes as described in Abell's report in the Board Book.

Motion #12: Abell moved to approve the Policy for Membership Classes with the changes recommended by the Policy Advisory Committee, and send it to the NARST membership for a vote. Mason seconded the motion.

Discussion on Motion #12:

The suggestion was made to take out the statement about ½ time students in the description of the student membership class and just leave it to read "as attested by a faculty member."

Czerniak asked if the definition of a sustaining member could be added to explain what it involves and what these dues are used for. Zandvliet suggested that members might like the option of designating their membership dues to a specific cause like reducing the registration cost for disadvantaged members. The definition of a sustaining member is "A regular member who makes an additional contribution to support the activities of the Association."

Vote on Motion #12: Motion Passed 12-0

7. Elections Committee Report- Sandi Abell

The 2002 NARST election results were reviewed and Abell congratulated Andy Anderson (NARST President-elect), Zoubeida Dagher (Board of Directors), Gail Richmond (Board of Directors), and Deb Smith (Board of Directors).

Abell pointed out that two NARST member's names were put forth in the NSTA election for NSTA Research Director position. Patricia Simmons was elected.

8. President-Elect Report- Cheryl Mason

Mason thanked Lederman, Abell, Zandvliet and Au for their fine work in supporting the President-elect during the past year.

Mason pointed out that this is the 75th anniversary of NARST and we need to promote that fact and celebrate it at the meeting. Wiley is sponsoring us for an additional \$1000 for the 75th anniversary.

The policy is now in place for removing committee members who fail to complete their duties so Mason encouraged Committee Chairs to report to Lederman and Mason the names of any committee members who are not doing their job.

Mason reported that all positions are now filled on the various NARST committees.

Mason reviewed the list of exhibitors and vendors participating in the NARST meeting, and noted that their names appear in the program document as well.

Mason reviewed the proposed agenda for the second session of the NARST Board Meeting at the current NARST Conference to be held on April 10 from 12-3 PM.

9. Program Committee Report- David Zandvliet and Cheryl Mason

Zandvliet reported that the acceptance rate for papers in the program was 70% which is lower than past years, but we had many more papers submitted this year than in the past. Zandvliet pointed out that his figures in the report are the papers accepted (527), which is the same as the total number received (527) as was reported last year. Abell stated that these figures typically would have appeared in the October report so that's why the discrepancies occurred in the table. Zandvliet will revise the table to show the correct figures consistently by year.

Zandvliet reported on some of the technical and human errors that were made in the submission process and he suggested automating some of these procedures so they would be streamlined and would return the submission to the individual submitter if he or she didn't follow instructions correctly.

Abell asked to see the acceptance rate by strand since it could be an issue in putting the program together if there is a gross discrepancy across strand areas.

Zandvliet suggested that we consider increasing the size of the program given the larger number of paper submissions. Abell agreed that this has always been an issue for the Program Committee chairs. Lederman pointed out that an additional problem is the breakout sessions and that NARST doesn't have enough members and attendees to support them as the sessions are sometimes low in attendance for some categories.

Zandvliet pointed out that there were very few requests for presidors so it may have been a glitch with the submission system. Osborne suggested that the Strand Coordinators designate the presidors for sessions. Smith added that the reviewers for a strand would be good people to tap for being presidors.

Zandvliet reiterated that the 75th anniversary of NARST should be celebrated since our registration and membership numbers are up and our organizational health is solid.

Czerniak asked about the process of Strand Coordinators recommending sponsored sessions and how they should be handled to be sure they get on the program and not lost in the submission process.

Zandvliet pointed out that, in spite of some very minor glitches, if it were not for the electronic submission process we would not have had a NARST meeting with the Sept 11 event and the resulting mail slow down that would have stalled the paper review process.

Zandvliet suggested that we add more automation and prompts in the submission process to make the process more streamlined. He also asked about the acceptance rate of 70% and if that was where the NARST Board wants it to be.

Zandvliet raised the issue of a proceedings document for the NARST conference as he gets many requests for such a document each year. He asked that it be discussed in the Publications Committee Meeting and by the Board.

10. Executive Secretary's Report- John Tillotson

Tillotson reviewed his report on NARST membership figures for 2002, but noted that the membership figures will likely change after people register on site at the conference and renew their membership at that time. The current membership figures show that there are:

Regular Members with JRST	824
Student with JRST	230
Student without JRST	76
Emeritus with JRST	21
Emeritus without JRST	25
Sustaining	4
TOTAL	1180

The NARST Monograph sales and inventory figures were reviewed and appear in the report in the Board Book.

The NARST 2002 election generated 331 returned ballots, which is less than a 33% return rate. Tillotson noted the problems with the mailing of the ballot overseas and the resulting delays. The ballot also lacked a return deadline, although he noted that only six ballots were received after the deadline of March 1st and that they no way impacted the outcome of the election.

The election winners were:

Andy Anderson, NARST President-elect
Zoubeida Dagher, Board of Directors
Gail Richmond, Board of Directors
Deb Smith, Board of Directors

Tillotson reviewed the NARST financial investments in our American Express Financial Services account. This account is currently valued at \$55,500, of which \$12,000 is committed until November of 2002. The remaining balance was divided with \$5,000 invested in equity stock, and the remaining balanced divided equally into three separate flex savings certificates maturing at 6, 12, and 18 months respectfully. The vote to approve this financial transaction was carried out electronically and the motion by Tillotson and seconded by Mason was passed 9-2.

Wiley publishers contacted Tillotson concerning the slight downward trend in JRST subscription rates over the past two years. They devised a plan to include a NARST membership form in each issue of the journal, as well as a description of the NARST mission statement. Wiley will also begin advertising JRST and NARST in other science journals they publish as a way of recruiting new members. Finally, Wiley will be mailing an invitation to former members of NARST who have dropped their membership/subscription over the past year to invite them to rejoin the organization and receive the journal.

The NARST Conference early registration figures were reviewed.

The CSSP organization contacted Tillotson in January asking why our membership dues had not been paid. In the transition process between Executive Secretaries, this invoice was delayed. Tillotson directed Estes to pay the invoice after it was located and the dues of \$750 were promptly paid to CSSP.

Rodriguez and Osborne raised questions about the need to have a second person sign for any financial transactions to protect NARST from any financial wrongdoings, as opposed to having just the Executive Secretary be the sole signatory. This issue will be revisited at the Board meeting on Wednesday.

The NARST Board Meeting was suspended at 6:15 PM to break for dinner.

The NARST Board Meeting resumed at 6:47 PM.

11. Research Committee Report- Frank Crawley

Crawley praised his committee for being highly effective and efficient in carrying out their assigned duties and he asked that the minutes reflect his appreciation for their efforts.

Crawley reviewed the *PEERs Matter* submission processes and how it was handled. Crawley is pleased with the abstracts received and how smoothly the process has gone thus far. These abstracts span a wide range of topics and educational levels.

Crawley proposed that the *PEERs Matter* web site be transferred from CSULB to NARST. There, the development the published manuscript template for the web site would be carried out with the help of McMahon, Crawley, Simmons and Zandvliet. Once developed, NARST would eventually turn the management of the web site over to NSTA after it was up and running. The link would be on our NARST web site and on NSTA's web site.

Abell asked if NSTA was OK with this arrangement, and McMahon stated that they were fine with the decision. Czerniak asked if this was a Publications Committee issue since it might require the approval of this body given that it relates to a publication. The Research Committees of both NSTA and NARST would have review process governance.

Crawley suggested that the Research Committee write it up and give a report to the Publications Committee meeting before the Tuesday morning NARST committee meetings.

Crawley raised the issue of the NARST papers at NSTA 2003. We have received very few submissions in the past, and he asked for the Board's help in encouraging members to consider submitting proposals to the NSTA Conference. Crawley stated that his committee could turn the proposal reviews around quickly in attempting to fill up the ten hours of time on the agenda.

12. Financial Planning Committee- Diane Ebert-May

Abell pointed out the problems associated with the 2001 budget and why it was late due to the fact that there was trouble getting the financial information transferred from OSU. The University of Missouri- Columbia prepared the budget based on their best interpretation of the information received from OSU given that their budget was not in the NARST format.

Ebert-May noted that if NARST's goal is to have the meeting attendees pay for the cost of the annual meeting, then the receipts for it must meet or exceed the disbursements. Thus, Tillotson, Zandvliet and the presidential team made the decision to raise the registration fee for this year's conference to cover these costs.

Zandvliet pointed out that many of the costs could be cut by doing things like, eliminating the banquet, buying our own NARST AV equipment instead of renting from a vendor, or seeking in-kind contributions. Mason felt the Program Committee could meet with Anderson to discuss this issue this week.

Abell felt that annual meeting needs to pay for itself and then the other sources of cost and profit could be better evaluated. Zandvliet pointed out that many meeting expense decisions need to be made quickly so it's helpful to have the budget limits in place to help govern these financial matters.

Abell pointed out that the 2001 budget is history so the Board really can't vote on it. The 2002 budget should have been approved at the Fall 2001 Board Meeting so it can be voted on that now so Missouri can properly track the financial disbursements and receipts. She also suggested that the Board look at the budget categories and decide if anything in the budget needs changing.

The Board discussed the fact that there is no line item in the NARST budget to support the NARST representative's travel to AAAS as there is for other affiliated group travel situations.

Motion #13: Scantlebury moved that NARST provide travel support to the representative attending the AAAS meeting. McGinnis seconded the motion.

Vote on Motion #13: Motion Passed 12-0

Czerniak reported that she has heard from Wiley about the JRST rates up until 2012, and that the Board must decide at what point we want to absorb these increasing costs or pass them on to our NARST membership.

Abell recommends that the Financial Advisory Committee receive better advice from the NARST Board on what figures to include in the final budget.

Ebert-May recommends that the make-up of the Financial Advisory Committee consist of the three Presidents, the Executive Secretary and the Annual Meeting Coordinator. Lederman stated that he thinks that now we have a better sense of financial trends. The Board needs this committee to be charged with the task of bringing recommendations to the Board and working with the Executive Secretary to prepare a budget that helps the Board make decisions about how to act on budgetary matters.

Abell supports the idea of reconstructing the Financial Advisory Committee.

Lynch stated that she felt it was not a good idea for the people providing oversight of the financial resources being the ones actual making decisions about how to spend the money.

Rodriguez stated that he felt the Financial Advisory Committee should be doing more than just working with the budget such as deciding what other financial matters are important to the NARST organization.

Ebert-May reviewed the charges of the Financial Advisory Committee.

Tillotson asked if NARST had ever filed an IRS 990 Form for the organization. No one had any recollection of doing so, but charged Tillotson to find out and report back to the Board by consulting past Executive Secretary John Staver.

Czerniak stated that she would feel more comfortable if there were more people on the Financial Advisory Committee other than just those proposed by Ebert-May to include some representatives from the general NARST membership.

Abell stated that in the past we did some things to increase revenue but we have neglected certain other financial needs.

Lederman stated that there are three issues to be dealt with tonight by the Board:

1. The need to vote on the 2002 budget
2. The need for a projected budget for 2003 for the Fall 2002 Board Meeting along with other financial considerations.
3. The need to come up with a way to increase the expertise of the Financial Advisory Committee so that in the future they can better help meet the charges of the committee with expertise in modern-day finances.

Crawley suggested we get a professional with expertise in reviewing not-for-profit budgets that might offer advice on how NARST can move ahead. Abell followed up that NARST might be able to explore getting help from NSTA and their professional staff.

McGinnis asked why the budget lines were the same for the 2002 budget. Lederman responded that we had no data in the past year and thus the Financial Advisory Committee and new Executive Secretary had no advice for the Board.

Motion #14: Osborne moved that the FY 2002 NARST Budget be approved. Cobern seconded the motion.

Vote on Motion #14: Motion Passed 12-0

13. Publications Committee Report- Charlene Czerniak

Czerniak reviewed the electronic services aspects of NARST including the listserv and web site itself. She suggested a distinction between a listserv and a distribution list that the NARST leadership could use to get a message out to the entire membership without them having to subscribe to the listserv and get all of the unwanted mail. It was suggested that the Executive Secretary be the one authorized to make postings on this list.

Zandvliet suggested that this could be run directly off of the database without having to do a lot of inputting of e-mail address data. Zandvliet, as Electronic Services Coordinator, could be the one to make the actual postings at the direction of the Executive Secretary.

Czerniak stated the Publications Committee does not want to have a refereed proceedings due to a shortage of reviewers available as it stands for all of NARST's other publication and conference activities.

Zandvliet felt there is room for some kind of document that could be shared with the membership regardless of what form it takes.

Osborne stated that he feels there needs to be a clear rationale for why we need this proceedings document and that he's not convinced that we have this justification.

Rodriguez also added that it takes too long for a paper accepted to appear in print in *JRST* so a proceedings would be one way for the NARST papers to be shared more quickly.

Zandvliet stated that he felt there was an administrative need to eliminate the waste associated with paper forms of the NARST presentation.

Abell stated she felt she was not familiar with the selected papers on the NARST web site and that they are not sanctioned and should be removed immediately. Zandvliet will take care of this.

Czerniak stated that they advised Estes not to reprint any of the NARST monographs, as they are too dated. Cobern asked if the author of any of these monographs could get the copyright back and have the extra copies returned to them for use in whatever way they want. The Board indicated that any of the authors could have these monographs back at no cost for whatever purpose they choose.

Czerniak reviewed s recommended procedure for *JRST* editors to follow in calling for and reviewing a special issue in *JRST*, but that the Board should wait until Wednesday to discuss it after the Publications Committee has formally reviewed this matter in committee meetings.

Czerniak stated that she is still dealing with Wiley about the projected costs associated with *JRST*, but she needs additional information from them.

14. NARST Electronic Services Report- David Zandvliet

Zandvliet reviewed his report concerning the web site for NARST. There is a mock-up of the web site up now and comments are being received concerning it. He pointed out that money is spent each time another mockup is done so the process of revision can't go on forever.

Zandvliet suggested that there be a business part of the web site that would make NARST more transparent to the members. A discussion board could be on the web site as well and a mockup of that is available, but the issue is who will moderate it and what are the costs involved.

Zandvliet noted that in previous years, there has been a "selected papers" section on the web site, but many people presume that means we have NARST proceedings, which we currently do not have.

The new submission dates for *NARSTNews* will be sent to Lederman.

The proceedings document raised a lot of discussion, especially concerning the ability of one to publish in *JRST* if a paper appears in a NARST proceedings. Baker and Piburn investigated this issue with other journals and with Wiley. Wiley stated a proceedings would have to be available only to members who attended the conference at no cost, otherwise the copyright would refer back to Wiley and it could not appear in *JRST*. Zandvliet stated that he was also on the Publications Committee, yet he had not received any of this information from Czerniak.

15. International Committee Report- Sharon Lynch

Lynch noted that our ICASE annual dues are \$150 and the dates and location of the upcoming meeting in Malaysia. She stated that the quality of ICASE publications is not high. McMahon stated that NSTA has pulled out of ICASE for similar reasons. Lynch felt that it's a big issue of whether to send a person to this ICASE meeting and whether NARST gets anything out of it or not.

Smith pointed out that if other organizations are dropping out and we have NARST concerns then maybe we should do the same. Cobern stated that CSSP has some potential influence on policy, etc., but ICASE does not.

Abell pointed out that earlier we rejected the idea of dropping CSSP when five members who had attended the CSSP meetings said we should no longer belong to that organization, yet we are ready to drop ICASE membership with only one person having ever attended an ICASE meeting. If we are going to have Associated Groups, NARST should keep money in the budget to support people to go and attend those group meetings. Anderson felt it was matter of evidence as to why one or the other was worthy of remaining committed to. Smith asked if there was a more principled way of making the decision about staying in ICASE without sending a body to Malaysia.

Osborne will approach a colleague of his in ICASE and ask them to provide a justification as to why NARST should remain in ICASE.

Lederman suggested that Lynch discuss it with the International Committee and the Board will revisit the issue again on Wednesday at the next Board Meeting.

16. JRST Award Committee Report- Jonathan Osborne

Osborne reviewed his report and noted that the committee was inconsistent on their ratings of the nominees. The committee will review the criteria in the Policy Manual at their committee meeting and report back to the Board at the Wednesday meeting.

The 2002 recipients of the award are Randy Yerrick and Andrew Gilbert.

17. Outstanding Paper Committee Report- Kate Scantlebury

Scantlebury reviewed her report. She noted that the paper collection from authors has been done electronically for years so the Policy Manual stating that the person must submit 8 hard copies of their paper is not accurate any longer.

The 2002 recipients of the award are Carolyn Keys, Eun-Mi Yang, Brian Hand, Liesl Hohenshell.

18. Distinguished Contributions Award Committee Report - Bill Cobern

Audrey Champagne is the winner for 2002. Cobern stated it was a great experience to review the wonderful work of his peers over the course of their careers.

Rodriguez asked what criteria the committee uses to evaluate the candidates given that he feels they are too vague as currently stated.

Cobern pointed out the pros and cons of the openness of the criteria.

19. Early Career Research Award Committee Report- Randy McGinnis

McGinnis reported that the committee was a hard working group and he appreciated their efforts. He reviewed the ranking process and how it was done to make it as transparent as possible. The 2002 recipient is Dr. Allan G. Harrison.

20. Membership Committee Report- Randy McGinnis

McGinnis reviewed his report and how the Committee promoted the 2002 annual meeting after the events of September 11, 2001.

A New Researcher's reception will take place on Sunday night. Also the Mentor/Mentee Reception will take place as well, and he reviewed the procedures for how the individuals were recruited for participation.

A session will take place on Tuesday for new faculty on transitioning from graduate student to junior faculty. Mason encouraged the Board to support new members and welcome them to the meeting whenever possible.

21. Outstanding Doctoral Research Award Committee Report- Leonie Rennie

Rennie reviewed the procedures used to select the winner of the award. This year's recipient is Dr. Mark Girod.

Rennie pointed out the high costs associated with this award review process, in excess of \$1,000 USD, due to shipping and copying costs to places all over the world.

Rennie has insisted only on paper copies to avoid the formatting issues that occur with electronic submissions.

Rennie asked that Cam McRobbie, Herb Brunkhorst, and Diana Rice be recognized for their excellent work as they are now rotating off of the Committee. They never let her down and she appreciates their effort.

22. Master's Thesis Award Committee Report- Diane Ebert-May

Ebert-May reviewed her report and the selection process that was used.

This year's award winner is Laura Slocum and her advisor is Marcy Towns.

23. Equity Committee Report- Alberto Rodriguez

Rodriguez reviewed his report and pointed out areas that need to be given further attention concerning the NARST membership form concerning international and equity issues. Issues surrounding the use of any surplus NARST funds for the benefit of the membership were raised and we be discussed later at the Wednesday Board Meeting.

24. NSTA Representative to NARST Report- Maureen McMahan

McMahon stated that she feels NSTA has a renewed interest in NARST and that we need to seize the opportunity to expand that relationship through the *PEERs Matter* publication and other avenues. She raised the issue in her report about the role that NARST wants to play in the joint publication venture and how NARST members will use the *PEERs Matter* publication.

Abell stated that she hopes that everyone on the NARST Board recognizes how much of an advocate that McMahon has been for NARST. Even though she is the NSTA representative to NARST, she is really an advocate for NARST in all that she does with NSTA. Mason agreed with this statement as well.

25. Concluding Remarks- Norm Lederman

Lederman asked that Board Members show up at certain required events:

NARST Business Meeting from 5-6 PM on Monday
Past President's Reception from 7-8:30 PM on Monday
NARST Awards Banquet from 12-2 PM on Tuesday
NARST Board Meeting on Wednesday from 12-3 PM.

Lederman asked that we revisit the issue of variable registration fees for international members with financial hardships at the Wednesday Board meeting.

Lederman acknowledged that four of the current Board Members would not be present at the Wednesday meeting due to the fact that they are leaving the Board. These individuals included Abell, Scantlebury, Rennie, and Ebert-May. Lederman thanked them for their extraordinary efforts and a round of applause was given to the departing members.

Motion #15: Abell moved that the NARST Board Meeting be adjourned. Seconded by Scantlebury.

Vote on Motion #15: Motion Passed 12-0

Meeting adjourned at 10:08 PM.

Respectfully submitted,
John W. Tillotson.

**National Association for Research in Science Teaching
2002 Spring Board of Directors Meeting
Hyatt Regency New Orleans
New Orleans, LA**

**Minutes of the Meeting (Session 2)
April 10, 2002**

Meeting called to order at 12:12 PM by President Cheryl Mason.

Members in Attendance:

Cheryl Mason	President
Norm Lederman	Past-President
Andy Anderson	President-elect
Bill Cobern	Board of Directors
Frank Crawley	Board of Directors /Research Coordinator
Charlene Czerniak	Board of Directors
Zoubeida Dagher	Board of Directors
Sharon Lynch	Board of Directors
Randy McGinnis	Board of Directors
Jonathan Osborne	Board of Directors
Gail Richmond	Board of Directors
Alberto Rodriguez	Board of Directors
Kate Scantlebury	Board of Directors
Deb Smith	Board of Directors

Ex-Officio Members:

Dale Baker	JRST Editor
Mike Piburn	JRST Editor
John Tillotson	Executive Secretary
David Zandvliet	Annual Meeting Coordinator/Electronic Services

1. Welcome- Cheryl Mason

Mason welcomed the new President-elect Anderson and Board Members Dagher, Richmond and Smith.

2. Minutes of Prior NARST Board Meetings- Cheryl Mason

Tillotson distributed copies of the minutes from Session 1 NARST Board Meeting held on April 6, 2002. Mason suggested we approve the essence of them and review them in detail later and send any changes to Tillotson.

Motion #1: Smith moved that the Board accept the essence of the Session 1 NARST minutes and review them in detail later and send Tillotson changes. Richmond seconded the motion.

Vote on Motion #1: Motion passed 11-0

3. NARST President's Report- Cheryl Mason

Mason reviewed the agenda for the Session 2 meeting.

Mason announced that she will be forming two new Ad Hoc Committees and that the specific details concerning all of the committee structure assignments would be e-mailed to the Board later.

4. Past-President's Report- Norm Lederman

Lederman reviewed the comments he heard about the meeting from attendees. He also thanked everyone for the excellent attendance of all Board Members at the various NARST functions.

Czerniak, Lynch, and Rodriguez arrived at 12:20 PM.

5. Policy Committee Report- Norm Lederman

Lederman shared his update on the Policy Committee. He shared the reorganization of the Board structure as was proposed by the Committee previously. The Committee will be reviewing the document and discussing the matter throughout the coming months. He also reviewed the process that it would take for the new policy to be enacted.

6. Elections Committee Report- Norm Lederman

The Elections Committee discussed how to go about getting a pool of candidates to consider running for the various Board positions. He briefly reviewed the process that will be used and the numbers of individuals who will be needed.

Lederman asked that the names of anyone interested in being a candidate be sent directly to him.

Lederman pointed out that the membership is not aware that the President-elect selects the committee members so we need to do a better job of communicating that to the members, perhaps via the web site and/or listserv.

McGinnis asked if we could provide a bigger incentive of some type to get people to consider running for Board positions. Rodriguez suggested putting the criteria for Board positions on the web site so that people are more aware of the opportunity. The Equity Committee suggested this. Anderson stated it comes down to the fact that many universities are not supportive of these kinds of appointments and the responsibility it places on their faculty members.

Crawley suggested making it known in the NARST Program that everyone is invited to attend Committee meetings, as they are open meetings since it's a great way to learn about NARST and get in a position of becoming a Board member.

Anderson reiterated the importance of making an electronic distribution list as a high priority this year as a way of directly contacting members and inviting them to participate.

McGinnis asked about what incentives would be needed to recruit people. Anderson felt more money for the positions might help. Smith noted that the Financial Advisory Committee would take any suggestions in this regard for making budgetary adjustments. Her Committee was charged to pursue this and to report back to the Board.

7. President-elect Report- Andy Anderson

Anderson stated he is working toward appointing members to committees and planning the next annual meeting. He suggested a call going out to members asking them to volunteer for specific

committees over the distribution list. If the pool is large, then we could ask for additional information like CVs, etc. to make our decisions. A notice should go out ASAP since this process takes a long time.

Mason is forming two new ad-hoc committees on the history of science education and research that drives the standards. This is a good place for newer members to participate. Anderson asked who would appoint people to those committees. Mason noted that he would, and she will send him information on the charges to these two new committees.

Several Board members noted the poor attendance at committee meetings. Mason reminded people of the policy for removing inactive committee members. Zandvliet pointed out that perhaps a mandatory attendance notice in the program would help as it did for his committee meeting.

Anderson plans to continue the strand process. The Strand Coordinators should get a list of people who have presented in the past as a way of recruiting new reviewers for each strand.

Rodriguez, Osborne and Barton have been approached by Anderson to join the Program Committee. The tentative theme, thus far, for next year's conference is "Excellence in Science Teaching for All." The group has brainstormed a list of general speakers and Anderson will send the list out to everyone for comments and feedback.

Rodriguez suggested that a "Town Hall Meeting" follow the general session speakers next year as a way of increasing the informal dialogue with these people. It was pointed out that there is a budget for three plenary speakers although we only had two this year. That was one reason for the extra papers on the program as this time was filled with papers as opposed to a plenary address. Lynch suggested that perhaps someone from UNESCO or the Peace Corps could speak next year in Philadelphia since we are close to Washington, DC and NYC.

Dagher cautioned against using someone from UNESCO as they often present canned speeches and have governmental agendas. Osborne pointed out that selecting good international speakers who will challenge us to think and act is what's most important.

Anderson discussed the idea of allocating session slots to Strands and holding some in reserve. This would leave the Strand Coordinators the freedom to do some creative things like have their own speakers brought in, or a poster session, etc. that wouldn't fall into the usual format. This would increase the variety of sessions offered at the conference.

8. Executive Secretary's Report- John Tillotson

Discussion of the Awards Banquet timing was brought up as a result of the business meeting discussion that took place. The lack of closure to the overall conference was discussed. Anderson pointed out that if we moved the Awards banquet to the last day that it might be an issue as many people would leave and be upset that they had to pay for a meal they did not get to eat.

Rodriguez raised issue of FARSE and who pays for it as he felt it was racist in its program content and structure. Cobern noted that they were just acting in bad taste, as their goal is to lighten the mood and poke fun at the organization.

Czerniak noted that next year is the 40th anniversary of *JRST* and Wiley is looking at sponsoring an 11th issue of the journal (at no cost to NARST) that would be a decade-by-decade look at

research during those times periods and the people who made significant research contributions. This could be made into a fun social using skits of people doing presentations of research dressed in character representing the appropriate era and have people guess who they are.

The issue of using an external auditor was raised following a conversation Tillotson had with John Staver concerning past practices. Smith said the FAC supports this use of an external auditor to file tax forms and review budgets.

Anderson asked that we consider what additional funds the Electronic Services Coordinator needs to do the additional tasks we have discussed. Zandvliet stated that it would take time to investigate the costs. Mason stated that we could vote on this electronically after all budget items have been passed through the FAC and the Executive Secretary.

9. Masters and Doctoral Research Awards Committee Reports- Richmond

There was limited attendance at the two meetings so they were held together because she couldn't be in two places at once. Richmond stated that she might use pdf files and a web site with password access to handle the review process as opposed to paper versions. The group viewed this favorably.

Richmond and Anderson exited at 1:27 PM.

10. Financial Advisory Committee- Deb Smith

Due to lack of information on the 2002 budget, the Committee decided to move ahead on preparing the 2003 budget with realistic numbers. Each Committee member will be contacting various people to seek out any budgetary requests in order to prepare a solid 2003 budget.

Rodriguez stated that he felt we shouldn't be paranoid about saving all of our money and should spend some to benefit some of the members and consider how we might get additional income.

Smith stated that her committee suggested having a line on the registration form and membership form that people could contribute to support other individuals in getting to the annual meeting who have financial hardships.

The FAC discussed the possibility of NARST buying its own technology for AV use at the conference as opposed to renting it for the extremely high cost. Some of the problems were raised about security, transportation and maintenance.

The FAC asked if the Executive Secretary could check on when the money withheld for encumbrances at OSU has been cleared out and when the excess would be sent on to Missouri.

11. Publications Committee- Charlene Czerniak

Nothing was received from Yerrick and Parke, and they did not attend the committee meeting so no one could ask them any questions about the NARST newsletter.

Piburn and Baker reported that they only receive a limited part of their *JRST* budget for the review process and that they might need as much as a 15% increase to cover the cost of their office and raises for their staff. Mason and Lederman stated that this is a 5 year contract with them and we have to be cautious about revising the contract amount all of the time. Lederman will follow up with Baker and Piburn to see what their increased costs are and whether or not the Board should proceed. The FAC will be contacting them about their financial needs.

Czerniak reported that *JRST* does not have ads in it and that Wiley felt it was a way to increase our revenue and royalty payments as we get no royalties on member subscriptions, only on institutional subscriptions.

Zandvliet pointed out that our NARST advertising rates in the program etc are very low and we might consider raising them.

Mason stated that the Publications Committee should recommend to the Board how to proceed with the issue of advertising.

The special issue of *JRST* should have final editorial control by Baker and Piburn, even if a special editor is appointed, since they are the final people responsible for such matters.

The Publications Committee needs information from NSTA as soon as possible concerning the contract and copyright issues surrounding the *PEERS Matter* publication. It was decided that the Publications Committee, Crawley and the NSTA Representative Patricia Simmons should work together on this as a trio to keep everyone up to date.

Smith pointed out that the FAC must approve anything that has any financial implications for NARST related to this publication.

Crawley pointed out that McMahon is working on this and all of the needed information will be shared with NARST Board when it's available.

The proceedings document was discussed at the Publications meeting. Wiley was not able to answer all of their questions, but they seemed to think that it would be acceptable. The Publications Committee was generally in favor of doing something like pressing a CD with all of the papers where the author retains the copyright. It was brought up whether or not it could be done this year in honor of the 75th anniversary. Czerniak will ask for an electronic vote of committee if they want to proceed this year as a special 75th anniversary event or wait until next year to do it formally.

The Publications Committee had a lot of concerns about NARST and the NSTA joint Handbook on Research. They wanted to know what kind of NARST control will be involved in terms of editors, chapter selections, etc. Lederman shared information on what has transpired with the editorship and that the project will happen anyway with or without NARST approval. He will find out more information from Abell and share it with Czerniak and the Publications Committee.

12. Equity Committee Report - Alberto Rodriguez

Crawley asked that NARST recognize Apple for their great support of the technology/equity room session and that we recognize them in the program next year or call it the Apple session. Rodriguez and Mason will work together to thank the Apple folks in a letter.

Rodriguez suggested that in honor of the theme of next year's conference, perhaps we could display excellence in student work from the Philadelphia area to celebrate the theme in action. He also suggested a cultural event from local groups like a cultural dance or something as an alternative to FARSE. He pointed out ways to invite more teacher participation and that some sessions seemed to put down teachers. Zandvliet suggested that NARST sometimes forgets there are teachers in attendance, and that NARST might have something in the program about special sessions for teachers.

Mason directed Rodriguez to write up something that could be used in the program to support teachers and identify these sessions.

The Equity Committee will be putting a person's name forward for a NARST Board position and Rodriguez will get the information to Lederman.

Rodriguez asked for permission to explore ways to fund a travel support for international members or graduate students or junior faculty from small colleges. Crawley asked if perhaps Apple might consider funding some of this travel for people from some of the other Apple Project universities or schools.

13. Early Career Research Award Report – Randy McGinnis

McGinnis raised the issue of what ethical considerations should be in place if there is a possible conflict of interest when reviewing a candidate. This is true in cases where the person either has issues with the person or wants to support them for the award.

14. Membership Committee Report- Randy McGinnis

McGinnis stated that his committee has just five members and has many responsibilities so it may need to be expanded.

Holly Priestly has been extremely active in promoting NARST in several science teacher organization flyers, science supply publications, etc. and she should be thanked formally.

Far more mentees showed up than mentors at the NARST reception so we need more folks to participate. They also had 75-100 people attend the New Researchers Reception. They will likely use a panel next year instead of a single speaker to address the group. McGinnis would like to send a letter to these new attendees and new researchers right after the meeting thanking them for coming to the meeting and inviting them to stay involved in NARST.

15. JRST Outstanding Paper Award Committee Report- Jonathan Osborne

Osborne shared his proposal for the review criteria to be used for the award selection process. He would like this added to the NARST Board Book. Mason asked that he share it with Lederman so it can be included in the Policy Manual.

It was necessary to adjust the criteria to reflect the differences between position papers versus data papers.

16. Distinguished Career Award Committee Report- Bill Cobern

Cobern stated that the issue of the length of a career of the applicant is a concern since sometimes a person is relatively new and might have a lengthy career after the award is given. Also, there is the "subtle sympathy" issue when a person is considered year after year without winning. They might get chosen out of pity rather than by the criteria used to select the winner.

Cobern reviewed the new standard template for the award candidates CVs to make them more systematic.

17. Outstanding NARST Paper Award Committee Report- Zoubeida Dagher

Dagher indicated that she would like to make the review process more electronic.

The guidelines state that individuals have six weeks to send in a paper after the NARST meeting, but she asked if it could be reduced to just two weeks since people should not change the paper after the meeting.

18. International Committee Report- Sharon Lynch

The international symposium was large and there should have more time as it was scheduled against another international symposium at the same time.

The committee talked about an international research poster session followed by a critical symposium on the difficulties of doing international research and what works and what doesn't.

There is a need for more international representation on the *JRST* and NARST Boards. There may be one or two international members running for these Boards.

The committee really wants the international web site up and running. The person who is willing to do it did not attend the NARST meeting.

The ICASE symposium issue in Malaysia was discussed with Bob Yager. He suggested NARST go and find out what is happening with the organization and decide if we should remain involved. Lynch suggested that a NARST team visit the meeting, and she approached Joe Krajcik about going since it's a technology project. He was interested in attending.

The committee discussed a reduced registration fee for international members. However, it was discussed that it is not the registration fee that hinders people from attending; rather it's likely the plane ticket expense. Lynch asked if we could designate some amount of money for people from World Bank-designated impoverished countries to attend the annual meeting at a reduced rate.

Tillotson will e-mail everyone the final breakdown of international attendees versus domestic participants after Marilyn Estes has entered all of the data.

Czerniak departed at 2:50 PM.

19. Research Committee Report- Frank Crawley

The suggestions of the committee included the following:

1. NARST take responsibility for soliciting, reproducing, and distributing copies of plenary session presentations from Cochran-Smith and Berliner
2. Research Committee sponsored sessions for next year in cooperation with Zandvliet. One-on-one follow-up on Cochran-Smiths' session and Berliner's session. Abell will assist with this.
3. Follow up on both pre-conference workshops since neither was able to accommodate all of the people who wanted to be there.
4. Need to have sessions on grant writing and on research method tools
5. Follow-up on mentoring paper presented by Mason, Koballa and Crawley as there needs to be more done to help new and existing faculty concerning mentoring

Crawley asked the Board to consider allocating 10-12 hours on the NARST program for Research Committee sponsored sessions. Lederman suggested that this is consistent with what the Policy Committee is considering, but that he is concerned that we are taking authority away from

Anderson, as he is the Program Committee Chair. Mason suggested that Crawley contact Anderson directly and discuss it with him. McGinnis asked if the number of hours could be kept down the first year to get it right the first time and then expand the allocation gradually over time.

Dagher asked why we not consider increasing the pre-conference sessions, but it was pointed out that they are not always as well attended.

Crawley wants to follow up with Anderson and Mason about bringing Cochran-Smith and/or Berliner back to the next meeting to keep the conversation and activity moving ahead.

Crawley wants NSTA sponsored sessions at NARST that would reflect research in their topic area. Simmons would be responsible for this as the NSTA representative to NARST. Lederman raised the issue if all affiliated NARST groups would then be able to request a set amount of time on all of our NARST conference programs.

The issue was raised if there could be NARST sponsored sessions linked to other organizations that are related to our NARST mission (like the National School Boards Conference, etc.).

Of the ten hours on the NSTA Program, could NARST have two hours allocated to the *JRST* award paper and NARST paper award on a one-time basis? They would be reviewed the same way, but it would allow Crawley to contact the winners and invite them to submit their paper to the review process. Osborne noted that he was concerned because we put a lot of emphasis on the awards in NARST, and they are sometimes not cut and dried. Mason suggested that Crawley just write them and ask if they would consider submitting their papers.

20. NARST Fall Board Meeting Information- Cheryl Mason

The Fall 2002 NARST Board Meeting is scheduled for October 11-12 in Philadelphia at the Wyndom Franklin Hotel, which is Friday through Saturday night. You can leave any time on Sunday.

The NARST Board reports should now be sent to Marilyn Estes, and she will send one e-mail with all attachments to the Board as opposed to them coming in one at a time.

21. 2005 Annual NARST Meeting in Dallas- David Zandvliet

Zandvliet reviewed his site visit experiences in Dallas. There are three hotel options, but the Hyatt and Fairmont Hotel in downtown Dallas are the best two options in terms of rooms and locations and rates.

Zandvliet's recommendation would be the Fairmont.

Motion #2: Motion by Osborne to adjourn. Seconded by Lederman.

Vote on Motion #2: Motion Passed 10-0

Respectfully submitted,
John W. Tillotson

380 Commercial Exhibits and Commercial Ads
 385 Kluwer Contribution to Past Presidents Reception

	\$2,500	\$1,600.00	(\$900)	\$2,500	\$1,200.00	\$1,300
	\$500		(\$500)	\$500	\$0.00	\$500
	\$0					
4. Sales and Royalties	\$102,960	\$107,269.48	\$4,309	\$108,960	\$116,595.16	(\$7,635)
410 Mailing Labels (\$120)	\$960	\$937.17	(\$23)	\$960	\$399.22	\$561
420 Wiley Royalties	\$100,000	\$105,689.66	\$5,690	\$106,000	\$115,650.21	(\$9,650)
430 NARST Monographs and Books (\$8)	\$2,000	\$642.65	(\$1,357)	\$2,000	\$545.73	\$1,454
5. Other	\$2,500	\$3,372.00	\$872	\$4,000	\$2,971.00	\$1,029
510 Contributions	\$0	\$1,500.00	\$1,500	\$1,500	\$10.00	\$1,490
520 Interest	\$2,500	\$778.50	(\$1,722)	\$2,500	\$0.00	\$2,500
530 Miscellaneous	\$0	\$1,093.50	\$1,094	\$0	\$2,961.00	(\$2,961)
Total Receipts	\$348,445	\$380,180.33	\$31,735	\$400,035	\$288,673.16	\$111,362

National Association for Research in Science Teaching
 NARST Financial Report for 2002
 January 1, 2002 - August 31, 2002

Disbursements

1. Journal of Research in Science Teaching

- 1100 Wiley & Sons Publishers
- 1300 Personnel Support for JRST Editor
- 1350 Transition Costs for Editor

2. Officers & Executive Board Members

- 2100 President
- 2150 President's Contingency Fund
- 2200 President-Elect Expenses
- 2300 Past President
- 2400 NARST Archivist (Joslin)
- 2500 Executive Board Meetings
- 2510 Spring (2 meals)
- 2520 Fall (17 travelers)
- 2700 Newsletter Editor (\$1,250 per issue)
- 2800 President Travel (Outside NARST)
- 2900 Travel to Affiliated Groups
- 2910 CSSP (2 meetings)
- 2920 ICASE
- 2930 NSTA Research Committee
- 2940 AETS
- 2950 AAAS

3. Executive Secretary

- 3050 Executive Secretary (Syracuse)
- 3100 Administrative Assistant (MU)
- 3200 Operating Expenses (MU)

	2001 Budget 3/26/01	2001 Expenses 1/1-12/31	2001 Difference 12/31/01	2002 Budget 3/1/02	2002 Expenses 01/01-08/31	2002 Difference 8/31/02
1. Journal of Research in Science Teaching	\$88,000	\$85,352.08	\$2,648	\$82,000	\$24,383.88	\$57,616
1100 Wiley & Sons Publishers	\$58,000	\$67,352.08	(\$9,352)	\$58,000	\$24,383.88	\$33,616
1300 Personnel Support for JRST Editor	\$24,000	\$18,000.00	\$6,000	\$24,000	\$0.00	\$24,000
1350 Transition Costs for Editor	\$6,000		\$6,000	\$0	\$0.00	\$0
2. Officers & Executive Board Members	\$39,300	\$22,863.99	\$16,436	\$43,950	\$11,360.55	\$27,454
2100 President	\$4,000	\$914.58	\$3,085	\$4,000	\$0.00	\$4,000
2150 President's Contingency Fund	\$3,000	\$1,842.25	\$1,158	\$3,000	\$0.00	\$3,000
2200 President-Elect Expenses	\$6,000	\$1,107.49	\$4,893	\$6,000	\$6,000.00	\$0
2300 Past President	\$1,000	\$632.91	\$367	\$1,000	\$0.00	\$1,000
2400 NARST Archivist (Joslin)			\$0		\$0.00	\$0
2500 Executive Board Meetings	\$1,500	\$1,251.29	\$249	\$1,500	\$2,435.83	(\$936)
2510 Spring (2 meals)			\$0		\$0.00	\$0
2520 Fall (17 travelers)	\$18,000	\$14,750.47	\$3,250	\$18,000	\$909.99	\$17,090
2700 Newsletter Editor (\$1,250 per issue)	\$2,500		\$2,500	\$2,500	\$0.00	\$2,500
2800 President Travel (Outside NARST)	\$800		\$800	\$800	\$0.00	\$800
2900 Travel to Affiliated Groups	\$2,500	\$2,365.00	\$135	\$2,500	\$0.00	\$0
2910 CSSP (2 meetings)					\$2,014.73	\$485
2920 ICASE					\$0.00	\$1,550
2930 NSTA Research Committee					\$0.00	\$1,550
2940 AETS					\$0.00	\$1,550
2950 AAAS					\$0.00	\$1,550
3. Executive Secretary	\$0	\$0	\$0	\$56,000	\$56,000	\$0
3050 Executive Secretary (Syracuse)			\$0	\$15,000	\$15,000.00	\$0
3100 Administrative Assistant (MU)				\$16,000	\$16,000.00	\$0
3200 Operating Expenses (MU)				\$25,000	\$25,000.00	\$0

	\$93,600	\$99,169.04	(\$5,569)	\$113,400	\$73,253.66	\$40,146
4. Annual Meeting						
Annual Meeting Coordination						
3500 Site Reviews	\$1,800	\$1,800	\$1,800	\$1,800	\$0.00	\$1,800
3510 Travel/Planning-2003 Meeting	\$1,600	\$987.60	\$612	\$1,600	\$391.96	\$1,208
3520 Travel for 2003, 2004, 2005 sites	\$20,000	\$18,000.00	\$2,000	\$20,000	\$698.44	\$19,302
4150 Annual Meeting Coordinator	\$10,000	\$7,909.76	\$2,090	\$10,000	\$11,648.74	(\$1,649)
Other Annual Meeting Expenses	\$900	\$533.00	\$367	\$900	\$671.20	\$229
4110 Convention Program/Abstracts Attendees Only	\$500	\$642.62	(\$143)	\$500	\$498.51	\$1
4130 Awards	\$2,000	\$0	\$2,000	\$2,000	\$0.00	\$2,000
4140 Shipping	\$0	\$0	\$0	\$3,000	\$0.00	\$3,000
4145 Interpreters	\$2,400	\$2,278.26	\$122	\$6,600	\$2,697.96	\$3,902
4200 Pre-conference Workshops (2 @ \$1,500)	\$2,400	\$1,940.25	\$460	\$2,400	\$0.00	\$2,400
4300 General Session Speakers (3 @ \$2,200)	\$28,000	\$19,932.87	\$8,067	\$28,000	\$23,740.70	\$4,259
4400 Travel/Hotel/Meals for Abstracts , ES, & AMC	\$1,500	\$22,125.18	(\$20,625)	\$1,500	\$3,429.54	(\$1,930)
4500 Travel for President, President-Elect, Past Preside	\$2,500	\$2,977.28	(\$477)	\$3,000	\$3,035.34	(\$35)
4600 Events/Functions	\$7,000	\$12,097.04	(\$5,097)	\$10,000	\$7,114.20	\$2,886
4610 Awards Banquet	\$800	\$601.40	\$199	\$500	\$4,023.88	(\$3,524)
4620 Session Breaks	\$2,600	\$2,600	\$2,600	\$2,600	\$0.00	\$2,600
4630 Continental Breakfast for NARST Committees	\$0	\$0	\$0	\$7,000	\$5,704.72	\$1,295
4640 General NARST Member Reception	\$9,000	\$8,569.74	\$430	\$9,000	\$975.00	(\$975)
4650 Past President Reception	\$600	\$574.04	\$26	\$600	\$6,351.66	\$2,648
4670 JRST Editorial Board Meeting					\$662.82	(\$63)
4700 Equipment Rental						
4750 Entertainment						
4800 MU/Syracuse Registration Help						
4900 Convention Supplies						
	\$7,000	\$5,092.42	\$1,908	\$7,500	\$22,022.53	(\$14,523)
5. Publication of Documents						
5100 Newsletter (2 issues @ \$2,500)	\$5,000	\$5,092.42	(\$92)	\$5,000	\$3,022.53	\$1,977
5200 JRST Editorship (Arizona State University)	\$2,000	\$2,000	\$2,000	\$2,500	\$19,000.00	(\$19,000)
5300 NARST Monographs and Other Publications					\$0.00	\$2,500
	\$17,095	\$795.00	\$16,300	\$10,445	-\$1,159.97	\$9,650
6. Other (Association Membership & Services)						
6100 ICASE dues	\$300	\$300	\$300	\$150	\$0.00	\$150

6200 Triangle Coalition	\$0	\$0	\$0.00	\$0
6300 Insurance Policy (Off, Liability, & Premises)	\$3,000	\$3,000	\$0.00	\$3,000
6400 Attorney	\$0	\$0	\$0.00	\$0
6500 Accountant	\$3,000	\$3,000	\$0.00	\$3,000
6700 CSSP dues	\$795	\$795	\$795.00	\$0
6800 Web Master	\$3,500	\$3,500	\$0.00	\$3,500
6900 Transition to New Web Master	\$6,500	\$6,500	\$0.00	\$3,500
7000 Misc			-\$1,954.97	\$0
Total Disbursements	\$244,995	\$213,272.53	\$31,722	\$120,344

Assets

2002	Money Market Account as of (06/16/02)	\$55,508
2002	Estimate Receipts	\$400,035
2002	Estimate Disbursements	\$313,295
2002	Estimate Profit	\$86,740
2002	Estimate NARST Account Balance	\$429,184

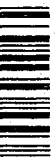
Financial Advisory Committee Report
October 11, 2002 Board Meeting

As you know from John's report, we have just finalized the 2002 budget receipts and disbursements, so John will be bringing the proposed 2003 budget with him to the Board Meeting. The FAC has seen and members who have responded have approved the 2002 budget which John forwarded to us. There are several recommendations that have come to the committee:

1. Cheryl requested that we remove from line 4400 the expenses for JRST editors at the Annual Meeting, since we do not pay for those.
2. John made the following recommendations:
 - a. Line 2510 – increase the budget for the two Board meals in the spring to \$2500, due to rising costs.
 - b. Line 4620 – increase the budget for session breaks to \$3500, since costs rose last spring.
 - c. Line 4150 – increase the amount for the Annual Meeting Coordinator to \$25,000, to cover the increasing size of the conference and work on a conference proceedings document, which he has agreed to coordinate and edit, in cooperation with the Publications Committee.
 - d. Line 3050 – increase the costs for the Executive Secretary to include \$3000 for a part-time secretary.
3. John also requested that the Electronic Services budget be maintained at \$10,000; however, I am unable to find this item in the budget, aside from the \$3500 for the Web Master. If this is an increase, we will need to discuss sources for these funds.
4. John also raised the issue of the entertainment costs (line 4750), which came up at the spring meeting. There was considerable discussion about whether to continue the current brand of entertainment, and several alternatives were proposed.

Other issues:

- (1) The FAC recommended line item in the membership renewal form for members to contribute to a fund for scholarship amounts for travel and expenses for attending the Annual Meeting, for members whose institutions may be unable to support their costs, especially in developing countries.
- (2) Possible costs of cancellation insurance for the conference, in the case of an event like 9/11. My notes say that David would check on this.
- (3) A discounted registration rate for teachers for the spring conference in Philadelphia.
- (4) Re-investment of funds coming due in 12/02.



Statement of Financial Accounts

June 17, 2002 - September 15, 2002

Group Number 0872 6933 8 001

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740-340-0434 FAX
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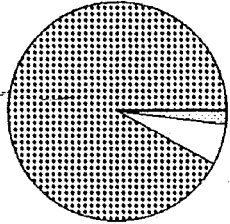
Value of Accounts

as of September 15, 2002

\$55,266.15

American Express Portfolio Summary

Where your assets are invested by product



Product type	Percent of all current products	Value one year ago	Value last statement	Current value
Money Market Funds and Cash	2%	\$19,185.09	\$1,096.13	\$922.44
Mutual Funds	6%	Not applicable	\$3,708.00	\$3,346.22
Securities	0%	Not applicable	Not applicable	Not applicable
Annuities	0%	Not applicable	Not applicable	Not applicable
Certificates	92%	\$36,024.22	\$50,703.97	\$50,997.49
Insurance	0%	Not applicable	Not applicable	Not applicable
Limited Partnerships and REITs	0%	Not applicable	Not applicable	Not applicable
Additional Products	0%	Not applicable	Not applicable	Not applicable
100% Total value of all accounts		\$55,209.31	\$55,508.10	\$55,266.15

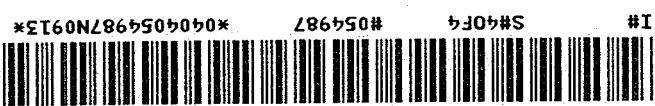
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Statement of Financial Accounts

June 17, 2002 - September 15, 2002



Account Service Information

For more complete information on any product or service, including associated fees and expenses, contact us for a prospectus. Please read it carefully before you invest your money.

Direct inquiries to:
 American Express Financial Advisors
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 Minneapolis MN 55474
 800-862-7919

Please review the detail pages of this statement carefully. If you think your statement is wrong, is missing account information, or if you need more information about a transaction, transfer, or other activity on the statement, telephone or write us as soon as possible. We must hear from you no later than 60 days after we sent you the FIRST statement with an error or missing information. If you do not notify us within 60 days, we will understand that you agree with the statement.

When contacting us, please provide the following information:

- Your name and account or group number.
- The error or the transfer you are unsure of. Explain as clearly as you can why you believe there is an error or why you need more information.
- The dollar amount of the suspected error.

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American Express Brokerage

Values for accounts summarized in this statement may vary because of market fluctuations, account activity or outstanding loans. Some values may be subject to surrender charges, market value adjustments or other fees.

The prices used to provide values, yields and income are "estimates" obtained from outside services believed to be reliable. The values do not necessarily represent prices at which the securities could have been purchased or sold. Because they are estimates, we cannot guarantee these values. Those securities that do not have prices available at the time of the statement are not included in the total account value.

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American Express Centurion Bank (AECB), member Federal Deposit Insurance Corporation (FDIC), provides bank products for the American Express ONE(SM) Financial Account. American Express Insured Money Market Account (AEIMMA), is an insured product through Reserve Management Corporation in an account with AECB. Investment and brokerage services are offered by American Express Financial Advisors, member NASD and SIPC. Investments, other than AEIMMA, are not insured by the FDIC, are not deposits or obligations of or guaranteed by a financial institution, involve investment risks including possible loss of principal, and may fluctuate in value. American Express Centurion Bank deposits are insured by the Federal Deposit Insurance Corporation to the maximum of \$100,000 for each depositor.

Securities Protection

Securities are protected by Securities Investor Protection Corporation (SIPC) up to a maximum of \$500,000 per customer which includes a \$100,000 limit on claims for cash held in the account. We have obtained excess coverage on total brokerage account assets up to \$24.5 million. Assets with IDS Life Insurance Company, assets with other affiliated insurance companies and mutual fund assets held outside of your brokerage account are not covered by SIPC.

DPP and REIT Securities Disclosure

Positions held in direct participation program securities (e.g., partnerships, limited liability companies, and real estate investment trusts which are not listed on the national exchange or the Nasdaq) are generally illiquid; no formal trading market exists for these securities; and their values will be different than the purchase price. Unless otherwise indicated, the values shown herein for such securities have been provided by the management of each program and represent management's estimate of the investor's interest in the net assets of the program. Therefore, the estimated values shown herein may not necessarily be realized upon sale of the securities.

Abell, Mason, Ebert-May, McGinnis, Lederman, Crawley, McMahon, Rodriguez

4/5/02
Dagler (guest), Coburn, Smith (guest), Anderson (guest), Lynch, Richmond (guest), Rennie, Osborne, Zanduliet, ~~Mc~~ Tillotson Present Absent: Scattlebury ~~Corniak~~

Motion #1 Approve change in agenda.

Motion #2 ~~Rodriguez~~ Abell to approve all past minutes

Motion #3 Rodriguez to table approval of ^{all 3 past} minutes
Second by Lynch.

Discussion concerning
Coburn call to question

for (2) Lynch, Rodriguez 7 ~~7~~ opposed
abstain Lederman

Motion #4: Approve ^{Fall} 2001 ~~mtg~~ mtg min Abell, Clay (Mason, Giff)

Vote: Unanimous
8 in favor 2 abstentions (Rennie)
(Lederman)

~~Motion #4~~

Motion #5: Motion Abell, Coburn Spring 2001
minutes done by D. Harry

Discussion about the dated material and difficulty
of interpreting them. Osborne suggested list of
guests e-mailed

Vote: 8 pass (1) Lederman
Rodriguez

Motion #6: Abell to approve ^{October} ~~Fall~~ 2000 Harry minutes.
Second by Coburn.

Many pointed out they were not present at
that mtg. Vote: 5 approve 0 opposed 4 abstain

786650



Statement of Financial Accounts
June 17, 2002 - September 15, 2002

Group Number 0872 6933 8 001

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Summary of Accounts by Product

Money Market Funds and Cash

Product	Symbol	Account number	Value one year ago	Value last statement	Current value
AXP CASH MANAGEMENT FUND CLASS A	IDSXX	001 1 3872 6933 2 002	\$19,185.09	\$1,096.13	\$922.44
AXP DIVERSIFIED EQUITY INCOME FUND CLASS C	ADECX	0014 3872 6933 6 002	Not applicable	\$3,708.00	\$3,346.22

Certificates

Product	Symbol	Account number	Value one year ago	Value last statement	Current value
FLEXIBLE SAVINGS		0008 0428 5272 6 001	Not applicable	\$12,866.59	\$12,973.77
FLEXIBLE SAVINGS		0008 0428 5273 4 001	Not applicable	\$12,897.20	\$12,995.15
FLEXIBLE SAVINGS		0008 0428 5274 2 001	Not applicable	\$12,907.49	\$13,015.88
STOCK MARKET		0063 0419 5453 6 001	\$12,001.86	\$12,012.69	\$12,012.69
STOCK MARKET		0063 0419 5823 0 001	\$12,073.04	Inactive	Inactive
STOCK MARKET		0063 0419 6011 1 001	\$12,009.32	Inactive	Inactive

Summary of Accounts by Ownership

Product	Symbol	Account number	Value one year ago	Value last statement	Current value
FLEXIBLE SAVINGS		0008 0428 5272 6 001	\$55,209.31	\$55,508.10	\$55,266.15
FLEXIBLE SAVINGS		0008 0428 5273 4 001	Not applicable	\$12,866.59	\$12,973.77
FLEXIBLE SAVINGS		0008 0428 5274 2 001	Not applicable	\$12,897.20	\$12,995.15
STOCK MARKET		0063 0419 5453 6 001	Not applicable	\$12,907.49	\$13,015.88
STOCK MARKET		0063 0419 5823 0 001	\$12,001.86	\$12,012.69	\$12,012.69
STOCK MARKET		0063 0419 6011 1 001	\$12,073.04	Inactive	Inactive
AXP CASH MANAGEMENT FUND CLASS A	IDSXX	001 1 3872 6933 2 002	Not applicable	\$1,096.13	\$922.44
AXP DIVERSIFIED EQUITY INCOME FUND CLASS C	ADECX	0014 3872 6933 6 002	Not applicable	\$3,708.00	\$3,346.22



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Group Number 0872 6933 8 001

Money Market Funds and Cash

AXP Cash Management Fund

Account number 0011 3872 6933 2 002

Account information

Account owner(s)
NARST

Date account
opened 11/17/2000

Current account value on 09/13/2002

\$922.44

921,790
\$1,000
\$0.65
1.18%

\$78,476.68
\$1,021.78
\$0.00
\$0.65
\$0.00
(\$78,576.67)
\$922.44

Class A shares owned
Current price per share
Accrued dividends
Current annualized yield

Cash invested to date*
Reinvested dividends
Cash dividends
Accrued dividends
Market gain (loss)**
Cash withdrawn***
Account Value

Account activity

Date	Activity	Class of shares	Number of shares	X	Price per share	=	Dollar amount
06/26/2002	Reinvested dividend at \$0.0012 per share	A	1.680		\$1.000		\$1.68
07/03/2002	Scheduled Investment exchange to Divers Equity Inc C 0014 3872 6933 6 002	A	(176.670)		\$1.000		(\$176.67)
07/26/2002	Reinvested dividend at \$0.0011 per share	A	1.020		\$1.000		\$1.02
08/26/2002	Reinvested dividend at \$0.0010 per share	A	0.880		\$1.000		\$0.88

* This number is an estimate and should not be used in your tax calculations. Consult a professional tax advisor when calculating taxes.
** Includes realized gain (loss), unrealized market appreciation (depreciation), and sales charges.
*** Includes redemptions, exchanges, cash dividends, taxes withheld, custodial fees and conversions to class A.

I# #30F4 #054987 *0304054987N0913*

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Mutual Funds

Statement of Financial Accounts June 17, 2002 - September 15, 2002

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Group Number 0872 6933 8 001

XPP Diversified Equity Income Fund

Account number 0014 3872 6933 6 002

Account information

Account owner(s)
NARST

Date account opened 09/04/2002

Your account performance

Average annual return as of 09/05/2002			
1 Year	5 Year	10 Year	Since acct open
N/A	N/A	N/A	N/A

Account performance information is not provided for accounts that are less than one year old.

Current account value on 09/13/2002

\$3,346.22

Class C shares owned	485.683
Current price per share	\$6.890
Estimated average cost per share*	\$8.61
Cash invested to date*	\$4,176.67
Reinvested dividends	\$6.24
Cash dividends	\$0.00
Accrued dividends	\$0.00
Market gain (loss)**	(\$836.69)
Cash withdrawn***	\$0.00
Account Value	\$3,346.22

* This number is an estimate and should not be used in your tax calculations. Consult a professional tax advisor when calculating taxes.
 ** Includes realized gain (loss), unrealized market appreciation (depreciation), and sales charges.
 *** Includes redemptions, exchanges, cash dividends, taxes withheld, custodial fees and conversions to class A.

Account activity

Date	Activity	Class of shares	Number of shares	X per share	=	Dollar amount
06/21/2002	Reinvested dividend at \$0.0175 per share	C	0.764	\$8.000	=	\$6.11
07/03/2002	Scheduled investment exchange from Cash Management A 0011 3872 6933 2 002	C	23.307	\$7.580	=	\$176.67



Statement of Financial Accounts
June 17, 2002 - September 15, 2002

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Certificates

AXP Flexible Savings Certificate

Account information

Account number 0008 0428 5272 6 001
Current account value
on 09/13/2002

\$12,973.77

Account owner(s)
NARST

Date account opened 03/05/2002

Accrued interest \$9.08
Current interest rate 2.52%
Current annualized yield 2.54%
Next renewal date 03/05/2003
Initial investment 12,800.00

Account activity

Date	Activity	Dollar amount
07/05/2002	Interest earned	\$28.99
08/05/2002	Interest earned	\$29.06
09/05/2002	Interest earned	\$29.13

You can receive your interest and up to 10% of your principal without a surrender charge. Principal withdrawn above the 10% is subject to a 2% charge for early surrender.

AXP Flexible Savings Certificate

Account information

Account number 0008 0428 5273 4 001
Current account value
on 09/13/2002

\$12,995.15

Account owner(s)
NARST

Date account opened 03/05/2002

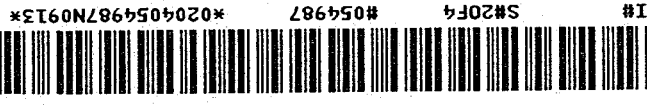
Accrued interest \$10.94
Current interest rate 3.03%
Current annualized yield 3.07%
Next renewal date 03/05/2003
Initial investment 12,800.00

Account activity

Date	Activity	Dollar amount
07/05/2002	Interest earned	\$32.57
08/05/2002	Interest earned	\$32.65
09/05/2002	Interest earned	\$32.73

You can receive your interest and up to 10% of your principal without a surrender charge. Principal withdrawn above the 10% is subject to a 2% charge for early surrender.

You may add up to \$3,200.00 to your certificate and earn interest at your current rate.



I# S#20F4 #054987 *0204054987N0913*

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Statement of Financial Accounts
June 17, 2002 - September 15, 2002

Group Number 0872 6933 8 001

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AXP Flexible Savings Certificate

Account Information

Account owner(s)
NARST
Date account
opened 03/05/2002

Account number 0008 0428 5274 2 001

Current account value
on 09/13/2002

\$13,015.88

Accrued interest \$12.11
Current interest rate 3.35%
Current annualized yield 3.40%
Next renewal date 09/05/2003
Initial investment 12,800.00

Account activity

Date	Activity	Dollar amount
07/05/2002	Interest earned	\$36.03
08/05/2002	Interest earned	\$36.13
09/05/2002	Interest earned	\$36.23

You can receive your interest and up to 10% of your principal without a surrender charge. Principal withdrawn above the 10% is subject to a 2% charge for early surrender.

You may add up to \$3,200.00 to your certificate and earn interest at your current rate.

AXP Stock Market Certificate

Account Information

Account owner(s)
NARST
Date account
opened 11/21/2000

Account number 0063 0419 5453 6 001

Current account value
on 09/13/2002

\$12,012.69

Term start 12/05/2001
Term end 12/03/2002
Participation rate 100.00%
Maximum annual return 6.00%

Initial investment 12,000.00
Standard and Poor's 500 starting index value for term 1,144.80

Principal is subject to a 2% charge for early surrender.

Account activity: There are no transactions to report for this statement period.



Statement of Financial Accounts
June 17, 2002 - September 15, 2002

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Automated Telephone Service

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Enter your social security number.
 Enter your four-digit PIN.

Choose the option for the information that you'd like to hear.
 For account values, press 1.
 For account activity, press 2.
 For American Express product prices, rates, and performance, press 3.
 For PIN Maintenance, press 4.
 For document requests, press 5.
 For assistance, press 0.

Service Information

Beginning Feb. 4, 2002, American Express Financial Advisors will accept orders for investment purchases only when the company has complete client information on file. At the time of the order, we will attempt to gather this information from clients who have not previously provided it. If the information is not provided, we will not be able to accept the transaction request. We require client information because it is an industry requirement and it helps us assess the suitability of investment purchases. If you have any questions or would like to confirm that your information is complete, please contact your advisor or the local office listed on your statement.

Portfolio Manager changes:

Telis Bertsekas and Nina Hughes now manage AXP Global Technology Fund.

Paul Rokosz now manages AXP Strategy Aggressive Fund.

Daniel Rivera and C. Steven Brenneman now manage AXP Focused Growth Fund.

Gordon Fines now manages AXP Growth Dimensions Fund.

Gordon Fines now manages AXP New Dimensions Fund and AXP Variable Portfolio-New Dimensions Fund.

Duncan Evered now manages AXP Equity Select Fund and AXP Variable Portfolio-Equity Select Fund.

Joan Kampmeyer and Tom Mahowald now manage AXP Research Opportunities Fund.

Paul Rokosz now manages AXP Variable Portfolio-Strategy Aggressive Fund.

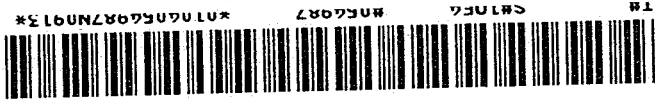
Doug Chase now manages IDS Life Variable Annuity Funds A and B.

Warren Spitz now manages IDS Life Series-Managed Portfolio.

Daniel Rivera and C. Steven Brenneman now manage IDS Life Series-Equity Portfolio.

NARST
 101 HERODY GEOLOGY LAB
 SYRACUSE NY 13244-0001

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Financial Advisory Committee Report
October 11, 2002 Board Meeting

As you know from John's report, we have just finalized the 2002 budget receipts and disbursements, so John will be bringing the proposed 2003 budget with him to the Board Meeting. The FAC has seen and members who have responded have approved the 2002 budget which John forwarded to us. There are several recommendations that have come to the committee:

1. Cheryl requested that we remove from line 4400 the expenses for JRST editors at the Annual Meeting, since we do not pay for those.
2. John made the following recommendations:
 - a. Line 2510 – increase the budget for the two Board meals in the spring to \$2500, due to rising costs.
 - b. Line 4620 – increase the budget for session breaks to \$3500, since costs rose last spring.
 - c. Line 4150 – increase the amount for the Annual Meeting Coordinator to \$25,000, to cover the increasing size of the conference and work on a conference proceedings document, which he has agreed to coordinate and edit, in cooperation with the Publications Committee.
 - d. Line 3050 – increase the costs for the Executive Secretary to include \$3000 for a part-time secretary.
3. John also requested that the Electronic Services budget be maintained at \$10,000; however, I am unable to find this item in the budget, aside from the \$3500 for the Web Master. If this is an increase, we will need to discuss sources for these funds.
4. John also raised the issue of the entertainment costs (line 4750), which came up at the spring meeting. There was considerable discussion about whether to continue the current brand of entertainment, and several alternatives were proposed.

Other issues:

- (1) The FAC recommended line item in the membership renewal form for members to contribute to a fund for scholarship amounts for travel and expenses for attending the Annual Meeting, for members whose institutions may be unable to support their costs, especially in developing countries.
- (2) Possible costs of cancellation insurance for the conference, in the case of an event like 9/11. My notes say that David would check on this.
- (3) A discounted registration rate for teachers for the spring conference in Philadelphia.
- (4) Re-investment of funds coming due in 12/02.

President's Report
Cheryl L. Mason

Philadelphia, PA October, 2002

1. Over the past several months, I have been in steady communication with Andy, Norm, John, David and Marilyn concerning issues revolving around a myriad of details.
2. Continued to respond to the large number of email messages with questions and concerns about a variety of issues.
3. Articles IV and V and perhaps other places in the bylaws need to be changed to reflect the new roles and responsibilities of the Executive Secretary, Annual Meeting Coordinator and Administrative Assistant.

Action Item: I charge Norm and the Policy Advisory Committee members to craft language to be put before the Board and eventually the membership for a vote. Note also that Article IV, Section 2 needs to include the Annual Meeting Coordinator.

Motion: I move that we change the name from Executive Secretary to Executive Director to better reflect this individual's role within the organization.

Motion: I move that the sentence *The Board of Directors approves membership in the organization* in Article V, Section 1 be removed since it reflects an outdated policy.

4. I would like to make a couple of minor changes to the Mission Statement.

The National Association for Research in Science Teaching (NARST) is a worldwide organization of professionals committed to the improvement of science teaching and learning through research. Since its inception in 1928, NARST has promoted research in science education and the communication of knowledge generated by the research. The ultimate goal of NARST is to help all learners achieve science literacy. NARST promotes this goal by:

- 1) encouraging and supporting the application of diverse research methods and theoretical perspectives from multiple disciplines to the investigation of teaching and learning (eliminate *in*) science;
- 2) communicating science education research findings to researchers, practitioners, and policy makers; and
- 3) cooperating with other educational and scientific societies, and (add *funding agencies*) funding agencies to influence educational policies.

5. Worked with Randy McGinnis on developing and editing a letter sent out to all first-time annual meeting attendees.
6. Served as one of the reviewers for the first issue of *PEERsMatters*, a joint publication with NSTA. We are in the process of finalizing a contract with NSTA concerning *PEERsMatters*. My thanks goes out to Maureen McMahon and Frank Crawley for all of their hard work getting this off and running.
7. As the NARST Affiliate Representative to NSTA, I have attended several NSTA meetings: meetings of the Council in San Diego last spring, summer orientation for new Board and Council members, and the summer Board, Congress and Council meeting. Throughout these meetings, I have stressed the importance of sound research in these challenging times for education, and worked to make attendees more aware of NARST as an organization.
8. During my recent conversations with Gerry Wheeler, NSTA is now prepared to interact with other organizations of similar goals and objectives over management issues. Their software programs and server have the potential to handle membership rolls, including the processing of dues, archives, etc. See Appendix A for the original proposal. We need to discuss how we want to proceed. We also need to appoint another subcommittee to handle the negotiations.
9. I represented NARST at the Target Corporation's *Take Charge of Education program* and Lipman Hearne. There was a reception in honor of David Shribman for the publication of his new book, *I Remember My Teacher*.
10. I represented NARST at a variety of the National Research Council's meetings, including a seminar discussing the advance copy of *Scientifically Based Research in Education*, and their workshop on *Taking Stock of the National Science Education Standard: The Research*.
11. Upcoming NARST meetings:
 - Philadelphia - Wyndham Franklin Plaza Hotel (\$136.00), March 23 - 26, 2003
 - Vancouver - Westin Bayshore Resort & Marina (\$220.00 Canadian),
March 31 - April 3, 2004
 - Dallas - Fairmont Dallas (\$137.00), April 4 - April 7, 2005

Respectfully submitted,

Cheryl L. Mason
NARST, President

Appendix A

To: Harold Pratt, NSTA President
Gerry Wheeler, NSTA Executive Director
Moirra Fathy, NSTA Associate Executive Director for Operations

RE: Management Proposal for NARST

Date: Spring/Summer 2001

In response to a progression of meetings with you regarding the possibilities for NSTA and NARST to develop a NARST shared management agreement, the NARST Board has formulated an action plan and timeline. We propose the following:

1. Starting on August 1, 2001, NARST would like NSTA to assume a set of responsibilities for NARST management that may expand over time. The responsibilities that NSTA would assume initially for NARST are:
 - a. Coordination of Board meetings for October and April: travel, lodging, meals, and meeting room arrangements.
 - b. Preparation and distribution of Board books for both of these meetings.
 - c. Development of a NARST board Intra-net for board communications.
 - d. Archiving of NARST documents.
 - e. Communications with NARST Interim Executive Secretary and Administrative Assistant.
 - f. Advice and assistance in preparing the NARST budget for 2002.
2. NARST can compensate NSTA up to \$5000 for these services from Aug 1, 2001-July 31, 2002.
3. Subject to review by the NARST and NSTA Boards, and pending the review of itemized costs supplied by NSTA to the NARST Board, NARST is interested in exploring expansion of this agreement effective August 1, 2002. Services for NSTA to assume from NARST include the items in #1 above, and the following, as delineated and discussed at our June 11 meeting.
 - a. Database establishment and maintenance
 - b. All financial services
 - c. Communications with members
 - d. Some electronic services
 - e. Conference pre- and onsite registration
 - f. Printings and mailings

By the NARST October 19, 2001 Board Meeting, we would need to have figures from NSTA for the projected costs of these services. We will then be able to analyze our budget to ensure that the arrangement with NSTA is financially sound for NARST.

On behalf of the NARST Board, I request that this proposal be brought before the NSTA Board at its summer board meeting in Colorado, and that I be notified as soon as possible after that meeting as to NSTA Board decisions.

The NARST Board appreciates the time you have invested so far in considering a management arrangement with our association, and we are confident that we can make such an arrangement work to the benefit of both societies.

Cc: NARST Board

Past-President's Report
NARST Fall Board Meeting
October 11-12
Philadelphia, PA

Norman G. Lederman

1. Other than chairing the Policy Advisory Committee and the Elections Committee (reports for these committees are included elsewhere), my primary responsibility as Past-President has been to represent NARST at the meeting of the Council of Scientific Society Presidents. I attended the meeting in May, 2002 in Washington, DC and plan to attend the Fall Meeting in December in Washington, DC.

The sessions at the meeting were varied and focused on topics such as:

- maintaining and increasing membership in professional organizations
- regulation of science
- policy decisions on science
- homeland security
- scientists as expert witnesses
- 21st century technology
- national security and the free flow of scientific information
- the future of the U.S. scientific enterprise
- human responses to disaster

I attended the CSSP Committee meeting on Public Understanding of Science. The topic under discussion were several CSSP initiatives designed to make the public aware of the successes of modern science.

I also attended the CSSP Committee meeting on Mathematics and Science Education. Consideration of various candidates for two awards for achievements in mathematics and science education occupied about half of the meeting with the primary criterion being efforts that directly impacted K-12 student learning. The latter portion of the meeting was dedicated to generating a list of possible speakers for the next CSSP meeting that could communicate the importance of educational research.

One month after the CSSP meeting, I was asked by Marty Apple to provide feedback on a letter he was writing to Ted Kennedy concerning Eisenhower funding. I provided feedback on the initial draft of the letter.

2. Immediately following the Spring Board Meeting, I was asked to gather additional information regarding a request by Dale Baker and Mike Piburn for an increase in

funding of the Editorial Office of *JRST*. I contacted Dale directly and was told that a Board member had recommended that she ask the Board for additional monies to further compensate Editorial Office staff. There was some confusion about what such a request would involve and Dale "dropped" the request as far as I know.

President-Elect's Report

Andy Anderson, September, 2002

Conference Theme and Speakers

The theme for the conference is "Excellence in Science Teaching for All." The program committee and I have had a series of discussions about possible speakers, based on the following criteria:

- a. IDEAS ABOUT EXCELLENCE. We are looking for speakers who can articulate ideas about excellence that challenge or go beyond the "conventional wisdom," as represented by, say the NSES content and teaching standards.
- b. REACHING ALL STUDENTS. We are looking for speakers who have shown and written about how their visions of excellence might apply to all science learners. In particular, this includes (1) reaching beyond the small network of innovative teachers who try new ideas and programs (large scale implementation), and/or (2) reaching students who have not traditionally had access to traditional science learning, either in the US or in other countries (diverse students)
- c. SPEAKING TO THE NARST AUDIENCE. We are looking for students who (1) are experienced and successful in speaking to large groups, and (2) are able to connect with the majority of NARST members, who I would say, for example, are not particularly familiar with or sympathetic with critiques of the NSES standards from either the right or the left.

The committee's first choice for a speaker was Gloria Ladson-Billings of the University of Wisconsin at Madison. I have contacted her, and she has agreed to speak at the Tuesday general session. There were a variety of suggestions for a second speaker, with no individual getting general support. I read samples of the work of several of those suggested. I have contacted one of those suggested but have not heard back.

Other Conference Planning Issues

David and I are in the process of discussing a number of other issues concerning the conference, including those listed below. I will have a report on those discussions at the meeting.

1. Changes in forms and procedures for submitting proposals.
2. Program limits on the number of times that an individual can participate.
3. Exhibitors, receptions, and special events.
4. Timing of general sessions. Gloria Ladson-Billings has a Monday class, so she may be coming in Tuesday morning.
5. Conference proceedings.
6. Allocation of slots to strands.

Committee Appointments

We had an outstanding response to the call for volunteers that went out to all current NARST members. In all, 95 NARST members responded to the call. Here are the steps that my assistant In-Young Cho and I are going through in sorting out the volunteers and making appointments.

1. Creating a database. We have developed a database of volunteers with names, contact information, and information about committees that they volunteered for. A complete list of the volunteers is available. The numbers of volunteers for different committees were as follows:

Committee	Chair	No. of slots	No. of volunteers
Policy Advisory	Norman Lederman	2	8
Financial Advisory	Deborah Smith	2	5
Publications Advisory	Charlene Czerniak	1	7
Program	Andy Anderson	3	8
Research	Frank Crawley	2	18
Election	Norman Lederman	5	8
International	Sharon Lynch	3	30
JRST Award	Jonathan Osborne	6	13
NARST Outstanding Paper Award	Zoubeida Dagher	7	19
Distinguished Contributions Award	William Cobern	2	6
Early Career Research Award	J. Randy McGinnis	2	6
Outstanding Doctoral Research Award	Gail Richmond	3	7
Outstanding Master's Research Award	Gail Richmond	3	11
Equity	Alberto Rodriguez	3	22
Membership	J. Randy McGinnis	1	8

2. Contacting chairs. We sent the lists of volunteers to the committee chairs and asked for their recommendations concerning appointments.
3. Suggesting alternate appointments. Since many of the people suggested by chairs had already served on NARST committees, we sent back names of other volunteers who met the criteria but had not served on committees. The criteria we used were as follows:
 1. Regular (not student) member of NARST
 2. Have not recently served on a NARST committee
 3. Able to come to NARST conference
 4. Expressed interest in committee and has approval of committee chair.

4. Checking with potential appointees. Before making appointments we are checking with potential appointees to make sure they will be attending the conference.

5. Letters of regret. We will invite volunteers to attend committee meetings even if they are not appointed, with the approval of committee chairs. Andy

NARST Program Committee Report – Oct. 2002

Committee Members: Andy Anderson, President-Elect
David Zandvliet, Annual Meeting Coordinator
John Tillotson, Executive Secretary
Cheryl Mason, President
Alberto Rodriguez, Member
Jonathan Osborne, Member
Frank Crawley, Member

Submission and Review Process

This year marked the second year of an essentially all-electronic submission and review process for NARST (with only 3 proposals received in traditional paper format). I continue to work with a web designer on my staff (Carson Au) and a number of students (Eric Simons and Erin Ashenhurst) to design and implement the NARST on-line submission process. The process went considerably smoother and faster this year resulting in a smoother transition from proposal submission to the review process. My recommendation would be that for next year would be to move to advertise only the electronic proposal submission process as the two sets of information are now confusing many of the members. Instead, written directions on the use of the submission site could be printed and distributed in the NARST News.

Strand coordinators are working with the AMC to complete the review process in a timely manner. Overall, the submission process has been improved substantially over last year with most of the technical recommendations being implemented on the web site. We did experience several difficulties with the MPS format but plans are in place for this to be improved for next year. The acceptance rate for papers this year will likely be about 70% (similar to last year) due to the high number of proposals received. As in other years, proposals reflect the international flavour of the NARST membership. Each strand will likely host a similar number of sessions during the 2003 meeting as for the 2002 meeting.

Changes to Session Formats

The program committee would also like the 2003 Annual Meeting to provide opportunities for interaction between presenters and audience members. Thus, contributors are being encouraged to utilize interactive formats in their sessions. *To facilitate this, the names of the various session formats have been renamed to highlight their equivalence:*

The <i>Round Table</i> format is now termed:	Discussion Paper
<i>Poster</i> and <i>Interactive Poster</i> formats are now termed:	Papers presented in a Poster Session
Paper Sessions are now termed:	Standard Paper Sessions

Special Sessions Planned

1. ICASE symposium: Charlene is pulling together a 90-minute symposium/poster session focused on opportunities to do international research.
2. Transition from Graduate Student to Junior Faculty
A Session Sponsored by the NARST Membership Committee
3. New Researcher,s Welcome and Orientation%
Sponsored by the NARST Membership Committee
Presiders: Maureen McMahon and Rick Pomeroy.
4. Mentor/Mentee Nexus. Sponsored by the Membership Committee
Presiders: Laura Barden and Jazlin Ebenezer.

D. Zandvliet

NARST Program Committee Report – Oct. 2002

Paper Proposals by Strands

The following table lists the number of proposals submitted by strand relative to other years:

Strand	1999 Meeting	2000 Meeting	2001 Meeting	2002 Meeting	2003 Meeting
1	75	84	70	75	104
2	52	58	40	75	56
3	40	39	36	66	44
4	96	106	124	a) 70	a) 63
--	--	--	--	b) 69	b) 60
5	53	41	61	56	68
6	32	43	41	84	68
7	49	38	47	48	41
8	34	43	29	29	34
9	16	24	32	36	24
10	39	50	47	64	46
<i>total</i>	<i>486</i>	<i>526</i>	<i>527</i>	<i>672</i>	<i>608</i>

Revisions to the Proposal Web Site

Over the past year a number of enhancements were made to the error checking and confirmation processes on the submission web site. In addition, special forms were added so that Strand Coordinators will be able to add reviewer comments directly to the central proposal data base. This will facilitate a more consistent return of comments with the decision letters later this year.

Other Enhancements to the Web Site

There is currently some disagreement as to what the look and feel of the NARST website should be. A number of splash pages have been distributed to the board and the publications committee. Feedback on these has been limited and mixed. I will bring a functioning version of the latest revision of one of these for discussion and feedback. After we can agree on how the site should look and function we can move on with other suggestions for the web site.

The board has asked for additional functionality to be added to the web site. Suggested include a membership directory complete with mailing addresses, phone numbers, and e-mail addresses. Other suggestions included a site map, mission statement, link to the on-line version of JRST, the new joint NSTA/NARST publication, meeting minutes, NARST policies, a section where people can volunteer to serve NARST, a chat board, and a way to e-mail whole committees from the web site. All of these are feasible, with consideration as to how they will be updated and supported.

I have had conversations with Marilyn and John following last year's meeting regarding how the NARST website could support the registration process. SFU has run a number of on-line conference registration sites and I would support the idea of us doing this for NARST next year. I would encourage a motion to discuss this proposal at the meeting.

D. Zandvliet

Administrative Assistant's Report
Marilyn Estes

Philadelphia, PA 2002
October 11-12, 2002

Last year was a learning process for the University of Missouri-Columbia and myself. Janice Jacobson and I have been working closely with the University of Missouri-Columbia accounting office. With our new People Soft system up and running, we are trying to make sure when paying NARST payments they are completed in a more timely manner than last year.

I have been in contact with Cheryl, John, David and Andy over the past several months. I have given them several suggestions that will make things run smoother for NARST.

- ✓ Copy of any and all contracts

- ✓ Board members airfare direct billed to NARST account (see attachment)

- ✓ Information needed for auditing (from MU Fiscal Officer – Janice Jacobson)
 - Joan Casey of Casey and Company is preparing the 2000 and 2001 990 forms. She has been able to piece together enough information that she feels comfortable doing. She is also writing to the IRS to ask for a waiver of late fees for this not being prepared in time. This should be completed fairly quickly, I spoke with her today 9/24/02. I have also asked her to perform an audit of the accounts after this year (2002). She is also going to give me some guidance on what records need to be kept and what can be destroyed.

- ✓ Entertainment and Honorarium over \$500.00 will need to fill out a contract in advance
 - Speakers - pay for airfare and hotel
 - Meal(s) included in contract

- ✓ Sent David Z. a list of suggestions to put on the NARST website
 - Frequently asked question page, e-mail address of the person/persons that the questions should be directed to.

- ✓ It has been suggested that when registering for the conference we do it as usual. Do not allow David to set up electronic submission of registration forms. It will be too much trouble to calculate money coming in at two different institutions

✓ What to do with information on renewal form

✓ What to do with old materials sent to me by David Haury

Flight Arrangements

- University of Missouri-Columbia receives a discount on all United Airline flights. If your preferred airline is unavailable, United or an alternate airline will be used.

Name: _____

Preferred Airlines _____

Frequent Flyer Number _____

What airport are you flying out of _____

When I send an itinerary and quote on a flight, please respond ASAP. The flight rate changes from day to day. If changes are made 24 hours after quoted, the rate goes up \$100.00

Suggestions for Website Conference

- ✓ Put Federal ID number on website
- ✓ Have a cut-off date for mailing in conference fees, have them register on-site (have paperwork filled out when they register on-site)
- ✓ Workshops, put how many slots are available on the website (let them know, they should register early, due to limited slots)
- ✓ Enforce deadline for early registration. Deadline for sending in invoices. All money should be received before deadline, or late fee will be added
- ✓ Invoices should be paid within 6 weeks
- ✓ Deadline on refunds for conference
- ✓ Put shipping information on website (for conference)
- ✓ Poster board sizes, spec, other information needed
- ✓ Enforce deadline for early registration
- ✓ Make form on website so that you can type on it, cannot read the writing (especially international)
- ✓ Put e-mail address for whom to direct questions. Instead of me sending David e-mails and David sending me e-mails.

Policy Advisory Committee Report

NARST Fall Board Meeting

October 11-12

Philadelphia, PA

Committee Members

Norman G. Lederman, Chair (03)
Jeff Bloom (03)
Ann Howe (03)
Ann Cavallo (04)
Thomas Koballa (04)
David Treagust (05)
George DeBoer (05)
Cheryl Mason, Ex-officio (03)

The Committee had three charges this year, beyond its annual charge of maintaining currency of the By-Laws and Procedures Manuals. The Committee's work on each of its tasks is described below.

1. The Board decided at its Spring, 2002 meeting to re-surface the Board Reorganization Plan that was developed during the Board's Strategic Planning Meeting of Fall, 2001. A subsequently revised plan, with decreased changes to Board organization, was rejected by the Board at the Spring, 2002 Board Meeting. The Committee was charged with re-considering the original plan from 2001. The primary purpose of the reorganization plan was to enable the Board to devote more time to policy issues directly related to the NARST Mission. The recommendation of the Committee is included at the end of this report as Appendix A.
2. Several Board members expressed some concerns about conflicts of interest that surface in the various Awards Committees. Given that NARST currently has no written policy on this issue, the Committee was charged with developing a policy statement to be distributed to all Awards Committee members. A combination of documents used by the National Science Foundation and the National Science Teachers Association was used to develop the recommended NARST. The statement on Conflicts of Interests recommended for NARST is attached as Appendix B.
3. The Committee examined the Policy on Membership Classes approved by the Board at its Spring, 2002 Meeting. The purpose was to insure that the text contained no errors and would be understandable by the membership so a vote could be taken as required for a change in the By-Laws. The final text of the By-

Laws change regarding membership classes is included at the end of this report as Appendix C.

4. The Committee is still deliberating changes concerning the current policy regarding "write-in" candidates for elections. At present, an individual can be included as a "write-in" on the ballot if the signatures of ten (10) NARST members are obtained in support. We hope to have a recommendation for the Board by Spring, 2003.

Appendix A

Board Reorganization Plan

Nature and Purpose of Proposed Changes

We propose changes in the NARST Executive Board and its committee structure based on the changing needs of NARST as an organization. NARST's current committee structure was developed at a time when NARST was a much smaller organization managed by the members of the Executive Board as unpaid volunteers. As NARST has grown, these management functions have become more complex making it increasingly difficult for the Board to carry out its policy-making functions related to NARST's mission. We therefore propose a set of changes in the Board's committee structure that will have the following purposes:

... Allow more professional and efficient management of NARST's ongoing functions, such as organizing the annual meeting and selecting award winners.

... Allow NARST's Executive Board members and standing committees to focus their time and energies on policy issues directly related to NARST's mission.

... Allow for more continuity in leadership by reducing the number of standing committees. This will make it possible for incoming and outgoing committee chairs to have overlapping terms.

The reorganized committee structure described below redefines the purpose of NARST standing committees to emphasize policy-making rather than management functions. Each standing committee is organized around an enduring set of issues related to NARST's mission. Each committee is charged with (a) recommending policies to the Executive Board and (b) developing plans for carrying out those policies. Those plans will generally involve organizing the energies and abilities of NARST's members. These energies and abilities are NARST's most important asset.

We propose that the nine elected members of the Board chair six standing committees. This will allow each incoming board member to serve as co-chair of his or her committee for one year before taking on full responsibility for its leadership. These six standing committee are as follows:

1. Equity and Ethics
2. External Policy
3. Research
4. Publications Advisory
5. Membership
6. Awards

In addition we propose the Program Committee and possibly other current standing committees (Election and International) be managed by alternate procedures as described below. The rationale, charge, and membership of each of the proposed committees are described below.

The International Committee

Rationale: In the current NARST bylaws, the the International Committee (IC) "...is responsible for projects focusing in international science education..." and the IC Chair serves as NARST's representative to the International Council of Associations of Science Education (ICASE). This charge seems too narrow in the sense that more seems to be expected of the IC in serving a representational function for NARST's international members (about 30% of the membership) + U.S. members with international research interests. In addition, the IC should serve in a policy advisory function to the NARST organization by helping to assure that international science education research is balanced with foci from within the U.S. Moreover, there are international science education organizations in addition to ICASE that also provide opportunities for international science education research collaborations. Given our expanding global community, all three of these roles seem likely to be increasingly important in years to come. NARST might be better served by an IC with more explicit links between the representational, policy, and research collaboration aspects of the IC's charge. This expanded charge, in turn, should be facilitated by the manner in which the leadership of the IC is chosen.

Therefore, it is proposed that the chair of the IC be elected by all of the NARST members for a designated IC Chair position. The IC Chair would be a member of the Board of Directors with full voting rights and would not increase the current number of nine Executive Board of Directors members. The qualifications of those running for the IC Chair would be based upon the nominees' experiences with formal international science education organizations, as well as their ability to represent the concerns, interests and unique perspectives of the NARST international members. Consequently, both non-U.S. and U.S. members are eligible to serve as IC chair. As with other board positions, the IC Chair would come up for election every three years. Because we are proposing that the International Committee be chaired by a Board Member elected specifically for that position, some Board members may need to serve on or Chair two committees.

Charge: The expanded charge of the IC is to recommend policy to the NARST Board concerning matters of international science education research; represent the concerns, interests and unique perspectives of international members; and, stimulate collaborations and exchange of ideas between NARST and other international science education organizations. The Chair of the IC would serve as NARST's liaison to various international science education organizations.

Membership: Chair, 9 members (with at least 2/3 of these from outside the US), ex officio: President of NARST and Executive Secretary of NARST.

The Program Committee

Rationale: Currently, the Program Committee is a committee separate from the Strand Coordinators group, but there is overlap between the membership and the functions of the two groups. Therefore, it makes sense to join these two groups into one Program Committee, especially since much of the work of the Program Committee concerns the work of the Strand Coordinators, and vice versa. This also allows Strand Coordinators to have a more active, influential, and visible role within NARST as they organize the annual program.

Charge: The Program Committee assists the President-Elect in planning and conducting the annual meeting.

Membership: The Chair of the Program Committee is the President Elect. The Program Committee would include the Annual Meeting Coordinator and the Executive Secretary, one member of the NARST Executive Board, and each of the strand coordinators.

Equity and Ethics Committee

Rationale: While it is important to review the functions of each existing committee during this time of re-structuring for our organization, it is obvious that the Equity Committee has been very active in the fulfillment of its responsibilities to NARST. Therefore, the current charge, goals, and procedures for this committee, as explained in the NARST Procedures and Schedules Manual, should be maintained as is.

Charge: "The responsibilities are to provide leadership and guidance to the organization on issues of equity, including but not limited to: gender, ethnicity, socioeconomic status, disabling conditions, sexual orientations, language and religion."

Membership: The membership consists of one Chair and 9 members. The Chair is a Board Member who is appointed by the in-coming NARST President. The 9 other members are also appointed by the incoming NARST President, with three members rotating out every year from their three-years of service. The President-elect and Executive Secretary serve as an ex-officio members.

External Policy

Rationale: In the last few years, we have seen how policy makers have made sweeping decisions about science education issues that have had a great impact on not only how and what content gets taught in schools, but also on how students and teachers should be held accountable for such a curriculum. The Kansas State Board of Education attempts to prevent the teaching of evolution in that state's schools and the comprehensive Texas statewide assessment instrument (or TAAS)

are but only two examples of many initiatives that the NARST Community could have positively influenced. Our organization involves the largest group of science education researchers in the country, yet our voice remains silent when it comes to sharing with the public at large what we have learned through years of rigorous scientific inquiry. It is time that NARST take the active role it has earned and becomes a leading voice in the direction(s) effective science education should take to ensure a scientifically literate pluralistic society.

Charge: To review existing and/or controversial educational policies at the state and national levels and to produce position papers based on research. To produce position papers based on current and innovative findings and distribute these papers through the Communications/Publications and Research Committees to the membership, policy-makers, and community at large. Note that these position papers may not necessarily have to reflect a unified position for NARST, but they are meant to add information on various perspectives based on science education research so that policy makers and the public at large could make more informed decisions.

Membership: The membership consists of one Chair and 6 members. The Chair is a Board Member who is appointed by the in-coming NARST President. All other 6 members are also appointed by the incoming NARST President, with three members rotating out every year from their three-years of service. The incoming President and Executive Secretary also act as ex-officio members. Given the function of this committee, senior researchers and/or NARST Past Presidents, past and/or current Presidents of other organizations, policy makers, and/or high-ranking administrators who are also members of NARST should be first considered for membership on this committee. All other aspects of equity (gender, socio-cultural background, etc.) should be also considered in the selection of members.

Research Committee

Rationale: At the present time, the charge of the committee is unclearly defined and not distinguishable from the overall focus of the organization. Consequently, the Research Coordinator and committee members have had little direction over the years. A clear delineation of the goals of this committee can better move the organization toward the accomplishment of its stated mission. It is proposed that the position of Research Coordinator be eliminated and the Chair of this committee be a Board Member with a high level of expertise in research and associated matters. Further, the committee will direct its attention to providing the membership of NARST with much needed professional development related to all aspects of research methodology, research findings, and the dissemination of research findings to constituencies outside the organization. It is anticipated that the committee will provide the membership with sessions conducted by both NARST members and non-members specifically related to current and emerging research methodologies, paradigms, data analysis, and topical areas of interest. In addition, the committee will organize and provide professional

development activities related to the dissemination of technical research reports to lay audiences and communication of research to the media and funding agencies. These foci will provide the committee with a productive direction and facilitate the accomplishment of the NARST Mission.

Charge: Develop, organize and/or implement various professional development activities for the NARST membership including special research topic pre-sessions at the Annual Meeting and research reviews and research-oriented documents specifically designed for internal use and member benefit.

Membership: Chairperson, 6 additional members, NSTA Director of Research, Executive Secretary (ex-officio)

Publications Advisory Committee

Rationale: It is NARST's mission to have a positive impact on educational policy, science teaching, and science learning. There is much concern about the level of influence NARST and NARST members have had in these areas. NARST publications are the organization's primary outlet to constituencies outside the organization. In addition to developing policy for the existing publications of the organization, the committee will facilitate the development of joint publishing projects with other professional organizations (e.g., NSTA, AETS) as well as publications, concept papers, and press releases/updates targeted for use by the media, policy makers, funding agencies, national/local education officials, teachers, and other professional organizations.

Charge: Recommend policy concerning the Association's publications and develop and disseminate additional publications specifically designed for use by media, policy makers, education officials, teachers, and other professional organizations. Monitor the process of development of publications initiated by the External Policy and Research Committees

Membership: Chairperson, 3 additional members, JRST Editor, NARST NEWS Editor, NARST Director of Electronic Services, Directors of other NARST publication efforts, NSTA Director of Research (ex-officio), Executive Secretary (ex-officio)

Membership and Election Committee

Rationale: Currently, the Election Committee has several responsibilities: a) soliciting names then selecting two or more nominees for each vacant office in a timely fashion so that nominations & their biographies might appear in the December issue of NARSTNews, b) tabulating ballots which are mailed to the chair of the Elections Committee within four weeks from the time the Executive Secretary mails them out, and c) announcing election results at the Annual Meeting.

The rest of the election responsibilities are the Executive Secretary's who, a) receives petitions--up to three (3) months before the Annual Meeting-- containing a minimum of ten (10) member names and signatures for additional nominations, b) arranges for ballots to be printed, and c) mails out ballots to membership two (2) months prior to annual meeting. In addition, the President notifies candidates of the election outcome one month prior to their assuming office.

It is proposed that the Election Committee be eliminated and in its place a new committee be formed called "Membership and Election." The justification is to improve linking recruitment, retention, and increased activity from a larger segment of the membership.

Charge: Seeking new members from a variety of backgrounds and retaining active members by soliciting interest in committee membership throughout the organization as well as elected office. In addition to developing a slate for annual elections, the committee is also generally concerned with recruitment, retention, and responsiveness of the organization to members' interests.

Membership: Currently, the President-Elect appoints five members to the Elections Committee at the Annual Meeting (one of whom is Immediate Past President who serves as chair). The Executive Secretary serves as ex officio member.

It is proposed that this committee be expanded to seven members to include both the Immediate Past President and the President-Elect serving as co-chairs (with Executive Secretary continuing as ex-officio). It is further suggested that the Membership and Election Committee members represent the diversity of the membership and their interests, such as college science teaching, practitioner research, international members and so on.

Awards Committee

Rationale: NARST currently has six standing awards committees which manage the nominations and selection of the Outstanding Master's Thesis, Outstanding Dissertation, NARST, JRST, Early Career, and Distinguished Contributors awards. We propose that these committees become subcommittees of a consolidated Awards Committee. The subcommittee chairs (appointed by the President) would manage the nominations and judging of the awards, supported by the Executive Secretary and NARST web site. The chair of the Awards Committee (an elected Board member with voting rights) would report to the Board on the policy issues related to the award process.

Charge: Oversee the work of the Awards Subcommittees that accept nominations and select winners for each of NARST's awards. Discuss issues relating to equity and efficiency in the selection process and the appropriateness of the award that NARST gives. If necessary, recommend changes in awards or procedures to the Executive Board.

Membership: The Awards Committee will consist of 12 members, appointed by the President-Elect in consultation with the chair of the Awards Committee. These members will serve as co-chairs of the six Awards Subcommittees. Awards Committee members, like Strand Coordinators, will serve overlapping two-year terms. Thus six new committee members, one for each subcommittee, will be appointed each year.

Appendix B

Conflict of Interests and Confidentiality Policy for NARST Awards Committee Members

Potential Conflicts of Interests

As a member of a NARST Committee charged with determining the recipient(s) of an award, you need to be aware of potential conflict situations that may arise. Below are examples of potentially biasing affiliations or relationships. Should any of these conflicts arise, you must bring the matter to the attention of the Committee Chair. If you are the Chair you must bring the conflict to the attention of the NARST President.

- Employment at the same institution as the nominee
- Employment in an advisory capacity with the nominee or with his/her academic department
- Recent employment (within the last 12 months) with the nominee or with his/her academic unit
- Currently being considered for employment by the nominee or his/her academic unit
- Collaborated with the nominee on a professional project, research investigation, or scholarly publication/presentation
- Family relationship with nominee
- Close personal relationship with nominee
- Business association with nominee
- Past or present association as thesis advisor or advisee with nominee

Confidentiality Responsibilities

All nominees and information about their work is to be kept in strictest confidence. You must not copy, quote, or otherwise use or disclose to anyone, any material from any nomination materials. In all cases where the identity of nominees are not routinely known (e.g., Distinguished Contribution through Research) such identities should be kept in strictest confidence.

Appendix C

NARST Policy on Membership Classes
Approved 4/06/02
(vote of membership on bylaws change required)

Membership Classifications

There are seven classifications of membership in the Association. With the exception of Institutional Membership (that comes with no voting rights), all members have the same voting rights.

1. Regular

Any individual concerned with research in science education who has paid annual dues at a rate set by the Board of Directors holds Regular membership and receives a subscription to JRST.

2. Student

Any enrolled student (as attested to by a faculty member) concerned with research in science education who has paid annual dues holds Student membership and receives a subscription to JRST.

3. Emeritus

Available to individuals in good standing who have retired from professional service (e.g., from an institution or university) who have been nominated and conferred by the Board of Directors through established procedures will be recognized as holding Emeritus membership and receive a subscription to JRST.

4. Sustaining

A Regular member who makes an additional monetary contribution to support the activities of the association holds Sustaining membership and receives a subscription to JRST.

5. Institutional

Any institution (e.g., a university or library) concerned with research in science education that has paid annual dues as established by the Board of Directors, may hold Institutional membership and receives a subscription to JRST.

6. Student without JRST

Any enrolled student (as attested to by a faculty member) concerned with research in science education who chooses not to receive a JRST subscription holds Student without JRST membership.

7. Emeritus without JRST

.....

Available to those individuals in good standing who have retired from professional service (e.g., from an institution or university) who have been nominated and conferred by the Board of Directors through established procedures will be recognized as holding Emeritus without JRST membership, but will not receive a subscription to JRST.

Current Dues Structure

(This section should appear in the procedures section of the manual)

Classification	Dues	Benefits
Regular	\$100.00 US	<u>JRST</u> , the <u>NARST Newsletter</u> , NARSTNET membership, member rates to the annual meeting and NARST publications, and access to association activities.
Student	\$50.00 US	<u>JRST</u> , the <u>NARST Newsletter</u> , NARSTNET membership, student rates to the annual meeting and NARST publications, and access to association activities.
Emeritus	\$50.00 US	<u>JRST</u> , the <u>NARST Newsletter</u> , NARSTNET membership, emeritus rates to the annual meeting and NARST publications, and access to association activities.
Sustaining	\$175.00	<u>JRST</u> , the <u>NARST Newsletter</u> , NARSTNET membership, member rates to the annual meeting and NARST publications, and access to association activities.
Institutional	TBD	<u>JRST</u> .
Student without JRST	\$15.00	<u>NARST Newsletter</u> , NARSTNET membership, student rates to the annual meeting and NARST publications, and access to association activities.
Emeritus without JRST	None	<u>NARST Newsletter</u> , NARSTNET membership, emeritus rates to the annual meeting and NARST publications, access to association activities, and recognition in the <u>NARST Program and Abstracts</u> .

B

Proposal for a NARST Proceedings Document (Commencing with the 2003 AGM)

Rationale

There are many reasons for NARST to support a conference proceedings volume. Some of these include: the potential to reduce members costs in distributing papers at the Annual Meeting, the potential to reduce the waste associated with the distribution of papers at the meeting, and finally, the potential to increase members access to papers presented at the meeting. Peripherally, the provision of a proceedings volume may also provide new members with the opportunity to produce a junior publication and may also increase the general quality of papers presented at the meeting. Due to these (and other) reasons, many associations such as AETS, IOSTE, SITE, etc., produce a proceedings volume in association with their annual meetings. I believe that it is an expectation (particularly of new members) that NARST begin to adopt this practice.

Commitment

Previous to this proposal, discussions have been undertaken with the current NARST President, NARST Publications committee, JRST Editors and Wiley who have all given consent in principle for this proposed project. If the project is approved by the board it should be taken as a commitment to implement such a project over a number of years as this would be essential for the project to succeed and begin to build momentum. As AMC for NARST, I am proposing that I would commit to the development of this project as part of my duties in coordinating the call for papers and in coordinating other aspects of the Annual General Meeting. I will commit to perform this function through to the end of my term as AMC.

Distribution

With few exceptions, the most successful proceedings volumes are those that are distributed at the Annual Meeting. The rationale for this would be in keeping with the objectives listed in the rationale for cost savings and decreased waste. However, there are other reasons to do this. First, many members will expect and appreciate something tangible to take home with them after the AGM – a proceedings volume will reflect the information and knowledge that they obtain at the meeting and help them to justify the costs of attending to their home institution. A proceedings volume that is available at the conference could also help members to choose the most appropriate presentations to attend (augmenting the program and abstracts document). Finally, providing the proceedings at the conference would reduce distribution costs.

David B. Zandvliet

Editorial Responsibility

As in most proceedings volumes, copyright for articles submitted to the proceedings will remain with the author(s). Therefore, primary editorial responsibility for papers will remain with the author(s) with the editor having the right of refusal for papers which are deemed of insufficient quality (eg. incomplete or having significant errors in language or formatting). Each accepted proposal (paper or symposium) would be eligible to make a paper submission to the proceedings, while multiple paper sets would be eligible to submit up to four papers (file size or word count limits may need to be imposed here). Further, quality guidelines for authors could be developed and provided in a submissions guideline that would be distributed at the time the plan for a proceedings volume is announced. I would further propose that EFL or ESL proposers/authors be offered editorial assistance to ensure that their submissions are of sufficient presentation quality for NARST. Other volunteers, reviewers or strand coordinators could be called on to assist where needed.

Production Budget

I have earlier proposed to the NARST Financial Advisory Committee that the Annual Meeting Coordination budget be increased from \$20,000 to \$25,000 US in order to factor in both the increasing size of the conference and to fund work on this proposed conference proceedings volume. The cost of producing a volume in CD format would lessen any other costs associated with its production as adequate copies could be produced for about \$1,000 US. The additional costs associated with development and production of the proceedings volume could be factored into the budget for the Annual General Meeting. I believe that these costs are reasonable and may actually decrease associated costs for members attending the meeting as they will lessen the need for photocopies or other duplication costs.

Production Schedule

The following is a brief outline of how the production timeline for the proposed proceedings volume could work:

1. Distribute call for papers at time of proposal decision letters (November 2002)
2. Distribute guidelines for submission - eg. NARST proposal format (Dec. 2002)
3. First deadline for EFL/ESL papers requiring editorial support (January 2002)
4. Final deadline for proceedings papers not requiring support (February 2002)
5. Organization and production of CD-ROM proceedings volume (March 2002)

David B. Zandvliet

John Tillotson - NARST

Financial Advisory Committee Report
October 11, 2002 Board Meeting

John -
Any changes
necessary?

As you know from John's report, we have just finalized the 2002 budget receipts and disbursements, so John will be bringing the proposed 2003 budget with him to the Board Meeting. The FAC has seen and members who have responded have approved the 2002 budget which John forwarded to us. There are several recommendations that have come to the committee:

Thanks,
Deb
(m 1124)

1. Cheryl requested that we remove from line 4400 the expenses for JRST editors at the Annual Meeting, since we do not pay for those.
2. John made the following recommendations:
 - a. Line 2510 - increase the budget for the two Board meals in the spring to \$2500, due to rising costs.
 - b. Line 4620 - increase the budget for session breaks to \$3500, since costs rose last spring.
 - c. Line 4150 - increase the amount for the Annual Meeting Coordinator to \$25,000, to cover the increasing size of the conference and work on a conference proceedings document, which he has agreed to coordinate and edit, in cooperation with the Publications Committee.
 - d. Line 3050 - increase the costs for the Executive Secretary to include \$3000 for a part-time secretary.
3. John also requested that the Electronic Services budget be maintained at \$10,000; however, I am unable to find this item in the budget, aside from the \$3500 for the Web Master. If this is an increase, we will need to discuss sources for these funds.
4. John also raised the issue of the entertainment costs (line 4750), which came up at the spring meeting. There was considerable discussion about whether to continue the current brand of entertainment, and several alternatives were proposed.

NR

Other issues:

- (1) The FAC recommended line item in the membership renewal form for members to contribute to a fund for scholarship amounts for travel and expenses for attending the Annual Meeting, for members whose institutions may be unable to support their costs, especially in developing countries.
- (2) Possible costs of cancellation insurance for the conference, in the case of an event like 9/11. My notes say that David would check on this.
- (3) A discounted registration rate for teachers for the spring conference in Philadelphia.

(4) Re-investment of funds by 12/02

P.S. Will you bring copies of the 2002 + 2003 budgets to the meeting or shall I?

C

Publications Advisory Committee Report
October, 2002
Philadelphia, PA

Committee Members:

Charlene Czerniak, Chair
Roger Johnson
Larry Flick
Steve Gilbert
Dale Baker
Mike Piburn
Helen Parke
Randy Yerrick
David Zandvliet
Ex-officio:
Cheryl Mason
Patricia Simmons

1. NARST-Electronic Services Report:

Listserv

No concerns were issued regarding the listserv in the last few months, and prior matters seem to be resolved.

Web site

A few NARST members and a number of publication advisory committee members have contacted me regarding progress on the NARST web site. For example, many individuals suggested a year ago a membership directory complete with mailing addresses, phone numbers, and e-mail addresses. Other suggestions included a site map, link to the Wiley on-line version of JRST, the new joint NSTA/NARST publication, meeting minutes, NARST policies, a section where people can volunteer to serve NARST, a chat board, and a way to e-mail entire committees from the site.

Also discussed was the possibility of having Marilyn Estes or David Zandvliet have an e-mail distribution list (not a listserv) to enable the NARST leadership to notify members of important news such as the publication of NARST News on line, conference registration, etc. This is needed to enable us to contact all members, regardless if they elect to register on the Listserv.

Notes from the NARST Board retreat over three years ago were shared with David Zandvliet to provide additional suggestions including methods of communication, position statements, recruitment mechanisms, publications, program information, award information, and a community of researchers section for communication among members. Members of the Publication Advisory Committee requested quicker movement on these ideas.

Several Publication Committee members questioned the status of the draft splash page sent to us for review months ago (<http://www.educ.sfu.ca/narstdraft/>). The links don't work, and features requested by the publication committee over the last year have not been implemented. Concern was also issued regarding the "NARST Identity" on the website. Our stationery and publications have a historical identity (font, color scheme, etc. that are not carried through on the current web site or the draft splash page.)

The publication committee requested information several times about the progress on the NARST web site and what can be accomplished for \$10,000.00. No report has been given to the Publication Advisory Committee. Although requested by the Publication Advisory Committee on 7/24/02, no other report was issued to the Publication Advisory Committee regarding the web page progress.

2. NARST NEWS:

Submitted by Helen Parke and Randy Yerrick
7/28/02

NARST News is published twice annually. The electronic version is available at <http://www2.educ.sfu.ca/narstsite/>

Print copies continue to be mailed first to International membership as soon as the newsletter is published on the web since the mailing process is longer than for U.S. members. A national mailing follows the international mailing.

Randy reports that members continually ask why it takes so long to get information into the newsletter. He explains that the news comes out only twice a year. With this explanation, membership seems to understand.

Helen's suggestions for consideration:

1-We make NARST News a dynamic newsletter on the web site where updates and new information are posted immediately – as soon as membership submits information. There would be a section that would note any updates posted in the interim of winter or summer newsletters. The winter newsletter is primarily the program information. The summer newsletter is primarily the proposal submission process. This means members would take it upon themselves to check the site for the newsletter. We could use “push” technology to send e-mail to members when the Winter or Summer newsletter is posted. For members without e-mail access, the newsletter would be mailed.

2-We mail only to members who request the newsletter. There would be a box on the membership form (new members or renewals) to specifically request a mailing-otherwise membership accesses the newsletter on line. We would request an email address to notify membership of newsletter posting.

3-Reconsider the role of the newsletter since electronic proposal submissions are now being encouraged. I suggest reconsidering the process of printing and mailing copies of NARST News to members who are accessing website for this purpose. That means we need to differentiate membership who cannot access NARST News on-line. I assume the program is going to also be posted electronically. Should we poll membership about what they would like to see in the newsletter? Would they prefer the newsletter be electronic with mailings only to those who cannot access Internet? Perhaps this decision rests with the Board to then advise membership. The “electronic” newsletter could become a place for members to submit information they want to share-and/or to inform colleagues about the initiatives in which they are involved. NARST News would continue to stimulate membership with the thoughtful reflections of the President and to announce awards-or submissions for awards.

3. A Proceedings Volume

On April 29, 2002 the NARST Publications Advisory Committee voted to support the publication of a conference proceedings (to be put on CD and distributed only to conference

attendees) as per other Wiley provisos on tracking manuscripts. Dale Baker and Mike Piburn indicated that they are able to work with the Wiley provisos. The Publications Advisory Committee agrees that the JRST editors need time to set up a procedure to track conference and possibly subsequent JRST manuscripts, thus does NOT want to have the conference proceedings start retroactive to the 2002 conference. We support starting this process with the 2003 conference and that submissions for the CD are voluntary for members. Any "selected papers" that now exist on the NARST web site should be removed.

MOTION: The Publication Advisory Committee supports the initiation of a conference proceedings starting with the 2003 conference (distributed in alignment with Wiley's conditions and distributed only to conference attendees).

We suggested on April 29, 2002 that David Zandvliet create a budget request and submit it to the finance committee. It was suggested that David needs also to work with the Publications Advisory Committee and the Conference Committee to determine a procedure for announcing this to the membership with the August call for papers and/or the acceptance letter/conference registration. We anticipate a report from David Zandvliet at the October 2002 NARST Board meeting.

4. Joint NARST/NSTA Publication

Steve Gilbert (as the Publication Advisory Committee representative to the joint NARST/NSTA Publication) has been working with Maureen McMahon regarding the PEERS contract between NARST/NSTA. See separate report submitted by Maureen McMahon to the NARST Board. The Chair of the Publication Advisory Committee will involve the rest of the advisory committee in these discussions pending recommendations from Steve Gilbert.

The Publications Advisory Committee continues to have questions regarding the relationship between our committee and this publication. Thus, the working relationship between the Publication Advisory Committee and the PEERS publication still needs to be clarified. Steve Gilbert will continue to work with Maureen McMahon and Frank Crawley on this matter. Concerns issued at the last NARST meeting included: contract (being worked on now), procedures for call and review of materials, oversight, a representative from the Publication Advisory Committee (now Steve Gilbert), the look and "feel" of PEERS, and NARST presence on the documents.

5. 40th Anniversary Issue

John Wiley & Sons, Inc. (as per letter from Colette Bean on June 27, 2002) agreed to publish a 200-page supplement to the Journal of Research in Science Teaching in the calendar year 2003. This supplemental issue is dedicated to celebrating the Journal's 40th anniversary, and the issue date is slated to be December 2003. This is a bonus issue at no extra charge to members who subscribe to JRST in 2003.

The special issue (as per discussions at NARST in New Orleans) envisions an issue divided into 4 sections - - one for each decade of the Journal's history). Each section will include a selection of one or more reprinted seminal articles from the Journal by a review that discusses the themes that were being addressed during each decade. Authors for the review will be chosen based on their own contributions to the literature during each decade and/or their intimate knowledge of the literature from that time period.

6. State Standards on the Web

For reasons of logistics as well as NARST Mission, the Publication Advisory Committee voted unanimously not to honor request to put each state's science standards on the NARST Web site.

7. Conference Program

The Publication Advisory Committee requests a session on the NARST 2003 conference program to showcase NARST Publications - - JRST, Monographs, PEERS, etc. This should appear on the program as it had in previous years.

8. Tasks Not Yet Completed (Chair needs to initiate with the committee)

- The Publication Advisory Committee needs to develop a "policy" for selling monographs at 50% discount after 5-7 years.
- The Publication Advisory Committee needs to determine how copyright can be transferred back to an author after a monograph is out of print and no longer being sold by NARST.
- The Publication Advisory Committee needs to give a recommendation regarding advertisements and job postings in JRST. NARST would receive 20% of net profits on ads and job postings.
- The Publication Advisory Committee needs to develop a policy for requests to be added to the NARST web site - - e.g. graduate assistants' requests from the conference to post "mentoring tips" from mentoring session at the annual conference.
- Clarification of working relationship between Publication Advisory committee and research Committee, RE: PEERS publication. Comments on NSTA/NARST contract pending Steve Gilbert's suggestions.
- Update anticipated from Norm Lederman regarding NSTA/NARST Handbook of Research on Science Teaching.
- Consider a motion to support ideas submitted by Helen Parke and Randy Yerrick regarding NARST News.

D

RESEARCH COORDINATOR'S REPORT
FRANK E. CRAWLEY
OCTOBER 10, 2002

Research Committee Activities for Calendar Year 2001-2002

Committee Membership

The membership of the Research Committee includes: Crawley (chair), Carlone, McMahon, Romance, Tippins, VanDriel, Whitworth, Simmons (NSTA), and Mason (ex-officio).

Scope of Work

Members of the Research Committee have been engaged in three major tasks during the past year. These tasks included: evaluation of proposals to present NARST-endorsed sessions at the 2003 NSTA Annual Meeting, evaluation of proposals to prepare manuscripts to be included in the inaugural issue of the NSTA-NARST sponsored publication, *PEERs Matter*, and evaluation of proposals to conduct a NARST Pre-Conference Workshop in Philadelphia, April, 2003.

Research Presentations at NSTA Annual Meeting 2003 in Philadelphia

A call went out in April 2002, for proposals to present NARST-endorsed sessions at the 2003 NSTA Annual Meeting in Philadelphia. NARST members submitted a total of 28 proposals, an increase from 15 submitted for presentation in 2002. Of the 28 proposals submitted, 14 were accepted, totaling 10 hours (8, 30-minute presentations, 3, 60-minute presentations, and 3, 60-min workshops) of NARST-endorsed sessions to be included on the NSTA Annual Meeting in Philadelphia. Each research committee member completed a blind review of all 28 proposals, and 14 presentations were selected, which represented a broad range of classroom-focused research. Proposals selected for presentation at NSTA 2003 in Philadelphia include sessions by the following NARST members: 1) Nancy Brickhouse, Danielle Ford, Betty Wier, & Julie Kittleston; 2) Danielle Ford & Zoubeida Dagher; 3) Pamela Abder & Teachers; 4) Randy Spaid; 5) Rebecca Reiff; 6) Dianna Nichols & Allan Harrison; 7) Kathleen Davis; 8) Karen Goodnough & Susan Yoon; 9) Edith Gummer; 10) Paul Hynds & Marcelle Siegel; 11) Diane Conlon & Marianne Barnes; 12) Steven Rogg, Donald Dosch, Judith Sheppler, & Susan Styer; 13) Terence McClafferty & Léonie Rennie; and 14) Emily van Zee & Deborah Roberts. (see Attachment A)

NSTA-NARST JOINT PUBLICATION

The theme selected for the inaugural issue of *PEERs Matter* is "Science Assessment." The Coordinators of the Research Committee for NSTA (Maureen McMahon) and NARST (Frank Crawley) agreed to serve as co-editors. The call for proposals to prepare a manuscript for the first issue was developed by the co-editors and published in the October/November 2001 issue of *NSTA Reports!* and on several occasions in the Fall 2001 on the NARST Listserv. A total of 29 proposals were submitted. Members of the NSTA Research Committee (F. Lawrenz, K. Pittman, D. Pushkin, M. Kalen, L. Winkler, J. Penick, C. Mason, and J. Cohen) and the NARST Research Committee (J. vanDriel, J. Whitworth, H. Carlone, D. Tippins, N. Romance, & S. Rogg) agreed to serve as reviewers for the proposals and later for the manuscripts. Reviewers completed a blind review of the submitted proposals and authors of favorably reviewed proposals were charged to write and submit full manuscripts with supporting materials.

It was agreed that two types of manuscripts would be featured, a feature article (3500-5000 words) and a mainstream article (1500-3000 words). Authors were provided with guidelines. Regardless of type, all authors were asked to include with their manuscript the following supporting materials: 1) a short list of relevant assessment activities or tool resources; 2) a short reference list of 5-10 articles, books, or web-resources; 3) a paragraph that links the manuscript topic with the National Science Education Standards; and 4) a separate 250-500 word "document" describing the study's research questions, methodology and analyses.

Authors of proposals that received a favorable review were invited to submit a manuscript. To guide manuscript development, authors were presented with a set of guidelines. In these guidelines three models were set out to give authors a sense of the style of writing that might best appeal to an audience of teachers of science, teacher-researchers, and science education researchers. These models included: 1) Assessment Story from the Classroom, 2) Assessment Research Synopsis, and 3) Assessment Research/Practice. (see Attachment B)

To date, the editors have created a web template for the final electronic version of *PEERs Matter*. In addition, authors have submitted manuscripts for review for "feature" and "mainstream" articles. Seven manuscripts were selected as "feature" articles and seventeen as "mainstream" articles. Authors' affiliations include school districts, public schools, informal science centers, colleges and universities, and research centers and foundations in the United States, Canada, and Israel. (see Attachment C) These manuscripts will be reviewed by members of the NSTA and NARST Research Committees.

Plans are to post each issue on a website before going to print format. There is still a question, however, as to whether all the electronic articles will go to "print" or if only selected articles will be included in the print version of the issue (to be decided by NSTA & NARST). The electronic version of the first issue should be ready to "go live" by the end of October. Of course, nothing will be posted until all contract negotiations are completed.

Maureen McMahon took the lead in setting up a web-based submission and blind-review process, housed at California State University, Long Beach. In addition, she worked with Claire Reinburg, Director of NSTA Press, to develop a draft "Agreement" involving NSTA, NARST, and manuscript authors. (see Attachment D).

The call for the second issue of *PEERs Matter* will go out soon. Both research committees agreed that the theme for the second issue will be "Teaching and Learning in Urban Settings." We (Maureen McMahon, Crawley-NARST, Simmons-NSTA) will continue with the pilot process of call-review-submission electronic process through this second issue to work out any problems with the process. We recommend that NARST Board members consider eventually housing the electronic call-submission-review process and the electronic version of the publication, and let the NSTA remain in charge of the print version of the *PEERs Matter* series.

NARST 2002 Annual Meeting Pre-Conference Workshops

In July a call for proposals was issued to NARST members who might be interested in leading one of two NARST 2003 Pre-Conference Workshops, followed by a second call in August, and a third call in September. Nine proposals were submitted, an increase from the six submitted for

the 2002 NARST Annual Meeting. Proposals were sent by electronic mail to members of the Research Committee for their review and ranking. Results of the review were returned and collated. The proposals that received the highest scores and rankings were as follows (see Attachment E):

1. Assessing Learners' Views of Nature of Science: Hands-on / Minds-on Experiences with the *Views of Nature of Science Questionnaire (VNOS)* submitted by Norman G. Lederman, Fouad Abd-El-Khalick, Judith Lederman, Randy L. Bell, and Rola Khishfe.
2. The Use of Metapatterns (and Chaos and Complexity) as Analytical, Design, and Conceptual Frameworks submitted by Jeff Bloom & Tyler Volk

Authors of proposals submitted will be notified of the results of the Research Committee's review within a week.

ATTACHMENT A

NARST-MEMBER PRESENTATIONS AT NSTA 2003

Title	Presenters	NSTA Proposal ID Number	Day and Date	Session Type and Time
#1. NARST: Do Girls Read About Science?	Brickhouse, N., Ford, D., Wier, B., & Kirtleson, J.	NARST 104313	THURSDAY March 27	Presentation (30 min) 9:30 - 10:00 AM
#2. NARST: Children's Science Biographies: How Do They Represent Science and Scientists?	Ford, D. J. & Dagher, Z. R.	NARST 104314	THURSDAY March 27	Presentation (30 min) 10:00 - 10:30 AM
#3. NARST: Making Gender and Culture Research Findings in the Literature Relevant, Applicable, and Transferable to the Classroom: A Study by Science and Mathematics Teachers	Abder, P. & Teachers	NARST 104315	THURSDAY March 27	Presentation (60 min) 12:30 - 1:30 PM
#4. NARST: Science For All: Pipedream or Possibility?	Spaid, R.	NARST 104317	THURSDAY March 27	Presentation (30 min) 3:30 - 4:00 PM
#5. NARST: The Inquiry Wheel: A Model for Doing Science	Reiff, R.	NARST 104318	THURSDAY March 27	Presentation (30 min) 4:00 - 4:30 PM
#6. NARST: How green are your students?	Nichols, D. & Harrison, A.	NARST 104320	FRIDAY March 28	Presentation (30 min) 9:30 - 10:00 AM
#7. NARST: STEM Connections: Kids, Teachers, & Scientists Working Together to Explore the Environment	Davis, K.	NARST 104321	FRIDAY March 28	Presentation (30 min) 10:00 - 10:30 AM
#8. NARST: Exploring Problem-Based Learning (PBL): Fostering Authentic, Student-Centered Learning	Goodnough, K. & Yoon, S.	NARST 104322	FRIDAY March 28	Workshop (60 min) 11:00AM - 12:00 Noon
#9. NARST: Formative Assessment: Enhancing Student Understanding of the Criteria by Which They are Assessed	Gummer, E. S.	NARST 104323	FRIDAY March 28	Presentation (60 min) 2:00 - 3:00 PM
#10. NARST: Talking Science: Strategies and Results from 6th Grade	Hynds, P. & Siegel, M. A.	NARST 104324	FRIDAY March 28	Presentation (30 min) 3:30 - 4:00 PM
#11. NARST: Teacher Action Research for Improving Science Learning - A Teacher's Search for Meaning	Conlon, D. & Barnes, M.	NARST 104325	FRIDAY March 28	Presentation (30 min) 4:00 - 4:30 PM
#12. NARST: Authentic Inquiry: What is Possible in the Real Science Classroom?	Rogg, S. Dorsch, D., Scheppler, J., & Styer, S.	NARST 104326	SATURDAY March 29	Presentation (60 min) 9:30 - 10:30 AM
#13. NARST: Effective Field Trips: Ensuring Students Stay On Task	McClafferty, T. & Rennie, L.	NARST 104327	SATURDAY March 29	Workshop (60 min) 2:00 - 3:00 PM
#14. NARST: Poster Session for Teachers Inquiring into Science Teaching and Learning	Van Zee, E. & Roberts, D.	NARST 104328	SATURDAY March 29	Workshop (60 min) 3:30 - 4:30 PM

PEERs Matter

A Joint Publication of the National Science Teachers Association and the National Association for Research in Science Teaching

Information to Authors

Science Assessment is the theme of the first issue of *PEERs Matter*. Manuscript included in this issue are expected to link best assessment practices to sound science education research and to be written in a manner that will appeal to a wide audience, from teachers of science to teacher-researchers and science education researchers.

On the pages that follow three models are presented to authors to guide them in the preparation of manuscripts. The models include: Assessment Story form the Classroom (Model 1), Assessment Research Synopsis (Model 2), and Assessment Research/Practice (Model 3). Regardless of the model selected, the final manuscript length should be between 500 words for an Assessment Story to 5000 words for Assessment Research Synopsis or Assessment Research/Practice, excluding the information requested in the "Following Your Article" section of the model guidelines.

ATTACHMENT B

PEERs Matter Article Models

Model I – ‘Story from the Classroom’ Foundation

- Begin with grounding your article with a story or stories from “the classroom” (select preK-college applicable level)
- Link your assessment research findings to the story (ies)
- Provide enough details from your research to enlighten the reader – try not to overdo it.
- Offer the reader the “so what”; let the conclusion summarize the points you are wishing to give the reader as the take home message and provide implications from your work and any literature you site.
- Following Your Article:
 - Offer a short reference list of 5-10 articles, books or web resources
 - Offer a short list of assessment activity or tool resources if relevant
 - Provide a paragraph that links your work with the National Science Education Standards.
 - Provide us with one separate 250-500 word document describing your research questions, methodology and analyses in detail. We will hotlink this text to your research findings found at the beginning of the article. The reader may click there if they are interested in viewing the details of your study.

ATTACHMENT B

Model II – ‘Research Synopsis’ Foundation

- Begin with your take-home message and a short synopsis of your research findings. You may also want to concisely describe supporting studies from the literature here.
- Describe how your findings have implications regarding science assessment for Pre-K through 16 teachers of science.
- Provide classroom example(s) to offer the reader a concrete example(s) of the assessment points you are trying to make.
- Offer a conclusion that summarizes your take-home message.
- Following Your Article:
 - Offer a short reference list of 5-10 articles, books or web resources
 - Offer a short list of assessment activity or tool resources if relevant
 - Provide a paragraph that links your work with the National Science Education Standards.
 - Provide us with one separate 250-500 word document describing your research questions, methodology and analyses in detail. We will hotlink this text to your research findings found at the beginning of the article. The reader may click there if they are interested in viewing the details of your study.

ATTACHMENT B

Model III – ‘Assessment Research/Practice’ Foundation

- Begin with a description of the assessment issue you intend to address. This may be a place where you want to concisely describe prior research or prior practice related to the issue.
- State your take-home message
- Offer the reader a synopsis of your research with at least one example or story related directly to a preK through college classroom. If possible, provide more than one example.
- Describe the implications of your research or studies from the research literature to science assessment practice in schools / districts.
- Following Your Article:
 - Offer a short reference list of 5-10 articles, books or web resources
 - Offer a short list of assessment activity or tool resources if relevant
 - Provide a paragraph that links your work with the National Science Education Standards.
 - Provide us with either
 - A separate 250-500 word document describing your research questions, methodology and analyses in detail. We will hotlink this text to your research findings found at the beginning of the article. The reader may click there if they are interested in viewing the details of your study.
 - A separate 250-500 word literature review document that supports your take-home message(s). We will hotlink this text to your introduction. The reader may click there if they are interested in viewing the detailed literature review.

ATTACHMENT C

PEERs Matter
 First Issue: Assessment

10/7/02
 In Press Articles

Table 1 Feature Articles (3500-5000 words)

Author(s)	Title	Institution(s)
Cheung, C. et al	Moving Beyond Grades and Scores: Reconsidering Assessment Feedback	Stanford University & San Francisco Bay Area Middle School Science Teacher Association
Siegel, M. et al	Using Rubrics Successfully: How To Foster Meaningful Learning And Self-Assessment	SEPUP at Lawrence Hall of Science, UC Berkeley,
Krajcik, J., Marx, R., Lizotte, D. & McNeill	Aligning Standards-Based Assessment and Curriculum Materials for Teaching Inquiry Science	University of Michigan
Flick, L. & Tomlinson, M.	Helping students understand the minds-on side of learning science	Oregon State University and Oregon Tigard School District
Vitale, M. & Romance, N.	A Knowledge-Based Framework For The Classroom Assessment Of Student Science Understanding	East Carolina University and Florida Atlantic University
Tarnoff, A. et al	<i>Currently Untitled</i>	Northwestern University & Chicago Public Schools
McMahon, M. & Potter, G.	Story Re-Telling: An Effective Early Childhood Assessment Tool	California State University, Long Beach and LA Head Start Association

ATTACHMENT C

Table 2 Mainstream Articles (1500-3000 words)

Author(s)	Title	Institution(s)
Akerson, V. et al	Performance Assessment Tasks as a Stimulus for Collaboration Among Preservice and Inservice Teachers	Indiana University and Washington State University
Hofstein, A et al.	Varying Instructional Methods and Students' Assessment in High School Chemistry	Weizmann Institute of Science
Buxton, C.	Assessment in Support of Contextually Authentic Inquiry	University of New Orleans
Goodnough, K. & Woods, R.	Mind Mapping as a Flexible Assessment Tool	University of New Brunswick, Canada & Harley School, NY
Passmore, C. & Stewart, J.	Evolving ideas: Assessment in an Evolution Course	University of California, Davis & University of Wisconsin, Madison
Barton, A., Cartier, J & Collins, A.	Coming to See the Invisible: Assessing Understanding in an Inquiry-focused Science Classroom	University of Wisconsin, Madison, National Center for Improving Student Learning and Achievement in Mathematics and Science & Knowles Science Teaching Foundation
King, M	Assessment in Support of Conceptual Understanding and Student Motivation to Learn Science	George Mason University
Sato, M. et al	Revised views of classroom assessment	Stanford University & New Haven Unified School District, CA
Margerum-Leys, J.	Integrating An Assessment Plan Into A University/K-12 Engineering Partnership	Eastern Michigan University
Bartley, T.	Questions of Validity for Science Assessments	Lakehead University, Canada
Henriques, L. et al	Developing Assessment Items	California State University, Long Beach

ATTACHMENT C

McWaters, K. & Good, R.	Science Standards Influence Classroom Assessment Practices	St. John the Baptist Public School System, LA & Louisiana State University, Baton Rouge
Knight, D.	Integrating An Assessment Plan Into A University/K-12 Engineering Partnership	University of Colorado, Boulder
Coffey, J. & Goldman, S.	<i>Currently Untitled</i>	Stanford University
Siciliano, M. et al	<i>Currently Untitled</i>	UC Berkeley & Chicago Public Schools
Pratuch, T.	Teaching Content or Teaching Science: Resolving a Dilemma	Annandale High School, VA
Farenga, S., Joyce, B. & Ness, D.	Adaptive Inquiry as the Silver Bullet: Reconciling Local Curriculum, Instruction and Assessment Procedures with State Mandated Testing in Science*	Dowling College, NY

ATTACHMENT D

Confidential Draft – Confidential Draft – Confidential Draft – Confidential Draft

Confidential DRAFT

Letter of Agreement

Between the **National Science Teachers Association (NSTA)**
and Author the **National Association for Research in Science Teaching (NARST)**

This Agreement is entered into this 10th day of September 2002, by and between the National Science Teachers Association (NSTA), a District of Columbia not-for-profit corporation with its principal offices located at 1840 Wilson Blvd., Arlington, VA 22201-3000 ("Publisher"), and the **National Association for Research in Science Teaching, c/o [FULL MAILING ADDRESS HERE]** ("Author"). This Agreement relates to a manuscript, consisting of text and illustrative materials, tentatively entitled *Assessment* (part of the series **Practical Experience and Educational Research Matter**), edited by **Maureen McMahon and Frank Crawley**, referred to in this contract as the "Work."

GRANT OF RIGHTS

1. The Author hereby grants to the Publisher, during the full term of copyright of the Work and all renewals and extensions of copyright, the exclusive U.S. and worldwide rights to print, publish, record, reproduce, revise, republish, distribute, sell, and translate the Work in all formats and media of expression now known or later developed, including, but not limited to book, electronic, and digital means and media. The Author further grants to the Publisher the right to license any or all of said rights in the Work to other parties, in whole or in part. Rights not expressly granted to the Publisher are hereby reserved by the Author.
1. The Publisher shall apply for copyright registration in its own name and shall be responsible for all costs associated with such registration. The Publisher may effect any renewals or extensions of copyright provided for by law.
2. The Author will not, during the life of this Agreement, without the prior written consent of Publisher, furnish to any other publisher any book-length work on the same subject or of a similar character that is likely, in the Publisher's reasonable judgment, to injure the sale of the Work. The Author acknowledges, however, that the Publisher may publish works relating to the same subject matter or similar areas of general or specific interest, and nothing in this Agreement shall bar the Publisher from such practice, whether or not this Work is ultimately published. The Publisher acknowledges that nothing in this Agreement shall be construed to limit the non-exclusive, free, and unlimited use by the Authors of the Work, as a whole or in part, for research and other internal purposes or to publish articles relating to the same or similar subject matter.

ATTACHMENT D

Confidential Draft – Confidential Draft – Confidential Draft – Confidential Draft

3. The Author warrants (i) that he or she has full power to enter into this Agreement and to grant the rights that are granted to Publisher in this Agreement; (ii) that the Work has not previously been published in the exclusive territory granted to the Publisher in any format or medium of expression; (iii) that all rights conveyed to the Publisher are free of encumbrances; (iv) that the Work does not violate any statutory or common law copyright or any other right of another, and is not plagiarized or adapted from any other source, in whole or in part; (v) and that the Work contains no material that is libelous, or whose publication would constitute an invasion of privacy, or which is otherwise unlawful or actionable. The Author will hold harmless and defend the Publisher and its licensees against all claims, demand, or suits based upon alleged violations of these warranties. The Author hereby indemnifies the Publisher for any damages finally sustained, for any sums payable as part of a settlement agreement, and for all reasonable attorneys' fees and court costs resulting from such claims or suits. The Publisher will print the following disclaimer text on the copyright page of the Work: "NSTA is committed to publishing quality materials that promote the best in inquiry-based science education. However, conditions of actual use may vary and the safety procedures and practices described in this book are intended to serve only as a guide. Additional precautionary measures may be required. NSTA and the author(s) do not warrant or represent that the procedures and practices in this book meet any safety code or standard or federal, state, or local regulations. NSTA and the author(s) disclaim any liability for personal injury or damage to property arising out of or relating to the use of this book including any of the recommendations, instructions, or materials contained therein."
4. Publisher may use the Authors' names, likenesses, and biographical information in connection with advertising, publicizing, licensing, and promoting the Work.
5. In the event that the Work has two or more Authors or Editors, the Author will designate one individual whose decision shall control and be binding upon the others with respect to any disagreement among the Authors concerning the performance of obligations under this Agreement, or the rights of the Authors under this Agreement. The individual so designated, if this paragraph is applicable, is _____ (please provide name).

Delivery of the Work

6. The Author will supply, no later than **October 1, 2002**, a completed manuscript of the Work, approximately **50,000** words (approximately **200** double-spaced manuscript pages) in length, satisfactory to the Publisher in form and content, and conforming in all essential respects with the concept of the Work represented to the Publisher on the date of this Agreement. The Author will supply electronic versions of all parts of the manuscript, prepared according to the Publisher's instructions. The Author will supply no later than **October 1, 2002**, all photographs, drawings, maps, tables, charts, or other illustrative material essential to the Work, together with captions to accompany such material, in electronic or camera-ready form satisfactory to the Publisher.

ATTACHMENT D

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7. It shall be the responsibility of the Author to obtain written permission(s) from the owner(s) of any copyrighted or copyrightable material to be included in the Work, including without limitation all illustrations so included, and to furnish copies of these permission(s) to the Publisher along with the manuscripts.
8. The Author warrants that the chapter manuscripts have been subjected to peer review and that appropriate revisions have been made as a result of the review process. Upon receipt of the Work, the Publisher will review the Work and notify the Author in writing whether the work is accepted for publication.
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11. Credits using the Authors' names will appear on the cover of each volume of the Work, and on the title page of each volume of the Work.
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ATTACHMENT D

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13. The Publisher agrees to give the Author twenty-five (25) copies of the published Work, and the Author agrees to notify the Publisher of the names and mailing addresses of individuals to whom the copies should be shipped. The Author will be entitled to purchase additional copies of the work at a fifty (50) percent discount from list price when ordering quantities of ten (10) or more. The Publisher will ship one complimentary copy of the published Work to each chapter contributor whose name appears in the published volume, and the Author agrees to supply the Publisher with the mailing addresses of the chapter contributors for this purpose.
14. A clear accounting of all monies received by the Publisher from sales of the Work, or from licensing of rights for utilization of the Work by others, shall be provided by the Publisher to the Author twice each year. On each April 30th, the Publisher will report on revenues received through the preceding January 31st; and on each October 31st, the Publisher will report on revenues received through the preceding July 31st. In the event the Publisher is marketing additional works by the same Author, royalty accounts from all such titles may be combined by the Publisher.
15. In the event the Publisher decides minor manuscript updating or revision is appropriate for subsequent editions of the Work, the Author agrees to accomplish that updating or revision within 180 days of the Publisher's request. Minor updating or revision is defined as fewer than twenty (20) pages of revised text. If greater revisions are agreed to by the Publisher and Author, a separate fee schedule will be negotiated for that effort. If the Author is unable to prepare the revisions or updates, or if the Author refuses or fails for whatever reason to deliver a revised manuscript in form and content satisfactory to Publisher within 180 days of Publisher's request, or if the Authors are deceased, then Publisher may employ one or more persons to prepare the revisions and may display in the revised edition and use in advertising the name of the person or persons preparing the revisions in addition to the name of the Author. In the event that the person or persons preparing the revision or update are to be paid a royalty or fee, the amount of such royalty or fee shall be determined solely by Publisher, and shall be deducted from the noncontributing Author's royalties.
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17. The Publisher and the Author acknowledge that the Work will be published as an electronic publication on the "PEERs Matter" website developed by the Author and as a print publication produced and sold by the Publisher. The Publisher may link to the website where the electronic edition resides, but the details of the electronic edition and links will be worked out separately by the Author and the Publisher at the time the

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electronic files are ready for publication. The Publisher will derive the print edition from the Author's electronic files and will consult with the Author throughout the development of the print edition.

For THE AUTHOR

(Signature)

Please print name and title: _____

Date: _____

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National Association for Research in Science Education
[insert full mailing address]

NATIONAL SCIENCE TEACHERS ASSOCIATION

Claire Reinburg

Title: Director, NSTA Press

Date: _____

ATTACHMENT E

**2003 NARST PRE-CONFERENCE WORKSHOP
Proposal Review Results**

Title/Presenters	Score	Ranking	Comments
#1: TITLE: Developing A Reflective Practice: A Model for All Educators PRESENTERS: Gail Luera, et al.	15 19 21 18 18 15 Total = 106	7 3 4 4 5 7 Rank = 6	
#2: TITLE: Assessing Scientific Inquiry – Gumption Traps of Policy and Cognitive Complexity PRESENTERS: Audrey Champagne & Edith Gummer	19 17 16 19 22 19 Total = 112	3 5 6 5 3 3 4 Rank = 5	
#3: TITLE: The Use of Metapatterns (and Chaos and Complexity) as Analytical, Design, and Conceptual Frameworks PRESENTERS: Jeff Bloom & Tyler Volk	19 23 23 18 23 22 Total = 128	4 1 3 4 2 2 Rank = 2	
#4: TITLE: Enhanced Science Learning for All in Inclusive Secondary Classrooms PRESENTERS: Jim Ellis, et al.	17 19 24 22 17 20 Total = 119	5 3 1 1 7 3 Rank = 3	
#5: TITLE: Narrative Inquiry: Systematically Examining Practice So No Teacher and No Child Is Left Behind PRESENTERS: Jo Anne Ollerenshaw	13 11 20 17 16 16 Total = 93	8 9 6 5 5 8 6 Rank = 8	
#6: TITLE: Involving Participants as Researchers in Science Education: Practices, Frameworks, and Issues PRESENTERS: Ken Tobin, et al.	20 16 20 20 18 18 Total = 112	2 6 2 2 6 5 Rank = 4	
#7: TITLE: Researching and Teaching the Many Dimensions of Pendulum Motion PRESENTERS: Michael Matthews, et al.	15 15 14 17 19 14 Total = 94	6 7 8 3 4 8 Rank = 7	
#8: TITLE: Assessing Learners' Views of Nature of Science: Hands-on / Minds-on Experiences with the Views of Nature of Science Questionnaire (VNOS) PRESENTERS: Norman Lederman, et al.	22 22 16 20 24 23 Total = 127	1 2 5 2 1 1 Rank = 1	
#9: TITLE: Safe Exemplary Science Facilities PRESENTERS: Sandra West & Martha Weiss	10 15 11 15 15 13 Total = 79	9 7 9 6 9 9 Rank = 9	

Scoring Categories:

1. The proposal supports the theme of the annual meeting, namely *Excellence in Science Teaching for All*;
2. The proposal provides for interactivity and in-depth discussion;
3. The proposal addresses research methodologies, research milestones, or current issues in science education;
4. The proposal promotes new ideas in collaboration, reflection or training; and
5. The proposal provides opportunities for training of junior researchers in the field.

Scoring Range:

- 1: Definitely fails to meet criterion
- 5: Definitely meets criterion

E

F

G

Report on the work of the JRST Award Committee for Best Paper in JRST

Fall Board Meeting, 2002

Chairperson: Jonathan Osborne

Committee Members

Danielle Ford, Edith Gummer, William Newman, Phil Scott, Anat Zohar, Theresa Greenfield, Maria Aleixandre-Jimenez, Anil Banerjee, Marcia Fetters, Dee Goldston, Helen Sorenson, Martha Dreuth-Fewell, Douglas Huffman, Carole Mitchner, Chris Ohana, Renee Schwartz, Eileen Parsons, Hedy Moscovici, Michael Vitale, Rena Faye Norby, Angela Calabrese-Barton

1. The process of undertaking the review and grading the articles is underway. Unfortunately (and as is normal) I have received only about 40% of the assessments that I would have expected to receive by now for issues 1 to 5. Reminders have been sent and hopefully the reviews should be forthcoming shortly. The next deadline for assessments 6-8 is Oct 28 and January 10 for Issues 9-10. The deadline for the final round will be Feb 27.
2. This year the committee is operating with the revised criteria circulated at the last meeting.
3. Andy has begun a trawl for new members of the committee next year and had a positive response from a number of people.

Jonathan Osborne

H

September 13, 2002

TO: NARST Executive Board

FROM: Zoubeida R. Dagher

RE: NARST Outstanding Paper Award Committee Report (October 2002)

After the 2002 NARST conference last April, I sent out two e-mail announcements to the NARST list-serve soliciting nominations for the NARST Outstanding Award. I am pleased to report that a total of 60 papers were nominated this year. Of those nominated, 57 authors accepted the nomination and submitted their papers, and three declined. I believe that this is record high of nominations and submissions!

The review process this year was further improved by creating an elaborate system whereby the electronic (blind) copies of papers were uploaded to a dedicated website on a University of Delaware server. Each reviewer received their review assignment by e-mail with web links to their assigned papers. By pressing the link they are automatically transferred to the website and thereby avoid potential problems with disk space and ability of remote computers to handle a relatively large number of papers (13-15 paper/reviewer). Most reviewers have already met the deadline for completing first round reviews and I anticipate no problem meeting the timeline for distributing review assignments for the second round of review.

There are two issues that have come up in the first year of my term on the committee:

1. Should we increase the number of reviewers next year to meet an anticipated increase, or even steady number, of submitted papers? The number of papers submitted last year was 35 compared to 57 this year. The total number of reviewers assigned to this committee is 21.
2. Should we revise the call for nominations in a way that discourages the submission of incoherent or incomplete papers?

Respectfully submitted,

Zoubeida R. Dagher
Chair, NARST Outstanding Paper Award Committee

I

**Report: Fall 2001 Committee for the Distinguished Contributions to Science
Education Through Research Award**

As of September 15 2002, calls for nominations have gone out in the NARST Newsletters, the NARST listserv, and the AETS listserv. A third call over the NARST and AETS listserves will go out the first week of October. In addition, all of the people who submitted nomination letters last year (except for the person who nominated the eventual awardee) have been asked if they wish to renew their nominations. The status of nominations as of this report is given in the table below. In addition to this list, two people declined to be nominated.

	1 st Year	Current	Nominated by	Yes/no	CV	Nomin	Ref	Ref
Anderson, Ron	2001	2003	Carole Mitchener	Yes	y	y	y	y
Black, Paul	2003	2003	Jonathan Osborne	Pending				
Fraser, Barry	2001	2003	Ken Tobin	Yes				
Gabel, Dorothy	2001	2003	Diana Rice	Pending				
Hassard, Jack	2003	2003	Charles Hutchison	Yes				
Howe, Ann	2000	2003	Norm Lederman	Yes	y	y	y	y
Ogunniyi, Meshach	2001	2003		Nomination not renewed				
Yager, Bob	~1998	2003	Jeff Weld	Pending				
Yore, Larry	2002	2003	Laura Henriques	Yes				
Zoller, Uri	2002	2003		Nomination not renewed				

Although there is still plenty of time for documents to come in, I have already sent each of the nominators a reminder about the deadline for submission.

The process for reviewing nominations remains unchanged. See Appendix I. The committee, however, has requested that the vitas for nominees be formatted in a specific way. The committee has gone to a specified format to make it easier to compare nominees. See Appendix II.

Regarding new members for the DCA committee, last year's recipient, John Gilbert, has volunteered. I think it is a good idea to have a past recipient on the committee so I have suggested to the NARST President that John be named to fill one of the vacancies that

will occur due to term expirations next spring. For other volunteers, I suggest that their vitas be considered at the Fall Board meeting.

The committee members of the 2002/03 Distinguished Contributions to Science Education Through Research Award are:

1. Fouad Abd-El-Khalick 03
2. Anita Roychoudhury 03
3. Bruce Waldrip 04
4. Renée Schwartz 04
5. Avi Hofstein 05
6. Rick Duschl 05

Our projected timetable is as follows:

Receipt of vita and letters by chair: November 30, 2002

Committee member review process: Dec, 2002-January 15, 2003

1st rankings of nominees due by Jan. 15, 2003

Email discussions and final selection due by Jan. 23, 2003

Final selection completed by Jan. 25 and recommendation forwarded to Board

Bill Cobern

Chair, Distinguished Contributions to Science Education Through Research Award
Committee

15 September, 2002

Appendix I: Nomination Process

Responsibilities of the Nominator:

- 1) **Contact prospective nominee and request permission to place the person's name in nomination. If the person agrees, notify the DCA chair immediately (all nominations must be ratified by the NARST Board at the Fall meeting);**
- 2) Write a letter of nomination (1-4 pages in length) for the candidate; and
- 3) **Coordinate three additional letters of recommendation (1-2 pages in length) from individuals who know the candidate and the contributions to the field. (The recommendation letters can be addressed to the DCA committee chair). Individuals may support ONLY ONE candidate for the Distinguished Contributions Award.**
- 4) Submit all documents to the DCA chair by email.

Please understand that the page limits will be adhered to in fairness to all nominees (if the nomination letter or the recommendation letters exceed the page limit, only the first 4 or 2 pages, respectively, will be included in the materials to the committee). If you cannot complete these two tasks, please let the DCA chair know as soon as possible.

The DCA chair will request a curriculum vita from the nominee.

The deadline for receipt of all materials is Thursday November 30, 2002. To expedite this process, send all documents to the DCA chair via email (bill.cobern@wmich.edu).

Information for letters of nomination and recommendation:

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

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.

The National Association for Research in Science Teaching seeks to improve science education through research. To this end, the Association 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.

Bill Cobern, Chair
NARST Distinguished Contributions Committee
C/O College of Education
Western Michigan University
Kalamazoo, MI 49008
USA

Appendix II: Curriculum Vitae Format for the NARST Distinguished Contributions through Research Award

Name

Professional Affiliation

Email address

Date

- List degrees from highest to lowest with dates and institutions
- List professional positions, with titles and institutions, from most recent to earliest with dates
- List **refereed** publications, most recent to earliest, use APA format
- List non-refereed publications, most recent to earliest, use APA format
- List grants (research and development), date awarded and duration, title and purpose, role in grant, most recent to earliest
- List **up to** 10 doctoral students who have done their dissertations with you, give dissertation titles and dates, and describe impact on the field.
- List **up to** 10 leadership activities with regard to research in which you have been involved, provide dates and descriptions.

Any other materials you wish to submit may be appended in a section clearly mark as an **Appendix**.

Send your cv by email to Bill Cobern <bill.cobern@wmich.edu>.

J

**Early Career Research Award
NARST Fall Board Meeting Report
October 11-13, 2002**

Submitted by: J. Randy McGinnis, Chair, 2004, (jm250@umail.umd.edu)

Committee Membership:

1. Barbara Crawford	03	bac21@psu.edu
2. Kathy Frame	03	kframe@bio.org
3. Jennifer Snyder	04	snyderj@umkc.edu
4. Dana Zeidler	04	zeidler@tempest.coedu.usf.edu
5. Scott Jackson Dantley	05	sdantley@temple.edu
6. Hsiao-lin Tuan	05	suhltuan@cc.ncue.edu.tw

Ex-officio: **Cheryl L. Mason**

clmason@nsf.gov

John Tillotson, Executive Secretary

I. Committee Charges

The Early Career Research Award Committee is responsible for identifying a member of NARST whose research in the five years immediately following receipt of the doctorate is worthy of recognition by the Association.

II. Summary of Activities and Accomplishments

1. The committee convened at the 2002 NARST annual meeting (4 members were present: R. McGinnis (current Chair), Dana Zeidler, Scott Dantley, and Hsiao-lin Tuan,). The committee discussed the committee's charge followed by a review of the committee's previous year's actions. There was no interest in making any changes to the committee's procedures since the newly revised system worked well.
2. Early June. The ECRA Chair submitted electronically the Call for the ECRA Award to the NARST News editors (Randy Yerrick and Helen Parke).
3. Late June. The ECRA Chair posted electronically the Call for the ECRA Award to the NARST Listserv.
4. July to September. The ECRA Chair answered inquiries concerning the award (requests for the rating sheet, award criteria, and deadlines) and served as contact point for those intending to submit materials. In addition, the Call for the ECRA was posted a second time on the NARST Listserv.
5. Future Plans (Present to the 2003 NARST annual meeting). The committee shall continue to solicit nominations until the award deadline (November 15, 2002). All nominations will be reviewed by the committee using the award criteria, and an awardee will be selected by the end of January, 2003. This information will be forwarded to the appropriate NARST contact (President and Executive Secretary).

All nominees for the award will be informed of their status before the annual meeting.

III. Recommendations

1. To carry out the charges of the committee.
2. To review charges and procedures in committee at the 2003 NARST annual meeting.

K

NARST OUTSTANDING DOCTORAL RESEARCH AWARD: INVITATION TO SUBMIT

The NARST Outstanding Doctoral Research Award Committee invites all current NARST members who completed a dissertation within the 15 months prior to September 15, 2002, to submit an expanded ten-page abstract (in PDF format) to the committee for consideration for the 2003 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 finalists 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. 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 2003 annual meeting in Philadelphia.

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) 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 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 should submit as separate e-mail attachments the following **in PDF format:** (A) One file containing a **ten-page**, double-spaced abstract (margins limited to one inch all around using **12 cpi font**); (B) one file containing a **five-page** abbreviated bibliography; and (C) one file containing a cover sheet which includes the author's name, address where they can be reached from September through December, 2002, e-mail address, telephone and fax numbers, title of the study, the name and address of the institutions where the dissertation was completed, a

list of the members of the dissertation committee, and the date the dissertation was passed. **The major advisor/professor/supervisor or chair of the dissertation committee should also sign the hard copy of this cover sheet, which should be sent via regular mail, along with single hard copies of documents A and B as well.** 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.

Abstracts must be received by Gail Richmond, Chair of the Award Committee, at the following address by **September 15, 2002.**

Gail Richmond, Chair
NARST Doctoral Research Award Committee
Department of Teacher Education
330 Erickson Hall
Michigan State University
East Lansing, MI 48824

gailr@msu.edu

L

NARST OUTSTANDING MASTER'S RESEARCH AWARD—Call for Submissions

We seek outstanding applications for the NARST Outstanding Master's Research Award. This award is an honor not only for the individual researcher receiving the award, but also for the faculty member who chaired the Master's degree committee, and the institution granting the degree. If your institution grants Master's degrees *with an emphasis in science education*, please review the work of recent graduates and submit your best candidates for this award. The research project may be any research report, including but not limited to a bound thesis, resulting from independent, original research that was required and completed as part of a Master's Degree program. Nominations are sought from as wide a field of candidates as possible to be inclusive of gender, age, and ethnicity. All materials, including the letter of support, should be submitted electronically. If materials are sent as attachments, they should be in separate MS Word or PDF file formats.

The deadline for applications for the Outstanding Master's Research Award is October 1.

Eligibility

- Applicant must have been awarded a Master's Degree between September 1 and August 31, 2002.
- Applicant must be a member of NARST

Application

- A file which includes the applicant's name, address, home and business phone numbers, e-mail address and the title and abstract of the research report
- A file containing a five-page summary of the research report. These summaries should contain the title of the research report, but NOT the name of the author
- A file containing some evidence that the research was officially recognized as fulfillment of a research requirement for a Master's Degree by university or college standards (for example, scanned copy of the official, signed cover sheet);
- One copy of a letter of support from a NARST member;
- All application materials must be received by October 1, 2002, and sent via e-mail to:

Gail Richmond, Chair
Masters Research Award Committee
Department of Teacher Education
330 Erickson Hall
East Lansing, MI 48824

gailr@msu.edu

NARST Board Report for Dissertation Research Award Committee
Submitted by Gail Richmond, Chair

In April, a revised announcement for the Dissertation Research Award was written and submitted for inclusion in the NARST Newsletter and on the NARST website. The most significant change this year was to require that all documents be submitted as PDF files. This was done to facilitate sending documents to committee members and to standardize the documents themselves to avoid bias resulting from non-standard formatting. Committee members were all contacted to ascertain their committee status; one committee member, Andrea McLoughlin, has notified me of her resignation due to individual and family illnesses. The deadline for receipt of application materials is 15 September. As of this writing (13 September), application materials have been received from seven (7) individuals.

NARST Board Report for Master's Research Award Committee
Submitted by Gail Richmond, Chair

In April, a revised announcement for the Master's Research Award was written and submitted for inclusion in the NARST Newsletter and on the NARST website. The most significant change this year was to require that all documents be submitted as PDF files. This was done to facilitate sending documents to committee members and to standardize the documents themselves to avoid bias resulting from non-standard formatting. Committee members were all contacted to ascertain their committee status. The deadline for receipt of application materials is 1 October. As of this writing (13 September), no one has submitted materials for consideration.

M

Membership Committee
NARST Fall Board Report
October 11-13, 2002

Submitted by: J. Randy McGinnis, Chair, 2004, (jm250@umail.umd.edu)

Committee Membership:

1. Laura Barden-Gabbei	03	lm-barden@wiu.edu
2. Jazlin Ebenezer	04	jebenezer@wayne.edu
3. Holly Priestly	04	hip2@psu.edu
4. Maureen McMahan	05	mcmahan@csulb.edu
5. Rick Pomeroy	05	jrpomeroy@ucdavis.edu
Ex-officio: Cheryl L. Mason		clmason@nsf.gov

John Tillotson, Executive Secretary

I. Committee Charges

The Membership Committee recruits members to NARST and ensures that the organization is responsive to the on-going needs of the membership.

II. Summary of Activities and Accomplishments

1. The committee met at the 2002 NARST annual meeting and reviewed the previous year's activities. Three members were present: R. McGinnis (Chair), Rick Pomeroy, and Holly Priestly. The discussion centered on the three Membership Committee sponsored sessions at the annual meeting and ways to structure committee responsibilities. We decided to continue the three ongoing activities of the committee and to form three subcommittees that would take responsibility for each of them: New Researcher's Welcome and Orientation (Maureen McMahan and Rick Pomeroy); Mentor/Mentee Nexus (Laura Barden-Gabbei and Jazlin Ebenezer); and a NARST session on transiting from graduate student to junior faculty (Holly Priestly).
2. In the spring, the committee chair worked with the NARST president to proactively encourage 1st time NARST Conference Attendees to attend the 2003 annual conference. Cheryl Mason had determined from a review of the conference registration that a large proportion of the 2002 registrants were 1st time attendees (approximately 250), so that population was targeted for special attention by the Membership Committee. The strategy selected to achieve the retention goal was an email letter sent individually to each 1st time conference attendee (their email addresses were obtained from Marilyn Estes's conference registration database and M. McMahan agreed to send out from her institution the emails). A copy of the email letter is attached as well as a sample of 1st time conference attendee responses to the communication.
3. In the summer, the committee requested that the annual program coordinator and our NARST president-elect schedule and offer three Membership Committee sponsored sessions at the association's annual meeting:

1. "New Researcher's Welcome and Orientation"
2. "Mentor/Mentee Nexus"
3. "Transition from Graduate Student to Junior Faculty"

III. Recommendations

1. To carry out the charges of the committee.
2. To review charges and procedures in committee at the 2003 NARST annual meeting.

May 1, 2002

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parkeh@mail.ecu.edu

Annual Meeting Coordinator

Dear First Time NARST Conference Attendee:

It is our pleasure to acknowledge your presence and express appreciation for your recent time attendance at the 75th annual international meeting of the National Association for Research in Science Teaching (NARST) held in New Orleans, Louisiana. We hope that you found our conference a welcoming, informative, and stimulating experience. It is our goal to provide professionals such as yourself with high quality research presentations as well as offer special sessions such as the "New Researcher's Reception" and the "Mentor/Mentee Orientation" that are designed specifically for those new to our science education research community.

We hope that next year you will plan to attend the 76th annual international NARST conference to be held in Philadelphia, Pennsylvania (March 23-26, 2003) at the Wyndam Franklin Plaza Hotel. NARST will meet directly before the annual meeting of the National Science Teachers Association (NSTA) that is also meeting in Philadelphia. As way of an early bird reminder, if you plan to submit a proposal for the NARST conference, please look for the call for proposals in the early summer on our website (www.narst.org). The deadline for all submissions will be due in early August. Please plan to submit your proposal electronically. In order to receive announcements and other communications, please log onto the NARST website and click on member services. There will be a place for you to subscribe to our listserv.

Once again, please accept our sincere appreciation for your decision to attend NARST's annual international conference. As an association we continue to gain strength and vitality from the presence and participation of new attendees. We look forward to seeing you next year at NARST's 76th annual meeting in Philadelphia.

Yours in NARST,

Cheryl L. Mason
 President

J. Randy McGinnis
 Chair, Membership Committee

Electronic Services Director
David B. Zandvliet (2004)
Simon Fraser University
dbz@sfu.ca

Sample Replies:

1. From: "Lopez-Ferrao,
Subject: RE: NARST 2002 Attendee Information
Date: Thu, 23 May 2002 16:09:18 -0400

Indeed, it was an excellent professional development experience. I think I finally found my niche.

>

Julio E. Lopez-Ferrao
Program Director
National Science Foundation
Division of Educational System Reform

2. From: ratna
Subject: Re: NARST 2002 Attendee Information

Thank you,

I absolutely loved being at NARST. It was my very first experience at an international conference of any kind. I did have some reservations before I got there, being a first year international graduate student, but those vanished the moment I got there. I will plan on being at Philadelphia.

I wish to thank all those at NARST working both on as well as behind the scenes for the wonderful time I had. Thank you very much.

ratna

N

Subject: NARST orientation meeting at the conference**Date: Wed, 02 Oct 2002 21:07:30 -0700****From: Maureen McMahon <mmcmahon@csulb.edu>****To: jm250@umail.umd.edu****CC: jrpomeroy@ucdavis.edu**

Randy,

Hope this email finds you doing well this semester. Life here in California is going well, albeit a bit hectic. I just wanted to touch base with you regarding my conversations with Rick Pomeroy about the NARST orientation meeting at the conference. This is our idea:

- Welcome to the group by the membership committee members present (5 min)
 - Describe the event and the purpose of the event
 - Introduce committee members
 - Introduce the Past-past president (or other distinguished speaker)

- Distinguished speaker (10 - 15 min)
 - Welcomes newcomers to NARST and gives a brief history of the organization,
 - the purpose of the organization and the opportunities for involvement in the organization - challenges all new members (and not so new members too) to become actively involved in at least one aspect of the organization

- Panel of NARST members (30-45 min) composed of representatives from "all" NARST sectors. The panel can't be too big and still be effective, but it will be important to have the panel be composed of the following:

- senior and junior people
- people of color
- people from inside and outside the U.S.
- people from both formal and informal science education arenas
- people from large and small institutions
- people from predominantly research, teaching, and "in-between"

institutions

- Wrap-up (5 min)

Notes:

1. I'm not sure how long the timeslot is for the event, but we can adjust the plan to run accordingly.
2. We will send around an attendance sheet for names and email addresses.
3. We will also send around a sheet for folks to jot down any questions they may have so that one of us can get back to them either later at the conference or following the conference.
4. We will ask anyone who doesn't have dinner plans to stay after and informally link up for dinner if they wish.
5. At this point, Rick and I haven't discussed the particulars of the panel event described above. Both of us have run several panel events in the past and have seen success come through multiple pathways. We can give the panel members issues/questions to think about ahead of time and then

IMAP://

imap.umail.umd.edu?fetch>

have a moderator ask questions for the panel members to field followed by an audience participation session.... or we can hand out a list of several questions to the audience on a sheet of paper to seed thinking and then allow the audience members to ask panel members questions with a moderator keeping the Q-A session moving. And, certainly there are other possibilities.... We need to keep this panel event upbeat, informative and as interactive as possible.

At this point Rick and I think we may poll the membership committee for input as to whom to invite to be a panel member and ask for their input as to the panel format for the event. We feel very good about this event and do not look forward to any problems whatsoever. That's the update on this project at this point.

Cheers,

Maureen

Maureen McMahon
Associate Professor, Chair
Department of Science Education
California State University, Long Beach
Long Beach, CA 90840

mmcmahon@csulb.edu
562-985-4801
www.scienceteaching.org

Report from the Equity Chair—Alberto J. Rodriguez. - Fall 02 Meeting

I sent two e-mails* to the Executive requesting information on the status of several motions submitted by the Equity Committee in the last two years. Since I just recently got a response, my report is a few days late.

Essentially, it seems that several key items proposed by the Equity Committee and members of Strand 6--and passed by the Board--still remain to be completely enacted. Namely, these items need to be followed up:

1. Posting the highlights of the Board minutes on the NARST web site—including action items or motions and who is responsible for carrying these out.
2. Posting the revised handbook of policies and procedures on the NARST web site. This revised version must include all the changes agreed upon by the Board regarding the selection and evaluation of NARST awards. I was hoping to share the revised handbook with members of the Equity Committee and Strand 6 for their feedback, but I was unable to do so since the handbook is not available.

New Motions

Motion #1: Follow up

Given that it has taken essentially two and half years for the motions proposed by the Equity Committee and members of Strand 6 to be enacted, and given that we must continue to press on these items even though they have been passed by the Board, be it resolved that a mechanism be sought to systematically follow up and enact passed motions. For instance, a matrix could be prepared from the minutes indicating the motion or directives, who is responsible, date for completion, and individual(s) to whom findings must be reported.

Motion #2: Looking outside of NARST

Given the heightened sense of social awareness after the 9-11 events, and given the on-going social and political issues which continue to influence science teaching and learning in our schools, be it resolved that the NARST Board prepare a three-year plan that describes a specific set of goals for

raising our profile and sphere of influence as an international organization committed to social justice and the improvement of life in a global community through better educational opportunities.

Note: I'm preparing a full report to the NARST membership in which more context will be provided for the above motions.

*One e-mail was sent on August 19 and the other was sent on Sept. 06. I only heard back from David Z, and more recently from Cheryl.

Possible Changes in Limits Language and Policies

Current Language

There are limits on the number of times that any person may be on the program as a paper presenter, a participant in an interactive session, or a discussant:

1. A person may be **first author** of a paper presentation **only once**.
2. A person may serve as a **presider/discussant only once**.
3. A person may be a paper **presenter** (see number 1 above) **no more than twice**.
4. Altogether, a person may be **on the program no more than four times** in the role of paper presenter, first author, or presider/ discussant.

Possible New Language

There are limits on the number of times that any person may be on the program as a paper author or presenter. A person may be **first author** or **presenting author** of a paper presentation (single paper, paper in a multiple paper set, discussion group, round table, poster, or novel format) **no more than three times**.

The following roles do **not** count against the limit:

- Second or third author of a paper you are not presenting
- Chair or discussant of a session
- Organizer or participant in a symposium.

**Election Committee Report
NARST Fall Board Meeting
October 11-12, 2002
Philadelphia, PA**

Committee Members

Norman G. Lederman, Chair (03)
Lynn Bryan (03)
Dee Goldston (03)
Paul Kuerbis (03)
John Wallace (03)
Cheryl Mason, Ex-Officio (03)
John Tillotson, Ex-Officio

The task of the Committee was to develop a slate of two (2) candidates for the position of President-Elect and six (6) candidates for three Board of Directors positions.

1. In accordance with organization procedures, a solicitation for candidates was placed in the June issue of NARST News and two separate solicitations were placed on the NARST List Serv.
2. In addition to the solicitations in NARST News and on the List Serv, members of the Election Committee were asked to submit their recommendations for available positions.
3. Five nominations were received as a consequence of solicitations appearing on the List Serv or in NARST News. An additional 25 names were suggested by Committee members. Committee suggestions were made keeping in mind candidate diversity as well as a balance between U.S. and international candidates.
4. Four rounds of candidate rank-ordering were completed by the Committee before potential candidates were contacted. Eighteen (18) individuals declined to run for President-Elect and Board of Directors positions.
5. In accordance with NARST By-Laws, additional candidates can be included on the ballot if ten (10) NARST members submit a signed nomination petition. The Committee received two candidates for Board of Directors positions through this process. These individuals are indicated on the recommended slate of candidates.
6. The final list of candidates approved by the Election Committee is as follows:

President-Elect

Gail Jones
John Staver

Board of Directors

Kathleen Davis (write-in candidate)
Penny Gilmer
Okhee Lee
Andrew Lumpe
Hedy Moscovici
Steve Oliver
Molly Weinburgh (write-in candidate)
Larry Yore

SOUTHWESTERN AND ROCKY MOUNTAIN DIVISION

In 1920, scientists in the then rather isolated southwestern area decided to get together and form a Division of AAAS to further scientific communication in the area. The Southwestern Division came into being at that time. As the Rocky Mountain states were added later, the name was changed to include that region. The Division holds an annual meeting within its mid-continent geographic area; the 2002 meeting was cancelled. The 2003 meeting will be held in March in Tulsa, Oklahoma. Students, as well as professional scientists, are encouraged to take part in the meetings, and a variety of awards are provided for the best student presentations. The Division also sponsors an annual award to an outstanding community college teacher. To be added to the mailing list for Division publications, or for additional information, contact David T. Nash, Executive Director, AAAS SWARM Division, 601 E. Plum St., Fort Collins, CO 80524.

AFFILIATED ORGANIZATIONS

The 272 organizations affiliated with AAAS work with the Association on a variety of projects, including Annual Meeting symposia, international programs, annual analyses of the federal research and development budget, equal opportunity activities, and science education. There are 225 societies, 44 state and regional academies of science, and three city academies of science affiliated with AAAS. Each is wholly independent in its own special field or geographical area, but through their representation on section committees and in other programs, the affiliated organizations contribute much to the Association's strength. Refer to individual section listings for affiliate sectional interests. Members of the AAAS Consortium of Affiliates for International Programs (see page 103) are indicated by an asterisk (*).

AFFILIATED ORGANIZATIONS

A	American Association of Physics Teachers* American Association of University Professors* American Astronautical Society* American Astronomical Society American Bryological and Lichenological Society American Chemical Society* American College of Dentists* American College of Radiology American Crystallographic Association American Dairy Science Association American Dental Association American Dental Education Association* American Dietetic Association American Economic Association* American Educational Research Association* American Ethnological Society* American Geographical Society American Geological Institute* American Geophysical Union* American Industrial Hygiene Association American Institute of Aeronautics and Astronautics*	American Institute of Biological Sciences* American Institute of Chemical Engineers* American Institute of Chemists* American Institute of Physics American Library Association American Mathematical Society* American Medical Association* American Meteorological Society* American Nature Study Society American Nuclear Society* American Oil Chemists Society* American Ornithologists Union American Pharmaceutical Association American Philosophical Association American Physical Society* American Physiological Society* American Phytopathological Society* American Political Science Association American Psychiatric Association* American Psychoanalytic Association American Psychological Association* American Psychological Society American Public Health Association American Society for Cybernetics* American Society for Engineering Education* American Society for Horticultural Science* American Society for Information Science and Technology* American Society for Microbiology* American Society for Pharmacology and Experimental Therapeutics* Remote Sensing American Society of Agricultural Engineers* American Society of Agronomy* American Society of Animal Science* American Society of Civil Engineers* American Society of Criminology American Society of Health-System Pharmacists American Society of Heating, Refrigerating, and Air-Conditioning Engineers American Society of Limnology and Oceanography American Society of Mammalogists American Society of Mechanical Engineers International* American Society of Plant Biologists* American Society of Plant Taxonomists American Sociological Association* American Solar Energy Society American Speech-Language-Hearing Association* American Statistical Association*
	Accountful Society of America Alpha Epsilon Delta American Academy of Arts and Sciences American Academy of Forensic Sciences American Academy of Otolaryngology—Head and Neck Surgery* American Agricultural Economics Association American Alpine Club American Anthropological Association* American Association for Dental Research American Association of Anatomists American Association of Cereal Chemists* American Association of Colleges of Pharmacy* American Association of Petroleum Geologists American Association of Pharmaceutical Scientists American Association of Physical Anthropologists American Association of Physicists in Medicine	American Water Resources Association Animal Behavior Society Anthropological Society of Washington Archaeological Institute of America Arctic Institute of North America ASM International* Association for Applied Psychophysiology and Biofeedback Association for Computing Machinery Association for Integrative Studies Association for Research on Nonprofit Organizations and Voluntary Action Association for Symbolic Logic Association for Women Geoscientists Association for Women in Mathematics Association for Women in Science* Association of American Geographers* Association of American State Geologists Association of Clinical Scientists* Association of Earth Science Editors Association of Southeastern Biologists* Astronomical Society of the Pacific
B	Behavior Genetics Association Biophysical Society* Botanical Society of America	
C	Chi Beta Phi National Science Honorary Computerized Medical Imaging Society Computing Research Association Conference Board of the Mathematical Sciences Cooper Ornithological Society Council for Chemical Research Council for International Exchange of Scholars Council of Science Editors* Council on Undergraduate Research Crop Science Society of America	
E	Eastern Psychological Association Ecological Society of America* The Electrochemical Society	
F	Foundation for Science and Disability	
G	Geochemical Society Geological Society of America*	

series of workshops has begun in which scientists from different countries can work together to their mutual benefit. Expanding research opportunities for scientists from developing countries was followed up by the Society for Conservation

of the AAAS Annual Meeting. The program addresses challenges in African science, environmental science, and international scientific collaborations. Recent examples include the promotion of sustainable development, international scientific trade.

AAAS has promoted scientific cooperation and public understanding of science and sustainable development. The program emphasizes three areas:

1. Addressing environmental challenges that have a direct

impact on human health and achievement.

2. Promoting the participation of five Cubans in the AAAS program. Boxes of scientific journals, and other materials, are provided to the Cuban organization. Donations from several AAAS affiliated organizations, including the Human Rights (SHR) Program, the Office of Information on Scientific and Technological Activities, and funding from NSF, the WISC-NSF, and the AAAS, support travel to Latin America and the Caribbean for proposals.

3. Promoting sustainable policy making and providing support to scientists and their colleagues.

The Inter-American Association, an 18-nation organization, publishes the journal *Interciencia*. The program has received a Howard Riesen Endowment Fund grant to place in Bahia, Brazil.

AAAS is working on developing and strengthening scientific activities in the regions;

conducts training workshops and seminars; sponsors scientists on trips that promote international scientific collaboration; and convenes scientific meetings of mutual interest to U.S., European, and Central Asian partners that promote scientific advancement, international collaboration, and informed policy making. It continues working with scientists in the closed nuclear cities of Russia to help scientists move into civilian jobs and to commercialize their technologies. In 2002, at AAAS headquarters, it conducted training in "Good Manufacturing Practices" for scientists from the Vector Institute in Koltsovo, Russia. Training on proposal preparation was conducted in Moldova, and work continues there to open an Engineering Career and Information Center in Chisinau. ECA continues to work with scientists at the University of Maryland and the Kola Science Center in Russia on ecological, economic, and human development modules of the Imandra Lake watershed to study, within a sustainability science context, the interactions between human and ecological systems. ECA conducts two one-week training courses for Foreign Service Officers on Environment, Science, Technology, and Health and US foreign policy at the State Department's Foreign Service Institute. At the 2002 Annual meeting in Boston, ECA sponsored a symposium with the Civilian Research and Development Foundation on "Inroads to Scientific Reform and Cooperation with Russia. In addition, the ECA Program holds an annual seminar series for foreign science attaches and counselors on issues of U.S. science, technology policy, and on U.S. R&D activities. It also conducts the competition for the AAAS Award for International Scientific Cooperation and is the secretariat for the Consortium of Affiliates for International Programs.

Consortium of Affiliates for International Programs (CAIP)

The **Consortium of Affiliates for International Programs** is a broad-based multidisciplinary network of scientific and engineering societies active in the international dimension of their disciplines. CAIP currently comprises some 100 AAAS affiliated societies and over 150 foreign corresponding members. The Consortium publishes a directory of affiliates and the newsletter *Consortium Notes*, and administers the AAAS Award for International Scientific Cooperation.

Program on Ecology and Human Needs (EHN)

The **Program on Ecology and Human Needs** acts to compile, synthesize, and communicate scientific knowledge related to sustainable development. Since its inception in 1994, this program area has sponsored numerous international experts' meetings on the interface of humans and the environment, covering such topics as biodiversity, water and coastal areas, climate change, and oceans. In 2000, EHN staff completed the *AAAS Atlas of Population and Environment*, published by the University of California Press. The book graphically depicts with full color maps and analyses how human population pressures and natural resource consumption impact global ecosystems and the environment. An online and quickly expanding version of this publication also exists (www.ourplanet.com/aaas) and will soon develop into a comprehensive and dynamic information source on these topics.

A long term project, Ecosystem Dynamics and Essential Human Needs (EDEHN), operates at a holistic watershed level to systematically explore the conditions necessary for

Sept. 21, 2002

TO: NARST Executive Board

FROM: Sharon Lynch, Chair of International Committee

RE: October, 2002 Report on NARST International Committee and ICASE

- I. ICASE symposium: We are currently pulling together a 90-minute symposium/poster session focused on opportunities to do international research, and have requested that David Z. please reserve a slot on the 2003 NARST Annual Program for this. Please see attached document for more information. Last spring, the ICASE symposium was scheduled simultaneously with another symposium on international science education and technology. This was less than ideal. A slot on the second day might be better for international members. We will also need a morning meeting for the IC, preferably on the third day of the conference. We also need to think about how to make a good transition to the newly elected member of the Executive Board who will rotate on, as I rotate off.

It should be noted that although we are calling this an ICASE Symposium, as is tradition, no members of ICASE are involved, to the best of my knowledge.

- II. ICASE dues: We owe ICASE around \$450, it appears as the last time that dues were paid was for 98-99.
- III. ICASE conference attendance: The ICASE conference is scheduled from April 7-10 in Penang, Malaysia. As discussed at the last Executive Board meeting of NARST, I would plan to attend using funds in the NARST budget. Cheryl Mason has also indicated an interest in attending this conference. We can submit a paper on the topic of the meeting and discuss who else might represent NARST in the team. We are supposed to be sending a US team. A purpose of this meeting is to ascertain how ICASE membership advances the mission of NARST. See information attached.

Costs:

Flight	\$2,800
Conference Fee	250
Hotel	400
Food	100
Total	\$3500

- IV. NARST website and international science education group links: For the last two years the IC has discussed a "global" component on the NARST website and we received permission to explore this from the Publications Committee.

However, there has been no follow-through from the IC volunteers. Is this a good use of the NARST website? There has not been clamoring from the membership for this service. Perhaps a way of resolving this issue is to show the ICASE affiliate status, which, in turn links to other international science education organizations.

- V. At the October Board meeting can we discuss the possibility for reduced membership or conference registration fees for individuals from identified developing countries. I have lists of various categories of countries from the World Bank/IMF.

WebMail - ICASE Dues and International Conference. X

Delete File Create Reply Reply All Forward Previous Next Options Index Help

Date Sent: Sunday, September 29, 2002 2:45 AM

From: lowe <106137.400@compuserve.com> Add to Address Book

To: Sharon Lynch <slynch@gwu.edu>

Subject: ICASE Dues and International Conference.

Status: Urgent New

Dear Sharon,

ICASE dues for NARST (NAST), ICASE Reference USA/M/005

.Your email was passed to me regarding your query about membership fees and the following appears to be the position:

A reminder was sent out in January 2000 by Patrick Whittle the then Treasurer of ICASE. On 20/04/ 2000 the last payment for membership fees appears to have been authorised by Arthur White for subscription to ICASE by NARST in the sum of \$300 covering the period for 1998-1999. I have not been able to trace any further payments although reminders have been sent out in 2001 and 2002. The annual membership fee for your association was \$150 for a membership in the range of 101-1000 members.

Should you require an invoice please let me know and I shall send one.

Payments can be made either to ICASE Secretariat, College Lane, Hatfield, Hertfordshire AL10 9AA, United Kingdom or to
 Professor John Penick
 Dept of Maths, Science and Technology Education
 North Carolina State University
 Raleigh, NC 27695 - 7801 USA

All cheques should be made payable to ICASE.

I believe Jack Holbrook has already been in touch with you about the World Conference.

Regards,

Norman K Lowe
 ICASE Subscriptions Manager.

*99-20
20-01
01-02*

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SCIENCE EDUCATION**

**NORTH AMERICAN
MEMBER ORGANISATIONS**

Association de Physique et Science de Quebec (APSQ, Associate Member), 36 Boul Duplessis, Cap de la Madelaine, Quebec G8T, CANADA. Contact: Mr Ghislain Arsenault

Educators of Atlantic Science Teachers (EAST, Associate Member), Faculty of Education, University of New Brunswick, Bag Service Number 45333, Fredericton, New Brunswick E3B 6E3, CANADA. Contact: Prof Charles P. McFadden

P. J. Spratt & Associates Inc (Associate Member), 2857 Sherwood Heights Drive, Unit 3, Oakville, Ontario L6J 7J9, CANADA. Contact: Mr P. Spratt

Science Teachers Association of Manitoba (STAM, Associate Member), 34 Shepton Bay, Winnipeg, Manitoba R3R 2E9, CANADA. Contact: Mr Harold Partap

York University (Associate Member), Science Education Group, University of York, 4700 Keele Str, Ontario M3J, CANADA. Contact: Dr Graham Orpwood

Association for the Education of Teachers in Science (AETS, Full Member), School of Education, East Carolina University, 154 Speight Bldg, Greenville, NC 27858-4353, USA. Contact: Dr Jon E. Pederson. Email: pedersonj@mail.ecu.edu

American Chemical Society (ACS, Full Member), Education Division, 1155 Sixteenth Street N.W, Washington D.C. 20036, USA. Contact: Sylvia A. Ware. Email: s_ware@acs.org

Council for Elementary Science International (CESI, Full Member), 283 Education, Wayne State University, Detroit, MI 48202, USA. Contact: Dr Mary Stein, President-Elect, Email: mstein@coe.wayne.edu

Clarion University (Associate Member), Center for Science Education, Clarion University, Clarion PA 16214, USA. Contact: Dr Ken Mechling

College of Education, Grand Canyon College (Associate Member), 3300 West Camelback Rd, Phoenix, Arizona 85017-1097, USA. Contact: Dr Patty J. Horn

Elementary Education, The University of Toledo (Associate Member), 2801 W.Bancroft Str. Toledo, http://sunsite.anu.edu.au/icase/i_namerica.html

OH 43606, USA. Contact: J. L. Underfer

Institute for Science Education and Science Communication, Columbia College Chicago (Associate Member), 600 S. Michigan Ave, Chicago, IL 60605, USA. Contact: Mr Jeffrey Wade

National Association of Biology Teachers (NABT, Full Member), International Committee, 103 Primrose Drive, New Providence, NJ 07974-2545, USA. Contact: Leonard C. Blessing, Email: nabter@aol.com

National Association for Research in Science Teaching (NARST, Full Member), Contact 1: Arthur L. White, Ohio State University, 1929 Kenny Rd, Room 200E, Columbus, OH 43210, USA. Contact 2: Prof Peter Hewson, Department of Curriculum and Instruction, University of Wisconsin-Madison, 225 N Mills Str, Madison, WI 53706-1795, USA.

National Science Education Leadership Association (NSELA, Full Member), K-12 Science Curriculum Director, Glastonbury Public Schools, 330 Hubbard Str, Glastonbury, CT 06033, USA. Contact: Dr Kenneth R. Roy, Email: kroy@igc.apc.org

National Science Teachers Association (NSTA, Full Member), 1840 Wilson Boulevard, Arlington, VA 22201-3000, USA. Contact 1: Dr Wendell Mohling. Contact 2: Mr Gerry Wheeler

Pasco Scientific (Associate Member), PO Box 619011, Roseville, California 95678-9011, USA. Contact: International Marketing Manager

STEP Center, School of Education, IPFW (Associate Member), 2101 Coliseum Boulevard East, Fort Wayne, IN 46805-1499, USA. Contact: Dr M.O. Thirunarayanan


Southwest Centre for School Science Reform, SS&C Project (Associate Member), Medical Towers, 1709 Dryden, Suite 519, Houston, TX 77030, USA. Contact: Dr Linda Crow

Synergy Learning International Inc. (Associate Member), P.O.Box 6480, Brattleboro, Vermont 05302-6480, USA. Contact: Casey Murrow

Unified Services for Education (Associate Member), P.O. Box 3355, Iowa City, IA 52244, USA. Contact: Prof R. E. Yager. E-mail: Robert-Yager@uiowa.edu

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on

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New World Conference Dates

Abstract submission dateline:	30 November 2002
Authors notified starting:	31 October 2002
3-page concept paper submission dateline:	15 January 2002
Full paper submission dateline:	28 February 2003
Early registration dateline:	31 Dec 2002 (no change)

The World Conference will build on the ideas established in the *Forum on Scientific and Technological Literacy*, held in UNESCO, Paris in 1993 and on the concerns of Scientists as expressed in the *World Conference on Science*, held in Budapest, in 1999.

The emphasis of the conference will be on discussions between the various educational and scientific professionals present to identify ways in which relevance science and technology courses and approaches can be popular and appropriate for all.

Conference 'Teams'

To enhance greater interaction between policy makers, curriculum developers, scientists, industrialists, teacher educators and teachers (both primary and secondary) involved in shaping the goals and directions of science and technology education, this conference wishes to recognise, and cater for, '*teams*', involving combinations of such persons from a country/state/region, participating as a group, and willing to take the lead in encouraging follow-up action in their own country.

Introduction

At a time when much attention is being placed on '*the Popularisation of Science in Schools*' and on the need to '*Raise Public Awareness of Science and Technology*', it is important to give serious consideration to increasing the **RELEVANCE** of science and technology education being offered in schools and through non-formal and informal programmes around the world.

There has been a strong school tradition of rewarding student excellence in science and technology, even at the expense of making programmes relevant for all, but for the new millenium ways need to be found to combine the two. The key to this must be the bringing together of policy makers, teacher educators and, very importantly, teachers themselves (best represented by members of Science Teacher Associations) to jointly rethink the manner in which relevant goals for science and technology education can be achieved, within different cultures, so that science and technology education (formal, non-formal or informal) can more appropriately meet the needs of societies.

ICASE (International Council of Associations for Science Education) is an international umbrella organisation, linking national and regional science teacher associations (or associations of teachers for the separate sciences) and other societies, institutions, universities, foundations and companies in the promotion of science and technology education at the primary and secondary level. It has official relations with UNESCO.

RECSAM (Regional Centre for Education in Science and Mathematics) is a centre committed to enhancing the quality of science, mathematics and technology education in SEAMEO member countries and beyond.

Conference Address:

Mr Tan Khun, Director, RECSAM and ICASE Asian Representative,

SEAMEO RECSAM, Jalan Sultan Azlan Shah, 11700 Gelugor, Penang, Malaysia

Fax: +60-4-6572541

E-mail: director@recsam.edu.my

<http://icase.unl.edu/worldconference/>

9/23/02

Website: <http://icase.unl.edu/worldconference>

Conference Sub-Themes

The major theme of the conference will be increasing the relevance of science and technology education for all in the 21st Century, but this will be sub-divided into a number of sub-themes. Currently these are designated as:

1. *Relevance to the perceived needs and interests of the student.*
2. *Relevant to industry, or student careers.*
3. *Relevant to the needs of society, or the culture.*

Contributions

All participants, besides playing an important role in the discussions, are invited to contribute a background paper and/or display a poster, individually, or as a member of a 'team'. All background papers will be refereed and those accepted will be printed prior to the conference to aid the discussions.

All contributions must be in English.

[To Request Form](#)

[ICASE Home Page](#)

WebMail - RE: ICASE dues and International Conference

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Date Sent: Friday, September 27, 2002 4:23 AM

From: Jack Holbrook <jack@bol-online.com> Add to Address Book

To: slynch <slynch@gwu.edu>

Cc: Barbara Mahmoudi <barbaramahmoudi@ASE.org.uk>

Subject: RE: ICASE dues and International Conference

Status: Urgent New

Dear Sharon,

Many thanks for your message.

As I am now in Bangladesh ,I dont have the details of the membership fees for NARST, but I will copy this request to the ICASE secretariat and ask them to send the details to you.

World Conference
The person handling all the local arrangements related to the world conference is Azian T.S. Abdullah. Details of the hotel accommodation should be on the ICASE website, especially for the hotel Equatorial, the conference site. I recommend that hotel as it is situated fairly close to the airport and a big shopping centre, but it is a little away from the hotels in town or those at the beach resort on the North of the island.

The conference registration is US\$250, hotel is approx US\$50-60 a night and travelling to Penang is best arranged via Kuala Lumpur (if you fly Malaysian airways the add on part to Penang is often included in the ticket). The conference is hoping to make Malaysian airlines (which is an excellent airline) the official conference carrier. I recommend that you come for a few extra days so that you can also explore Penang

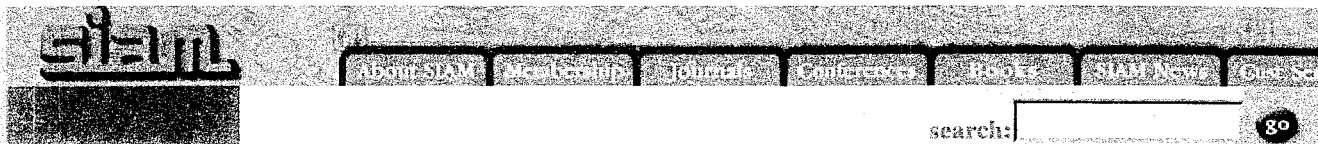
We have extended the abstract deadline to the end of November and will be delighted to have a number of Americans to join the conference. A major task is to try to discuss a way forward to seek ways to combat the lack of popularity of science and technology subjects that seems to be worldwide one students get into the secondary, certainly the upper secondary school. The keynote speakers will help the discussions and will cover the theme of relevance for the student (we hope this will be Professor Peter Fensham from Australia), relevance for industry (Bill Powell , a Managing Director of ICI in the US) and relevance for society (Walter Erdelen the ADG for Science in UNESCO). Any papers related to research findings on the

increasing relevance would be particularly welcome.

I am sure Azian will answer any further questions you have. Dont worry about the multitude of addresses - mine is the main one as Secretary of ICAE, but Barbara is at the ICASE secretariat (icase@ase.org.uk) and she will send the renewal details. The contact in the US is Ron Bonnstetter who is the ICASE North American representative

Best wishes,

Jack



Home Page | Contact | Site Map | RSS Feeds | Monday, September 23rd, 2002

List of Developing Countries

From the [World Bank](#) website:

For operational and analytical purposes, the World Bank's main criterion for classifying economies is gross national product (GNP) per capita. Every economy is classified as low income, middle income (subdivided into lower middle and upper middle), or high income. Other analytical groups, based on geographic regions, exports, and levels of external debt, are also used.

Low-income and middle-income economies are sometimes referred to as **developing economies**. The use of the term is convenient; it is not intended to imply that all economies in the group are experiencing similar development or that other economies have reached a preferred or final stage of development. Classification by income does not necessarily reflect development status.

[Additional information on the World Bank's classification system is available on their website.](#)

The following list was obtained from the World Bank website on January 19, 2000. Updates to this list will be made annually.

Afghanistan	Comoros	Iran	Morocco	St. Lucia
Albania	Islands	Iraq	Mozambique	St. Vincent
Algeria	Congo,	Isle of Man	Myanmar	and the
American	Dem. Rep.	Ivory Coast	Namibia	Grenadines
Samoa	Costa Rica	Jamaica	Nicaragua	Sudan
Angola	Croatia	Jordan	Niger	Suriname
Antigua &	Cuba	Kazakhstan	Nigeria	Swaziland
Barbuda	Czech Rep	Kenya	Oman	Syria
Argentina	Djibouti	Kiribati	Pakistan	Tajikistan
Armenia	Dominica	Korea	Palau	Tanzania
Azerbaijan	Dominican	Kyrgyz	Panama	Thailand
Bahrain	Rep	Republic	Papua New	Tonga
Bangladesh	Ecuador	Lao PDR	Guinea	Togo
Barbados	Egypt	Latvia	Paraguay	Trinidad &
Belarus	El Salvador	Lebanon	Peru	Tobago
Belize	Equatorial	Lesotho	Philippines	Tunisia
Benin	Guinea	Liberia	Poland	Turkey
Bhutan	Estonia	Libya	Puerto Rico	Turkmenistan
Bolivia	Eritrea	Lithuania	Romania	Uganda
Bosnia-	Ethiopia	Macedonia	Russia	Ukraine
Hercegovina	Fiji	Madagascar	Rwanda	Uruguay
Botswana	Gabon	Malawi	Samoa	Uzbekistan
Brazil	Gambia	Malaysia	Sao Tome &	Vanuatu
Bulgaria	Georgia	Maldives	Principe	Venezuela
	Ghana	Mali	Saudi Arabia	Vietnam
	Grenada	Marshall	Senegal	Yemen, Rep.
	Guadeloupe	Islands	Seychelles	Zaire

Burkina Faso	Guatemala	Mauritania	Sierra Leone	Zambia
Burundi	Guinea-	Mauritius	Slovak Rep	Zimbabwe
Cambodia	Bissau	Mayotte	Solomon	
Cameroon	Guyana	Mexico	Islands	
Cape Verdi	Haiti	Micronesia,	So Africa	
Central	Honduras	Fed. Sts	Somalia	
African Republic	Hungary	Moldova	Sri-Lanka	
Chad	India	Mongolia	St. Kitts and	
Chile	Indonesia	Montenegro	Nevis	
China				
Colombia				

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Laura B. Helfrich, Online Services Manager

Updated: DJC 4/25/01

Report from Ad Hoc Committee on Practitioner Research
National Association for Research in Science Teaching
September 15, 2002

Co-Chairs:

Deborah Roberts, Montgomery County Public Schools, Maryland
Emily van Zee, Science Teaching Center, University of Maryland College Park
Deborah_Roberts@fc.mcps.k12.md.us ev14@umail.umd.edu

Committee Members:

Brenda Capobianco, University of Massachusetts, Amherst; Daniel Dickerson, North Carolina State University; Allen Feldman, University of Massachusetts, Amherst; Monica Hartmann, Melvindale-Northern Allen Park School District, MI; Chris Horne, Frederick County Public Schools, MD; Elaine Howes, Columbia University; Jim Minstrell, Talaria, Inc, Kathleen Roth, Michigan State University and LessonLab Inc, Deborah Smith, Michigan State; Donna Sterling, George Mason University, Maria Varelas, University of Illinois, Katherine Wieseman, Western State College.

I. History of the Ad Hoc Committee on Practitioner Research

Practitioner research refers to research that teachers, administrators, science specialists, other school district personnel, college science faculty, science education faculty, TAs, and informal science educators do in the context of their own teaching or administering practices. Practitioner research is sometimes called “teacher research” or “action research” or “self-study” or “scholarship of teaching and learning.”

At the first meeting of the Ad-Hoc Committee for Practitioner Research at the NARST annual meeting in April, 2000, the members decided that a high priority would be planning workshops for teacher researchers at annual meetings of NARST and NSTA.

The need for workshops, website, and a teacher research publication was demonstrated at the 2001 NSTA and NARST annual meetings, which included a poster session, symposium, reception and other sessions for teacher researchers. In a NSTA session entitled “Teachers as Researchers: Who? What? Where? When? Why? How?” participants answered a questionnaire about issues NARST and NSTA should address for teachers interested in researching while teaching. Responses included: “It would be good for NSTA to have more emphasis on research during teaching” “What sort of support is available to teachers interested in taking this on?” “Is there a website for “teacher researchers”?” “Help in how to do this.” “Instruments to gather data; moral dimensions of research.” On a similar questionnaire in a NARST session, participants asked “How do people handle ethical issues?” “How do you find out about funding?” “Questions about publishing – where, how etc.” “How do you keep it simple?”

After the 2001 annual meetings, the co-chairs of this committee wrote a proposal to the Spencer Foundation to seek funding for conducting workshops at NSTA and NARST annual meetings. We collaborated with the incoming president of NARST, Cheryl Mason, and the director of NSTA Press at that time, Shirley Watt-Ireton, who represented these organizations in signing the proposal as principal investigators. Claire Reinburg, the new director of NSTA

Press, is the current NSTA principal investigator. She oversees the budget, which is administered by NSTA, with assistance from Emily van Zee, co-chair of the Ad Hoc Committee on Practitioner Research.

The \$50,000 grant "Fostering Practitioner Research in Science Contexts" is providing funding for workshops devoted to practitioner research and summer funding for a teacher, Deborah Roberts, co-Chair of the Ad Hoc Committee, to coordinate these activities. The project also involves developing a website and preparing a NSTA publication on teacher research. The original period of the two-year grant was June 15, 2001-June 14, 2003. However, notification of funding did not occur until late in the fall of 2001. Therefore, we anticipate applying for a no-cost extension until June 14, 2004.

II. Summary of Recent Activities

As discussed below in Appendix A, the co-chairs of the committee organized and facilitated a short course on teacher research and poster session at the 2002 NSTA annual meeting in San Diego. At the 2002 NARST annual meeting in New Orleans, we organized and facilitated a pre-conference workshop and collaborative inquiry about collecting and interpreting data in one's own classroom. At the NSTA short course and NARST pre-conference workshop, we distributed notebooks with resources such as examples of self studies, a bibliography and brief excerpts from relevant books, and a list of telecommunications information.

As discussed below in Appendix B, elaborate plans now are in place for an all-day Teacher Researcher Day at 2003 NSTA in Philadelphia, March 28. The schedule includes a poster session (8 am. – 9 a.m), panel discussion (9:30-10:30 a.m.), three rounds of seven break-out sessions (11:00-12:00; 12:30-1:30; 2:00-3:00) and a closing planning session (3:30-4:30). The seven strands for the break out sessions are literacy studies, elementary school studies, secondary and college studies, professional development studies, data analysis, science for all, and information sessions. Also planned for NSTA is a short course on March 27, 1-4 p.m. The short course is entitled "Teacher Research: What Are You Curious About Your Students' Learning?"

The co-chairs have applied for two "Looking at Data" sessions and a collaborative inquiry at the 2003 NARST annual meeting. If accepted, the "Looking at Data" sessions will continue the conversations about collecting and interpreting data begun during the 2002 pre-conference workshop. The focus for the collaborative inquiry will be on building communities of teacher researchers.

As discussed below in Appendix C, we prepared a summary of "what participants learned" for the first year report to the Spencer Foundation. Comments on our evaluation forms indicate that participants learned: new ways to collect data, how to look at data in different ways, how to apply qualitative research to science projects in the classroom, systematic ways to approach assessment of students' understanding, how to identify questions to research and how to design an instrument for conducting research. Those who shared their research with others learned that from feedback, they gained new ways of looking at and thinking about their data, and gained further insight into their project.

Appendix A: Activities at Spring 2002 NSTA and NARST Annual Meetings

The co-chairs of Ad Hoc Committee on Practitioner Research organized and facilitated the following activities at the annual NSTA and NARST spring meetings. The grant provided funding for supplies and for six teachers to travel to these meetings.

A. National Science Teachers Association Annual Meeting, San Diego:

1. Short course

Teacher Research: What Is It? How Do You Do It? Why Bother?

1-4 p.m., March 28, 2002 (12 participants in addition to facilitators)
 Frank Crawley, East Carolina University, Greenville, N.C.
 Monica Hartman, Evans Elementary School, Melvindale, Mich.
 Tara Parker, J.H. Rose High School, Greenville, N.C.
 Deborah Roberts, Oak View Elementary School, Silver Spring, Md.
 Dorothy Simpson, Mercer Island High School, Mercer Island, Wash.
 Emily van Zee, University of Maryland, College Park

What are you curious about your students' learning? How might you explore what is working well in your teaching? This course was for preK-12 teachers, graduate students, college faculty, and informal science educators interested in inquiring into their own teaching practices. Participants were encouraged to bring data from their own classrooms, including videoclips of instruction, copies of student work, reflective journals to share and discuss in small groups. The session closed with a whole group discussion of issues encountered in this type of research. Participants received a notebook with a bibliography of teacher research in science contexts, copies of facilitators' self-studies, and relevant resources.

2. Poster Session for Teachers Inquiring into Science Learning and Teaching

Deborah Roberts and Emily van Zee, co-facilitators

9:30 – 10:30 a.m., March 29, 2002 (12 presenters)

This session provided an opportunity to present findings for teachers and teacher educators conducting research on their own teaching practices. Presenters prepared posters that presented their research questions, rationale, data sources, methods of analysis, interpretations, and implications for instruction. Presenters also prepared handouts that summarized their studies. Near the close of the session, the co-chairs facilitated a whole group discussion of issues raised by this kind of research.

B. National Association for Research in Science Teaching Annual Meeting
New Orleans:

We wish to thank David Zandvliet and his colleagues for scheduling practitioner research sessions consecutively on Sunday, when teachers were most likely to be able to participate. The sessions included the pre-conference workshop (8:30 a.m. -12:30 p.m.), an invited talk on learning how to do research while learning how to teach (1:00-2:00 p.m.), a collaborative inquiry

about collecting and interpreting data in one's own classroom (2:30-4:00 p.m.), and a symposium on quality criteria for teacher education practitioner research (4:30-6:00 p.m.). We were pleased that the Association sponsored a reception for teacher researchers on Sunday evening (7:30-8:30 p.m.), although disappointed that no refreshments were served. Additional activities relevant to practitioner research included twenty presentations during the meeting that included K-12 teachers among the authors. The focus for both the early morning committee meeting and Tuesday evening practitioner research group meeting was planning for the 2003 annual meetings of NSTA and NARST in Philadelphia.

1. Pre-Conference Workshop Inquiring into One's Own Teaching Practices
8:30 a.m – 12:30 p.m., April 7, 2002
(49 participants in addition to facilitators)

Emily van Zee, University of Maryland, College Park
Deborah Roberts, Montgomery County Public Schools
Lisa Gioe-Cordi, District 15, New York
Kathleen Hogan, Calverton School
Christopher Horne, Frederick County Public Schools, Maryland
Elaine V. Howes, Teachers College, Columbia
Christine Klein, St. Louis Science Center
Gerald H. Krockover, Purdue University
Sharon Nichols, East Carolina University
Patricia Roy, Mount Rainier Elementary School

What are you curious about in your classroom? How might you explore those issues? What data sources might be relevant? How might you interpret those data? For what purposes? This workshop was for preK-12 teachers, graduate students, college science faculty, college science education faculty, and informal science educators interested in inquiring into their own teaching practices. The purpose of the workshop was to learn and refine ways to interpret data gathered in one's own classroom. The emphasis was on qualitative studies. Participants worked in small groups with facilitators who had had some experience in researching while teaching. Participants were encouraged to bring data from their own classrooms such as videoclips, copies of student work, reflective journals etc. to share and discuss in the small groups. The workshop closed with a whole group discussion of issues encountered in this type of research. Participants received a notebook with a bibliography of practitioner research in science contexts, copies of facilitators' self-studies, and relevant resources.

2. Invited Speaker for Pre-Service Teacher Education Strand:
Learning How to Do Research While Learning How to Teach
Deborah Roberts, Oak View Elementary School
1:00 –2:00 p.m., April 7, 2002

Deborah discussed her experiences in learning how to do research as a pre-service teacher in her science teaching methods course and as a beginning teacher through participation in a teacher inquiry group.

3. Novel Format Session for In-Service Teacher Education Strand
Collaborative Inquiry about Collecting and Interpreting Data
in One's Own Classroom
Facilitators: Emily van Zee, University of Maryland College Park;
Deborah Roberts, Montgomery County Public Schools
2:30-3:30 p.m., April 7, 2002

A collaborative inquiry is a novel format with the intent to generate as well as disseminate knowledge. This session built upon a collaborative inquiry at the 2001 NARST annual meeting in St. Louis. In response to a questionnaire, participants identified the following issues that they wanted NARST to address for members interested in conducting research on their own teaching practices: guidance in conducting research while teaching, ways to find support such as grants, information about software useful for analyzing data, ethical issues, and ways to build a community of teacher researchers. The purpose of this session was to gather insights and information from participants about these topics and to dispense relevant information prepared for this session. An underlying purpose of the session was to create a context within which participants can both contribute to and learn from the NARST research community.

4. Symposium for In-Service Teacher Education Strand
Quality Criteria for Teacher Education Practitioner Research
4:30-6:00 p.m., Sunday, April 7th,
Deborah Trumbull, Cornell University (Organizer)
John Loughran, Monash University
Amanda Berry, Monash University
Sandra Abell, University Of Missouri
Emily van Zee, University of Maryland

This symposium addressed the issue of how we judge the quality of studies done by practitioners in order to better understand and to improve their practice.

5. Teacher as Researcher Reception
7:30 p.m.-8:30 p.m., Sunday, April 7th

Participants talked informally about a variety of issues.

6. Practitioner Research Ad Hoc Committee Meeting
7:00-8:15 a.m., Monday, April 8
7. Research Group Meeting: Practitioner Research
8-10 p.m., Tuesday, April 9,

In both meetings, the focus was discussion of plans for 2003 when NSTA and NARST both will be meeting in Philadelphia. Given the immediacy of the NSTA proposal deadline (April 15), we primarily discussed various possibilities for NSTA. Individuals present made oral commitments to submitting proposals for sessions that might be organized together into a Teacher Researcher Day at NSTA. We brainstormed strategies for making this happen. The co-chairs deeply appreciate the collaborative spirit of these sessions.

Appendix B: Plans for 2003 NSTA and NARST Annual Meetings in Philadelphia

A. National Science Teachers Association

1. Short Course, Thursday, March 27, 1-4 p.m.
Teacher Research: What Are You Curious About Your Students' Learning?

What are you curious about your students' learning? your own teaching? Discuss videoclips and student work with teachers who are inquiring into science learning and teaching

This short course will involve participants in inquiring into science learning and teaching. Data will include videoclips of science learning in progress; copies of student work; student and/or teacher journals, etc. Teacher researchers from the Philadelphia area and other localities will share data from their classrooms and discuss these with participants. For example, participants will view a videoclip and develop interpretations guided by questions posed by the teacher researcher in whose classroom the video was made. Participants will receive a report prepared by the teacher researcher who facilitates the discussion. The report will present the context of the videoclip, a transcript, and the teacher researcher's interpretation of the dialogue. The focus will be upon student and teacher discussions during inquiry-based science instruction. Participants also will receive a notebook of resources such as information about books and journal articles by teacher researchers in science contexts, information available on the Internet for teacher researchers, etc.

2. Teacher Researcher Day at NSTA

The following tentative schedule has been approved for Teacher Researcher Day at NSTA, March 28, 2003. The plan was developed by the co-chairs of the Ad Hoc Committee for Practitioner Research in cooperation with Maureen McMahon, Director of the Research Committee of NSTA and Frank Crawley, Chair of the Research Committee for NARST.

TEACHER RESEARCHER DAY AT NSTA 2003 PHILADELPHIA

Friday, March 28, 2003 (8:00 a.m.-4:30 p.m)

Sponsored by: NSTA and NARST Research Committees and the Spencer Foundation

8:00-9:00 a.m. Breakfast Reception/Joint NSTA/NARST Poster Session
(food provided by funding from grant from Spencer Foundation)

9:30-10:30 a.m.: Invited Panel:
What Does It Mean to be a Teacher Researcher?

11:00-12:00 Break Out Sessions
Strands: Literacy; Elementary/Middle School; Secondary/College;
Professional Development/Data Analysis/Science for All/Informational
sessions

12:30-1:30 p.m: Break Out Sessions
Strands: Literacy; Elementary/Middle School; Secondary/College;

Professional Development/Data Analysis/Science for All/Informational sessions

2:00-3:00 p.m.: Break Out Sessions
Strands: Literacy; Elementary/Middle School; Secondary/College;
Professional Development/Data Analysis/Informational sessions

3:30-4:30 p.m.: Planning Session
Making Plans for Teacher Researcher Collaborations

DETAILS:

POSTER SESSION/BREAKFAST RECEPTION

Poster Session for Teachers Inquiring into Science Learning and Teaching

Submitted for joint NSTA/NARST session by Deborah Roberts and Emily van Zee

Find out what teachers are finding out about their students' learning. Consider how you might inquire about what is happening in your own classroom.

This session will provide an opportunity to present findings for teachers and teacher educators who are conducting research on their own science teaching practices. Presenters will prepare posters that present their research questions, rationale, data sources, methods of analysis, interpretations, and implications for instruction. Presenters also will prepare handouts that summarize their studies. Near the close of the session, the co-chairs will facilitate a whole group discussion of issues raised by this kind of research. This format has worked well at the 2001 and 2002 NSTA meetings.

OPENING SESSION OF TEACHER RESEARCHER DAY: PANEL

Proposal Number: 104167

Panel of Teacher Researchers: What Does It Mean to be A Teacher Researcher?

Presiders: Deborah Roberts, Oak View Elementary School; Emily van Zee, University of Maryland

A panel of teacher researchers will discuss what they do, how, and why.

Abstract:

This will be the lead off session for Teacher Researcher Day at NSTA 2003. A panel of teacher researchers will share their insights and experiences in inquiring into science learning and teaching in their own classrooms. We plan to invite teacher researchers who are presenting their studies at the meeting, have published in NSTA journals or other venues, and/or have obtained funding for their research. We expect to include teacher researchers from the Philadelphia area. The panel members will discuss how they got started, what they do, and why their research matters to them, their students, colleagues, and others. We anticipate that this will be an interactive session with examples provided by the panel members and questions encouraged from the participants. We also plan to distribute packets of information about resources for

teachers interested in inquiring into their own science teaching practices. In addition, a handout will inform participants about teacher researcher events throughout the day.

THREE CONSECUTIVE BREAK OUT SESSIONS (11:00-12:00; 12:30-1:30; 2:00-3:00):

Literacy	Elementary/ Middle school	Secondary/ college	Professional development	Data Analysis	Science for All	Informational sessions
Lane et al. 103914	Abell/ Litherland/ Paulsell 103399	Kuehn/ Varelas 103448 Sterling 103564	Dickerson 103245	Vander Vliet 103754	Bilica	McMahon/ Crawley PEERS Matter 104088
Nichols/ Huber 103366 Alvarez 103239	Howes et al. 103274	Schifter 104188	Guarino 104027	Horne/ Booher 103288	Freitag	Capobianco/ Trimarchi/ Canuel- Browne (Publishing) 103191
Barkdoo/ Foster 103038	Roberts et al. 103909	McDonald/ Capobianco 103130	Wieseman/ Danos/Pike 103626	Emery/ Feldman 103852		Vander Vliet (Funding) 103776

Literacy Strand:

Breakout Session 1: Proposal Number: 103914

Connecting Science and Literacy in an Elementary Urban School

Paula Lane, UNC-Chapel Hill, Denise Friesen, Lisa Lord, Sarah McClernon, Cynthia Schwane, Lisa Vockeroth, Cynthia Werner, Club Blvd. Elementary School

A teacher action research study group shares their best practices (and best mistakes) while trying to link big ideas in science with literacy instruction K-5.

Breakout Session 2 (30 min): Proposal Number: 103366

Creating Grade 2 Science Books for Cross-Literacy Learning: A Collaborative Teacher-Research Story

Sharon (Sherry) E. Nichols, University of Alabama

Lisa Huber, W. H. Robinson Elementary School

Learn how a grade 2 teacher engaged in research about students creating their own science books to support interdisciplinary literacy learning.

Breakout Session 2 (30 min): Proposal Number: 103239

Storytelling in a Predominantly Latino Science Classroom

Elizabeth Alvarez, Sawyer Elementary, Chicago

I explore how storytelling unfolds in my science class of Latino middle grade students and how it facilitates their developing understanding of science concepts and processes.

Breakout Session 3: Proposal Number: 103038

Myth, Magic and the Meaning of Science: Outcomes for Students Using Myths and Guided Inquiry as an Approach to Science Education

Susan Barkdoll, California State University at San Bernardino, Terri Foster, Irvine-Mesa Unified School District

Explore a multidisciplinary approach in developing science curriculum using Native American myths.

Elementary/Middle School strand:

Breakout Session 1: Proposal Number 103399

Enhancing Leadership in Middle School Science through Action Research

Sandra Abell, University of Missouri, Becky Litherland, Columbia Public Schools, Betty Paulsell, Pioneer Ridge Science Education Center, Independence.

In an NSF-funded teacher leader project, participants used action research to understand inquiry teaching. Come learn action research strategies and hear results of teachers' studies.

Breakout Session 2: Proposal Number 103274

Learning to Do Inquiry in Your Own Classroom

Elaine V. Howes, Teachers College Columbia, Robyn Ulzheimer, Gloria Scorse, Stephanie Lukas, Jennifer Serravallo, Christina Mallett-Delatola, Audrey Reagin, New York Public Schools

New York City teachers working with students who represent the great diversity of this urban center will present their research on teaching science for all.

Breakout Session 3: Proposal Number 103909

Capturing Curiosity and Questions in the Science Classroom.

Deborah Roberts, Oak View Elementary School, Kathleen Hogan, Calverton School, Patricia Roy, Mount Rainier Elementary School, Margaret Crutchfield, Connie Nisley, Green Acres School, Rockville, Maryland

Come and catch a glimpse of the ways we are capturing and capitalizing on the students' curiosities in the science classroom, and beyond.

Secondary/College Strand:

Breakout Session 1 (30 min): Proposal Number 103448

Student Reflection in Undergraduate Chemistry Classes

Julie Ellefson Kuehn, William Rainey Harper College, Palatine, IL

Maria Varelas, College of Education, University of Illinois at Chicago

How do students make sense of strategies designed to enhance their learning and assess their performance? To find out: ask, listen, reflect, and analyze.

Breakout Session 1 (30 min): Proposal Number: 103564

Collaborative Action Research on Student Learning

Donna R. Sterling, George Mason University

Explore collaborative action research findings by researchers and teachers on student learning and the assessment process.

Breakout Session 2: Proposal Number 104188

What Do College Science Faculty Need to Innovate in Their Teaching?

Catherine C. Schifter, Faculty Fellow for the Teaching and Learning Center, Temple University
What do you do now in your courses? What have you always wanted to do? What do you need to do to make that happen?

Breakout Session 3: Proposal Number 103139

Establishing a Teacher Researcher Group Within Your Own University/School Community

James McDonald, Central Michigan University

Brenda Capobianco, Purdue University

Science teacher educators and classroom teachers will receive ideas for starting a community of teacher researchers in their locale. Handouts and discussion.

Professional Development Strand:

Breakout Session 1: Proposal Number 103245

Action Research on the Nature of Science: Questions, Examples, and Possibilities

Daniel Dickerson, North Carolina State University

Session provides an opportunity for both novices and experienced teacher researchers to discuss and develop an action research plan on the nature of science.

Breakout Session 2: Proposal number 104027

Teacher Researchers: How Do We Guide Them? What Are the Keys to Their Success?

Lucia Falsetti Guarino, St. John Fisher College, Rochester, NY

Teacher researchers reflect on the process of becoming successful inquirers. Their coach reflects on what she has learned about guiding them toward success. The voices of the teachers will be heard.

Breakout Session 3: Proposal Number 103626

Stories from a Co-Learners Model of Professional Development (Teachers, Preservice Teachers, Project Staff)

Katherine C. Wieseman, Western State College, Lisa Danos, Gunnison High School; Lisa Pike, Gunnison Community School

Find out what teachers have learned as co-researchers/co-learners with preservice teachers in a professional development project focusing on subject content enhancement and mentoring.

Data Analysis Strand:

Breakout Session 1: Proposal Number 103754

Practice in Practitioner Research: Experience with Data Analysis

Valerie Vander Vliet, Lewis University

How can journal entries be data? Come to this workshop for the answer and get practice in data analysis used in practitioner research.

Breakout Session 2: Proposal Number 103288

BYOD (Bring Your Own Data): A Look at Video, Audio, Transcripts, and Student Work as a Starting Point for Teacher Research into Student Thinking.

Chris Horne & Bruce Booher, Frederick County Public Schools, Maryland

Ever tried something new and wondered whether it "worked"? Ever asked yourself how you might improve? Bring your data and we'll talk about it! Handouts!

Breakout Session 3: Proposal Number 102852

Formative Assessment Action Research: Using Technology to Increase Student Learning

Chris Emery, Amherst Regional High School; Allan Feldman, University of Massachusetts

Learn how to use an electronic response system to generate student discussions about science concepts. Data will be provided to demonstrate its educational value.

Science for All Strand:

Breakout Session 1: Proposal Number

Powerful Questions in Action

Kim Bilica, State University of New York at Buffalo

A community of experience teacher researchers explores the powerful questions that drive the teaching and learning of science in diverse classroom settings.

Breakout Session 2: Proposal Number

Science Assessments for Learning

Patricia K. Freitag, Educational Consulting, Potomac Maryland

This hands-on workshop will demonstrate formative assessments that will help all students improve their science achievement and become better science learners by learning how to learn.

Information Session Strand:

Breakout Session 1: Proposal number 104088

PEERs Matter - An Online and Print Teacher Research Publication Series

Maureen McMahon California State University, Long Beach

Frank Crawley, East Carolina University

Session will offer people the opportunity to view and hear how to publish their teacher-classroom research in the new PEERs Matter NSTA-NARST publication.

Breakout Session 2: Proposal Number 103191

Disseminating and Sustaining the "Action" in Teacher Action Research

Brenda Capobianco, Purdue University; Ruth Trimarchi Amherst Regional High School; Donna

Canuel-Browne Northampton High School; Susan Lincoln Northampton High School

This session provides science teachers/teacher educators opportunities to examine the different processes and methods of reporting outcomes and possible audiences of teacher action research.

Breakout Session 3: Proposal Number 103776

Exploring Funding Possibilities for Teacher Research

Valerie Vander Vliet, Lewis University

Ever want to study your practice and never have the time/resources? There is funding for teachers to research their practice. Come and hear about it.

CLOSING SESSION:

Proposal Number: 104168

Making Plans for Teacher Researcher Collaborations

Presiders: Deborah Roberts, Oak View Elementary School; Emily van Zee, University of Maryland

Teacher researchers will develop plans to collaborate in local settings, regional conferences, and national conventions.

Abstract:

This will be the closing session for Teacher Researcher Day at NSTA 2003. What can teachers and teacher educators do to foster their own and others' inquiries into science learning and teaching? This session will focus upon developing plans to collaborate in informal and formal ways. These may include low key efforts such as inviting colleagues in one's school or department to learn about some of the resources provided during this day's sessions. Teacher researchers from nearby areas may choose to begin thinking together about organizing local events such as meeting periodically at one of their schools. We also would like to put into place a process for planning up-coming events. We hope to involve as many participants as possible in developing plans for on-going Teacher Researcher Days at regional and national NSTA conventions. What was useful in this day's activities and how can we enhance these experiences? Who is willing to take responsibility for submitting a proposal for doing what for the next conventions? In addition, we would like to encourage contributions to our website for teacher researchers. Discussions also might begin for developing materials for publication.

B. NARST 2003 annual meeting, Philadelphia

1. Submitted: Practitioner Research: Looking at Data

Facilitators: Sandra Abell, University of Missouri
 Elizabeth Alvarez, Sawyer Elementary School
 Spencer Benson, University of Maryland
 Daniel Dickerson, North Carolina State University
 Sr. M. Gertrude Hennessey, St. Ann's School
 Elaine Howes, Teachers College Columbia
 Deborah Roberts, Oak View Elementary School
 Ivonne Torres, New York City Public School 165

Valerie Vander Vliet, Lewis University
Emily van Zee, University of Maryland
Katherine Wieseman, Western State College.

The primary purpose of the "Practitioner Research: Looking at Data" sessions is to provide opportunities for participants to increase their capacity to collect and interpret data in their own settings. An additional purpose is to generate knowledge about data collection and interpretation in settings where the researcher is not only a participant observer but the principal actor. Participants will work in small groups to interpret data such as video clips of instruction, copies of student work, email communiqués, interviews, etc. Facilitators include teachers, a principal, college science faculty, and science education faculty. The facilitators will present data from their settings and invite participants to develop interpretations and to discuss relevant issues. The facilitators also will provide papers summarizing their own interpretations of their data. After the small groups report, there will be a whole group discussion of issues that have emerged during the small group analyses. Participants in the "Looking at Data" sessions will receive a notebook of resources for teachers and teacher educators interested in conducting studies of their own teaching practices. These sessions are partially supported by a grant from the Spencer Foundation to NSTA and NARST.

2. Submitted:

Collaborative Inquiry about Building Communities of Teacher Researchers

Facilitators: Deborah Roberts, Montgomery County Public Schools
Emily van Zee, University of Maryland

The purpose of this session will be to provide opportunities for teachers and others who conduct research on their own teaching practices to discuss how they conduct research while they teach, and what has enabled them to be successful. Guiding issues will be: success in conducting research while teaching; use of the internet to promote collaboration among teacher research groups; ethical questions; ways to build a community of teacher researchers; and connections and commonalities among research projects and groups. The presenters will facilitate small group discussions by sharing their projects with others. We will ask all participants to fill out a questionnaire that will provide us with information to continue supporting teacher researchers through future NARST meetings and other activities. An underlying purpose of the session will be to create a context within which participants can both contribute to and learn from the NARST research community, as well as share benefits and successes of research with others. Such a collaborative inquiry can generate new knowledge about researching while teaching.

Appendix C: Participants' Learning

We submitted the comments below to the Spencer Foundation as part of the first year report for the grant. This was in response to a question about what participants had learned.

A. Enhanced Understandings about Practitioner Research

At the NSTA annual meeting in San Diego, the short course (SC-42) from 1 - 4 March 28, 2002 enhanced understanding and ability to do practitioner research in a number of ways. The participants appeared to enjoy and appreciate the introductory activities where we modeled ways in which Dr. van Zee begins her science methods course for pre-service teachers, including asking for permission from the participants to document the practices of the Science Inquiry Group. Many of the participants found the session to be useful (average rating from 1 not useful - 5 useful was 4.5).

Comments from the participants show that they learned: new ways to collect data, how to look at data in different ways, how to apply qualitative research to science projects in the classroom, systematic ways to approach assessment of students' understanding, how to identify questions to research and how to design an instrument for conducting research. They learned that there are many teachers who have similar problems and that a lot can be learned from teachers in the same or even in different situations. Those who shared their research with others learned that from feedback, they gained new ways of looking at and thinking about their data, and gained further insight into their project. Participants also appeared to be grateful for the resource notebooks and the sharing of our collection of teacher research books.

At the poster session for Teachers Inquiring into Science Learning and Teaching, the participants found the session to be useful (average rating from 1 not useful - 5 useful was 4.8). As in the short course the participants ranged from grades K - 16. One participant commented that "it was nice to see the commonalities between K - college." Many commented on the value for teachers to do research in the classroom. Some participants commented on new networking possibilities they gained from attending the poster session and learning new ideas. Another comment was about being made aware of being "capable of performing different types of research that I hadn't considered in the past." The people who did the presenting wished they had had more time to visit the other presenters, and get more information. The suggestions for improvement from this session were to provide more time and more space, which we have looked into for the next year's session.

The pre-conference workshop at NARST on April 7, 2002, was also successful. Again at this workshop several of the participants mentioned how much they appreciated the introductory activities that were modeled for them based on Dr. van Zee's science methods class, and a few asked why we didn't make handouts of those ideas so they could implement them in their own settings. One person asked that we make the first part of the session into a full 4 hour session, and do the same for the sharing of research and data. Many of the participants found the session to be useful (average rating from 1 not useful - 5 useful was 4.2). New ways to collect data, and finding new types of data, as well as gaining new understandings in how to interpret data were recurring themes in the evaluations. Facilitators and participants alike enjoyed seeing the video

clips on the small TV/VCRs we brought with us. Several reflected on new understandings of the complexities, limitations and possibilities of teacher research. They liked the diversity of topics and questions across the group, and candid discussions of issues including the ethical issues surrounding human subjects permissions. Researchers seemed to feel affirmed and validated, and again there were statements about commonalities across the grade levels.

In the invited session on April 7th, that featured Deborah Roberts as speaker, (Learning to do Research While Learning How to Teach,), she shared her journey as a reflective practitioner and teacher. During this session, several of the participants shared accounts of teacher research in their own settings, which included places outside of the United States. It was an informal, but insightful session for all.

Also on April 7th, the Collaborative Inquiry about Collecting and Interpreting Data in One's Own Classroom, participants again noticed the commonalities of issues, data collection, and why people chose to practice reflective research across the span of grade levels represented (elementary through university). New ways to collect and interpret data, strategies for doing research, and the value of reflecting on one's own practice and then making those reflections public, were all mentioned in the comments for this session. Several researchers mentioned feeling less isolated, "not alone" in the doing research, and the complexity of teacher research. A theme at this session that was not mentioned in any of the previous sessions was the need for, and difficulty in procuring funds to facilitate and support teachers in doing research, and attending conferences to share their research.

Through these sessions and others we have come to understand that educators at all levels need places and opportunities to share their research. Quite often at their local site, they are unique in what they are doing. Conferences provide them with a forum to share their knowledge and understandings, get valuable feedback, and gain new insights. The comments about the commonalities in the research issues of educators at all levels shows that there is much that we can learn from each other, and we appreciate those opportunities when we can listen and learn from each other.

B. Enhanced Communication about Practitioner Research.

We are currently working on developing an interactive website for educators to have an on-going opportunity and forum for sharing ideas, raising questions, and getting feedback on their research. We have compiled a resource notebook, with exemplary case studies, narratives, books, journals and other publications that we have found useful in practitioner research. We planned and implemented five different sessions at two national conferences so that practitioner researchers could communicate their ideas, findings, and questions to others. These also were opportunities for those who wanted to hear about practitioner research, what it is, why to do it, how to get started, etc. These affirmed and validated both those who were experienced and new to practitioner research. We have learned that capacity building can take place across grade levels and geographic locations. Practitioners need support from their institutions, from their colleagues, from grant making institutions, and from the educational community to continue to improve on their practices, their research, and their understanding. In sessions that are clearly

publicized as "teacher research" practitioners learn from each other, and are affirmed and validated in the safe environments that are provided.

We have read many books, journals and articles, as well as continued to meet as a research group. We have shared data, analysis, and prepared for many presentations. All of the above activities continue to inform our thinking about teacher research, about teaching and learning and about how we can best contribute to the scholarship of teaching and learning. We try to interest others at our local sites, as well as those we meet at conferences. We have watched many "aha" moments for teachers who have attended our sessions, and then have returned later to share how they followed through on the new insights they have gained. We are creating a network of "research friends" across the nation and even across continents.

Natural Selection Lab

(BSCS Green Version, 1987)

MATERIALS: (per team of 4 - 5)

"habitat" fabric
bags of paper dots

small paper cups
paper puncher

PROCEDURE:

1. Spread out the "habitat" fabric on the lab table.
2. Select seven different colors of dots for this activity. At your lab table, team members should quickly count out twenty dots of each color.
3. Appoint one team member as the lab manager. The other members of the team are the predators.
4. The predators should turn their backs to the lab table while the lab manager spreads out the different colored paper dots on the habitat fabric.
5. When the lab manager gives the signal, each predator should turn around and "hunt" for prey, by picking up a paper dot. Place your captured prey in the paper cup. You should capture prey one at a time. Don't search for prey, but pick up the first one you see.
6. The predators should continue to hunt until given a stop signal by the lab manager. The lab manager should stop the foraging activity when approximately 75% of the prey have been captured.
7. Carefully shake the fabric to remove the survivors. Group the survivors according to color. Arrange them in a horizontal row about 1 cm apart. Place dots of the same color together. Record the numbers of each color that survived. Place your results in the data table on the back of this sheet.
8. Assume each pair of survivors produces 3 offspring. Using the reserve supply, add 3 additional dots for every pair of the same color dots that survived. For example, if there are 10 white dots surviving, (that would be 5 pairs) and you would add an additional 15 white dots to your survivors.
9. The lab manager should mix the survivors and their offspring thoroughly and spread them over the habitat fabric. Again predators should turn their backs for this part.
10. Repeat the above steps for three more rounds of the Natural Selection Game.

DATA TABLE:

Paper Dot Colors	Original Population	1 st Generation Survivors	2 nd Generation Survivors	3 rd Generation Survivors	4 th Generation Survivors

DISCUSSION QUESTIONS:

1. Analyze the survivors from Round One.
 - a) Did one color of dot(s) survive better than any other color? If so, which color(s)?

2. Compare the original and final populations.
 - a) How are the two populations different?

 - b) Are there any colors of dots that were eliminated in the final population?

3. Describe the relationship between the final population and your habitat fabric.

4. Describe the selective pressure that was operating on the dot population.

5. Assuming no new individuals migrate into the habitat. Predict what the dot population will be like after 5 more rounds of the game.

6. Graph the results of the survivors at the end of the final round.

Thursday, September 12, 2002

The Ad Hoc committee on the History of Science Education was formed after the spring 2002 NARST meeting as a result of a conversation between Cheryl Mason and various other NARST members. She selected me (J. Steve Oliver, Dept of Science Education, University of Georgia) as the chair and I was honored to serve this role. I proposed to Cheryl that there were 8 or 9 ideas I had about the role the committee might play. These ideas are as follows:

1. Survey the NARST membership with regard to the importance placed on the history of science education.
2. Survey the NARST membership with regard to the desire they have for future access to a compilation of historical information.
3. Propose special issue of JRST to examine the "intellectual past" of science education.
4. Write a grant to find support for a special conference on "Examining the importance of the history of science education." (I attended the "Finding a scientific base for science education" conference at Berkeley in the late 1980's and that conference might be a model for this idea.)
5. Have a committee prepare a report for the board/membership of NARST on the importance of the history of science education and possible actions that need to be taken.
6. Have the committee attempt to answer the question "Is this a crucial juncture for the history of science education?"
7. Propose a symposium for NARST 2003 in which various scholars would address the issue "of what value is the intellectual past of science education?" or "Does science education have an intellectual past?"
8. Create an edited book that is a follow up to the Curtis Digests of the 1930's and contain reprints of articles on the history of science education.

Cheryl suggested that we pursue the first two.

The next step was to select the committee membership. I proposed the following members. Cheryl agreed with the proposed members. I invited them to join the group and each agreed to participate.

Dr. Fouad Abd El Kahlick, University of Illinois
Dr. Cathy Loving, Texas A & M University
Dr. George DeBoer, AAAS
Dr. Randy Yerrick, U. of California at San Diego

Two activities have begun with the start of fall semester 2002. First, I am teaching a doctoral level course on the history of science education. The students in the course have the task of helping develop instruments that will be used to survey the NARST membership with regard to the value placed upon the history of our discipline and the amount of access that is desired for historical information in science education. Given the timing of the newsletter, it is out intention to use another vehicle to get this out to the membership. The most likely tact will be to send an email to the NARST membership

with a hot link to a website containing the instrument. The instrument would be submitted electronically from there after completion.

The second activity is a discussion between the members of the committee regarding the goals and objectives of the committee. To date we have begun having a dialog through e-mail. This dialog is helping each of us to clarify the purpose of the Ad Hoc committee. I am planning to extend this to my History of Science Ed class. By having the persons from the Ad Hoc committee teleconference with my class (individually or in small groups), both the students and committee members can clarify the desired goals of the history of science ed committee and learn about this history.

We hope to complete a data collection with the membership during the fall semester of 2002.

I hope this report is adequate for the purpose of the NARST board meeting. I wish all of you well.

A Report from the Editors

Fall 2002

Dale Baker and Michael Piburn

We know that one of the things that most concerns the authors and readers of the Journal of Research in Science Teaching is the review process. Since we have just submitted a report on that topic to the NARST board of directors, we thought that we should share the results with you. We have previously described how we handle manuscripts (v. 39, no. 1). Now we would like to tell you more about the flow of manuscripts through the editorial process.

We received our first submission on January 4, 2001. As we write this editorial, in September of 2002, we have just assigned manuscript #257 to reviewers. This averages to an assignment of 13 manuscripts a month for a period of 20 months. In addition, we have received a number of manuscripts that completed the review process under the former editorship. By the time this editorial appears in print, 46 articles will have been published in volume 39 (2002). This will complete the contract between NARST and John Wiley and Sons, Inc. for the publication of 1,140 pages annually.

Table 1 illustrates the flow of manuscripts for the first half of both 2001 and 2002. For both years, the largest number of manuscripts was received in the spring months (April-June). The pattern of submissions for the two periods under examination appears very similar, and we have no reason to expect this to change in the future. The smallest number of submissions seems to occur at the beginning of the spring semester, and the largest at about the time of the annual NARST meeting.

In the first six months of 2001, we received a total of 80 new and resubmitted manuscripts. By June 2002, we had received 84 submissions. If they continue at that rate, we expect to receive approximately the same total number in 2002 as we did in

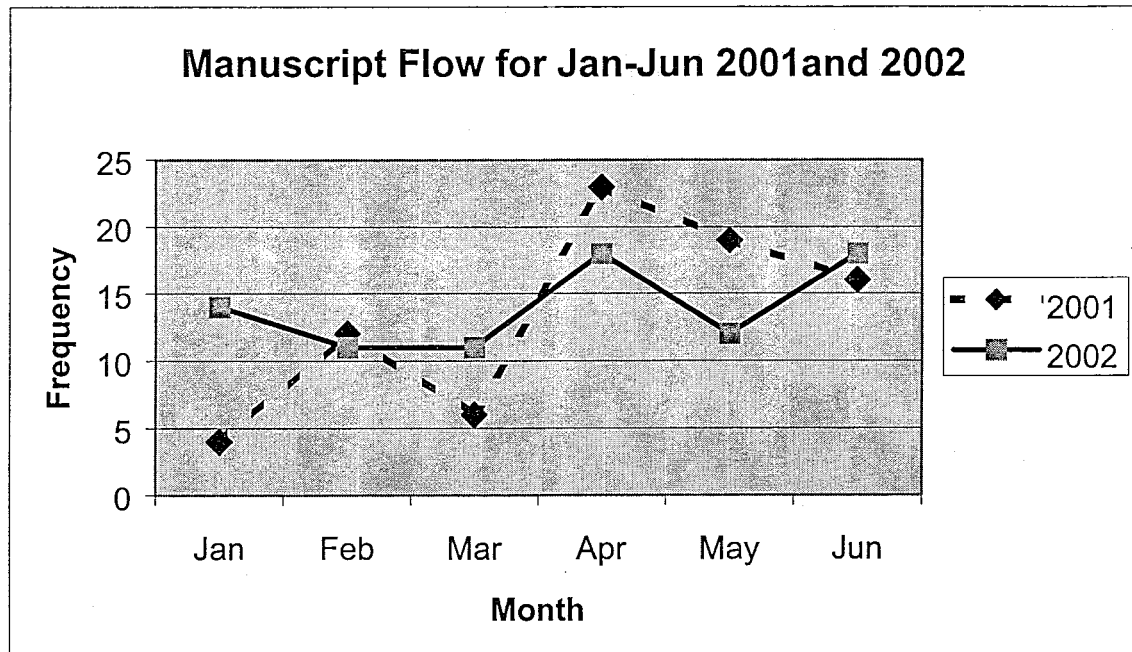


Table 1: A six-month comparison of manuscript flow (January to June 2001/2002)

2001. That would be between 140 and 150 manuscripts per year.

The status of manuscripts received by June 30, 2002 is shown in Table 2. All those received in 2001 have completed the review process and decision letters have been sent to the authors. From among the 141 original manuscripts or resubmissions in that group, 46 were accepted and 27 published. The acceptance rate was 33%. From January to June of 2002, we received 84 new manuscripts and 12 resubmissions. Of these, 55 are now under review, and decision letters have been sent to the authors of the remaining 41. The current acceptance rate for this group is 37%.

		Jan-Dec 30 2001	2001 Submissions	Jan-Jun 30 2002	2002 Submissions	Total to Date
Receipts	New manuscripts	139	141	84	96	237
	Resubmissions	2		12		
Process	Under review	0	0	55	55	55
Decision	Return w/o Review	9	141	9	41	182
	Reject	50		7		
	Reject in Current Form	36		10		
	Accept	19		10		
	Published	27		5		

Table 2: Status of Manuscripts Received in 2001 and First-half of 2002

An important category of decision for manuscripts is “reject but encourage,” or “reject in current form.” A total of 12 such manuscripts were resubmitted within the first

Status of Resubmitted Manuscripts	
Accept/To be published	6
Reject	2
Currently under review	4
Total received by June 2002	12
Acceptance Rate	75%

Table 3: Resubmitted Manuscript Status

six months of 2002. Of those, 6 have been accepted, 2 rejected and 4 are still under review. Based on the 8 decisions made on these papers, our acceptance rate for resubmitted manuscripts in this category is 75%.

The Review Process

The review process consists of a number of steps that in most cases must be completed in a serial order. As a result, progress with a particular manuscript can be

slowed significantly when one or more steps are delayed. As a result, we will discuss both means and ranges for all of the steps in the process.

Step 1: Finding Reviewers

The first step in the review process is finding an Editorial Board member and two senior reviewers for each submission. Prospective reviewers are identified and then sent copies of the abstract and a request to review via email. Responses are generally quick, and a reply often comes back within a few days. However, only about two-thirds of our requests are accepted by reviewers. When a request is denied, the cycle must begin again, and this delays the process. Our database does not allow us to keep a full record; however, we know of at least one case in which 15 people were contacted before a third reviewer was found. In cases like this, the entire process can be delayed by a substantial length of time.

Step 2: Time with Reviewers

Reviewers are asked to complete their work within four weeks of receiving a manuscript. Oftentimes, four weeks is not long enough and manuscripts become delayed.

Table 4 shows the average time it takes for reviews to be returned to *JRST*.

	EB	Reviewer #1	Reviewer #2
Mean	5.6	6.0	5.9
SD	2.2	2.9	3.6
Minimum	1.3	1.1	1.1
Maximum	13.0	14.29	19.0

Table 4: Length of time a manuscript spends with reviewers (weeks)

The time taken to complete a review is very consistent across reviewers, and the average time for this is about six weeks. However, the range is from one to nineteen weeks. Our most common problem is a situation in which two reviews have been returned, and

despite repeated reminders, the third has not. In that case, the editors will evaluate the available reviews and make a decision on whether to proceed with the process or to seek another review.

Step 3: Writing the Decision Letter

When all the reviews are available, they are sent with the manuscript to an associate editor, who composes a decision letter. An editor, that is, either Dale or Mike, reviews the decision letter; the appropriate editor may then engage in some discussion with the associate editor before a final decision is reached. The letter is reviewed for style and grammar and then sent to the author. The average time for associate editors to complete a decision letter is slightly more than 3 weeks. The editorial staff is currently taking more than 5 weeks to complete their work on a decision letter.

	AE	EDITOR
Mean	3.3	5.6
SD	1.69	2.4
Minimum	1.6	0.9
Maximum	6.0	10.9

Table 5. Time (weeks) for completion of decision letters

Publication

When the revisions of a manuscript have been completed and approved by Dale or Mike, a letter of confirmation is sent to the author, and the manuscript is placed in the production line for submission to the publisher. In appropriate cases, Deborah Pogson contacts the authors regarding issues of style, formatting, and copyright. In the case of authors for whom English is a second language, and only with their permission, she may do some more major editing. When the manuscript is submitted to the publisher, authors are sent a letter identifying the issue and number of the journal in which it will appear.

In the two years of our editorship, there has been no backlog of manuscripts awaiting publication. We have been able to submit most manuscripts to the publisher within one or two months of their final approval. Issues of the journal appear in print four months after the publisher receives them.

The Average Timeline

It is currently taking about six months for the initial review of manuscripts (Table 6). We are very happy to see a steady improvement. For example, manuscripts submitted between January and June of 2002 took on average a full month less time to complete the process than the average for all manuscripts since we began our editorship. During the past year, we began recruiting heavily for new reviewers, and we are now selectively directing review requests toward those reviewers who complete thoughtful reviews in a timely manner. Hopefully, you will see an even greater improvement in our performance by our next report to you.

	Submitted Jan 2001- June 2002	Submitted Jan-Jun 2002
Mean	29.1	25.2
SD	9.0	5.0
Minimum	10.1	10.1
Maximum	58.9	31

Table 6: Average time for completion of the initial review of a manuscript (weeks)

Please remember that these numbers refer only to the initial review of a manuscript, and they do not include those that are returned without review or those that are resubmitted. If you choose to resubmit an article, it will begin the review process again. These averages also do not include the time authors take to complete revisions of an article that has been accepted, the preparation time in our office, or the four months after submission to the publisher before an article appears in print.

Our Thoughts on the Matter

One of the things that we really hope to do as editors is to facilitate your work as authors and as readers of the Journal of Research in Science Teaching. That means publishing the very best articles in a timely manner. We are doing our utmost to improve the process, and we are getting better results as time passes.

However, we cannot do it without you. The creation of your journal is a collaborative process. We need good manuscripts, and we need authors to complete requested revisions as quickly as possible. We also need reviewers who will accept the task when requested and complete it promptly.

If you are interested in being a reviewer, and have not already done so, contact us at jrst@asu.edu; we will send you a questionnaire and put you on our reviewer list. If you have helpful comments or suggestions for us about how to improve the editing process, please contact us at that same address. We would like to hear from you, and would be happy to discuss things with you.

Thank you for your support, and keep those manuscripts coming.

Michael D. Piburn

Dale R. Baker

Vivian Lemanowski

**Journal of Research in Science Teaching Operating Budget
Year One**

PERSONNEL	Sponsor	ASU Contribution	Total	Sponsor Actual	Revised ASU Contribution	Total	ASU Difference Bud. vs. Actual
Journal Editors							
Dale Baker 25% Fall Semester	\$0	\$8,246	\$8,246	\$0	\$8,904	\$8,904	\$658
Michael Pibum 25% Fall Semester	\$0	\$8,706	\$8,706	\$0	\$9,070	\$9,070	\$364
Staff							
Project Secty/Copy Editor - 50%	\$7,692	\$8,000	\$15,692	\$9,806	\$7,340	\$17,146	(\$660)
Research Assistants							
Research Assistants (2) 25% Effort AY & Summer	\$7,000	\$14,000	\$21,000	\$6,991	\$9,072	\$16,063	(\$4,928)
Total Personnel	\$14,692	\$38,952	\$53,644	\$16,797	\$34,386	\$51,183	(\$4,566)
ERE							
Editors and Staff @ 30%	\$2,308	\$3,743	\$6,051	\$1,961	\$1,755	\$3,716	(\$1,988)
Research Assistants @ 4%	\$280	\$560	\$840	\$280	\$263	\$543	(\$297)
Total ERE	\$2,588	\$4,303	\$6,891	\$2,241	\$2,018	\$4,259	(\$2,285)
TOTAL PERSONNEL	\$17,280	\$43,255	\$60,535	\$19,038	\$36,404	\$55,442	(\$6,851)
OFFICE EXPENSES (Including postage, phone/fax, paper products and copying)							
TOTAL OFFICE EXPENSES	\$6,220	\$0	\$6,220	\$4,908	\$0	\$4,908	\$0
TRAVEL							
TOTAL TRAVEL	\$1,000	\$0	\$1,000	\$0	\$0	\$0	\$0
TOTAL DIRECT COSTS	\$24,500	\$43,255	\$67,755	\$23,946	\$36,404	\$60,350	(\$6,851)
INDIRECT COSTS (52.5%)	\$0	\$35,571	\$35,571	\$0	\$31,684	\$31,684	(\$3,888)
TOTAL PROJECT COSTS:	\$24,500	\$78,826	\$103,326	\$23,946	\$68,088	\$92,034	(\$10,739)

Since the University cannot recover its indirect cost of 52% of modified total direct costs toward this project, it has shown this as cost share toward the project. This amount represents University facilities and services that are otherwise provided for through the generation of indirect costs.

Also the College of Education will contribute existing furniture toward this project as necessary such as a computer table, desks, bookcases, chairs and file cabinets. This contribution cannot be quantified and therefore will not be reported as official cost sharing toward the project. CRESMET will supply some necessary computer related equipment throughout the project, and these contributions appear in Office Expenses under the ASU contribution.

**Journal of Research in Science Teaching Operating Budget
Year Two**

PERSONNEL	Sponsor	ASU Contribution	Total	Sponsor Actual	Revised ASU Contribution	Total	ASU Difference Bud. vs. Actual
Journal Editors							
Dale Baker 25% Fall Semester	\$0	\$8,246	\$8,246	\$0	\$9,086	\$9,086	\$840
Michael Pibum 25% Fall Semester	\$0	\$8,706	\$8,706	\$0	\$9,252	\$9,252	\$546
Staff							
Project Secty/Copy Editor - 50%	\$8,077	\$8,000	\$16,077	\$10,779	\$13,301	\$24,080	\$5,301
Research Assistants							
Research Assistants (2) 25% Effort AY & Summer	\$7,350	\$14,000	\$21,350	\$8,330	\$12,674	\$21,004	(\$1,326)
Total Personnel	<u>\$15,427</u>	<u>\$38,952</u>	<u>\$54,379</u>	<u>\$19,109</u>	<u>\$44,313</u>	<u>\$63,422</u>	<u>\$5,361</u>
ERE							
Editors and Staff @ 30%	\$2,423	\$3,743	\$6,166	\$1,617	\$6,647	\$8,264	\$2,904
Research Assistants @ 4%	\$294	\$560	\$854	\$833	\$1,267	\$2,100	\$707
Total ERE	<u>\$2,717</u>	<u>\$4,303</u>	<u>\$7,020</u>	<u>\$2,450</u>	<u>\$7,914</u>	<u>\$10,364</u>	<u>\$3,611</u>
TOTAL PERSONNEL	<u>\$18,144</u>	<u>\$43,255</u>	<u>\$61,399</u>	<u>\$21,559</u>	<u>\$52,227</u>	<u>\$73,786</u>	<u>\$8,972</u>
OFFICE EXPENSES (Including postage, phone/fax, paper products and copying)							
TOTAL OFFICE EXPENSES	<u>\$6,356</u>	<u>\$0</u>	<u>\$6,356</u>	<u>\$4,500</u>	<u>\$0</u>	<u>\$4,500</u>	<u>\$0</u>
TRAVEL							
TOTAL TRAVEL	<u>\$1,000</u>	<u>\$0</u>	<u>\$1,000</u>	<u>\$1,043</u>	<u>\$0</u>	<u>\$1,043</u>	<u>\$0</u>
TOTAL DIRECT COSTS	<u>\$25,500</u>	<u>\$43,255</u>	<u>\$68,755</u>	<u>\$27,102</u>	<u>\$52,227</u>	<u>\$79,329</u>	<u>\$8,972</u>
INDIRECT COSTS (52.5%)	<u>\$0</u>	<u>\$36,096</u>	<u>\$36,096</u>	<u>\$0</u>	<u>\$41,648</u>	<u>\$41,648</u>	<u>\$5,551</u>
TOTAL PROJECT COSTS:	<u>\$25,500</u>	<u>\$79,351</u>	<u>\$104,851</u>	<u>\$27,102</u>	<u>\$93,875</u>	<u>\$120,977</u>	<u>\$14,523</u>

Since the University cannot recover its indirect cost of 52% of modified total direct costs toward this project, it has shown this as cost share toward the project. This amount represents University facilities and services that are otherwise provided for through the generation of indirect costs.

Also the College of Education will contribute existing furniture toward this project as necessary such as a computer table, desks, bookcases, chairs and file cabinets. This contribution cannot be quantified and therefore will not be reported as official cost sharing toward the project. CRESMET will supply some necessary computer related equipment throughout the project, and these contributions appear in Office Expenses under the ASU contribution.

**Journal of Research in Science Teaching Operating Budget
Year Three**

PERSONNEL	Sponsor	ASU Contribution	Total	Sponsor Actual	Revised ASU Contribution	Total	ASU Difference Bud. vs. Actual
Journal Editors							
Dale Baker 25% Fall Semester	\$0	\$8,246	\$8,246	\$0	\$0	\$0	(\$8,246)
Michael Pibum 25% Fall Semester	\$0	\$8,706	\$8,706	\$0	\$0	\$0	(\$8,706)
Staff							
Project Secty/Copy Editor - 50%	\$8,481	\$8,000	\$16,481	\$0	\$0	\$0	(\$8,000)
Research Assistants							
Research Assistants (2) 25% Effort AY & Summer	\$7,718	\$14,000	\$21,718	\$0	\$0	\$0	(\$14,000)
Total Personnel	\$16,199	\$38,952	\$55,151	\$0	\$0	\$0	(\$38,952)
ERE							
Editors and Staff @ 15%	\$2,544	\$3,743	\$6,287	\$0	\$0	\$0	(\$3,743)
Research Assistants @ 4%	\$309	\$560	\$869	\$0	\$0	\$0	(\$560)
Total ERE	\$2,853	\$4,303	\$7,156	\$0	\$0	\$0	(\$4,303)
TOTAL PERSONNEL	\$19,052	\$43,255	\$62,307	\$0	\$0	\$0	(\$43,255)
OFFICE EXPENSES (Including postage, phone/fax, paper products and copying)							
TOTAL OFFICE EXPENSES	\$6,448	\$0	\$6,448	\$0	\$0	\$0	\$0
TRAVEL							
TOTAL TRAVEL	\$1,000	\$0	\$1,000	\$0	\$0	\$0	\$0
TOTAL DIRECT COSTS	\$26,500	\$43,255	\$69,755	\$0	\$0	\$0	(\$43,255)
INDIRECT COSTS (52.5%)	\$0	\$36,621	\$36,621	\$0	\$0	\$0	(\$36,621)
TOTAL PROJECT COSTS:	\$26,500	\$79,876	\$106,376	\$0	\$0	\$0	(\$79,876)

Since the University cannot recover its indirect cost of 52% of modified total direct costs toward this project, it has shown this as cost share toward the project. This amount represents University facilities and services that are otherwise provided for through the generation of indirect costs.

Also the College of Education will contribute existing furniture toward this project as necessary such as a computer table, desks, bookcases, chairs and file cabinets. This contribution cannot be quantified and therefore will not be reported as official cost sharing toward the project. CRESMET will supply some necessary computer related equipment throughout the project, and these contributions appear in Office Expenses under the ASU contribution.

**Journal of Research in Science Teaching Operating Budget
Year Four**

PERSONNEL	Sponsor	ASU Contribution	Total	Sponsor Actual	Revised ASU Contribution	Total	ASU Difference Bud. vs. Actual
Journal Editors							
Dale Baker 25% Fall Semester	\$0	\$8,246	\$8,246	\$0	\$0	\$0	(\$8,246)
Michael Pibum 25% Fall Semester	\$0	\$8,706	\$8,706	\$0	\$0	\$0	(\$8,706)
Staff							
Project Secty/Copy Editor - 50%	\$8,905	\$8,000	\$16,905	\$0	\$0	\$0	(\$8,000)
Research Assistants							
Research Assistants (2) 25% Effort AY & Summer	\$8,103	\$14,000	\$22,103	\$0	\$0	\$0	(\$14,000)
Total Personnel	<u>\$17,008</u>	<u>\$38,952</u>	<u>\$55,960</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>(\$38,952)</u>
ERE							
Editors and Staff @ 15%	\$2,671	\$3,743	\$6,414	\$0	\$0	\$0	(\$3,743)
Research Assistants @ 4%	\$324	\$560	\$884	\$0	\$0	\$0	(\$560)
Total ERE	<u>\$2,995</u>	<u>\$4,303</u>	<u>\$7,298</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>(\$4,303)</u>
TOTAL PERSONNEL	<u>\$20,003</u>	<u>\$43,255</u>	<u>\$63,258</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>(\$43,255)</u>
OFFICE EXPENSES (Including postage, phone/fax, paper products and copying)							
TOTAL OFFICE EXPENSES	<u>\$6,497</u>	<u>\$0</u>	<u>\$6,497</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TRAVEL							
TOTAL TRAVEL	<u>\$1,000</u>	<u>\$0</u>	<u>\$1,000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TOTAL DIRECT COSTS	<u>\$27,500</u>	<u>\$43,255</u>	<u>\$70,755</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>(\$43,255)</u>
INDIRECT COSTS (52.5%)	<u>\$0</u>	<u>\$37,146</u>	<u>\$37,146</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>(\$37,146)</u>
TOTAL PROJECT COSTS:	<u>\$27,500</u>	<u>\$80,401</u>	<u>\$107,901</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>(\$80,401)</u>

Since the University cannot recover its indirect cost of 52% of modified total direct costs toward this project, it has shown this as cost share toward the project. This amount represents University facilities and services that are otherwise provided for through the generation of indirect costs.

Also the College of Education will contribute existing furniture toward this project as necessary such as a computer table, desks, bookcases, chairs and file cabinets. This contribution cannot be quantified and therefore will not be reported as official cost sharing toward the project. CRESMET will supply some necessary computer related equipment throughout the project, and these contributions appear in Office Expenses under the ASU contribution.

**Journal of Research in Science Teaching Operating Budget
Year Five**

PERSONNEL	Sponsor	ASU Contribution	Total	Sponsor Actual	Revised ASU Contribution	Total	ASU Difference Bud. vs. Actual
Journal Editors							
Dale Baker 25% Fall Semester	\$0	\$8,246	\$8,246	\$0	\$0	\$0	(\$8,246)
Michael Pibum 25% Fall Semester	\$0	\$8,706	\$8,706	\$0	\$0	\$0	(\$8,706)
Staff							
Project Secty/Copy Editor - 50%	\$9,350	\$8,000	\$17,350	\$0	\$0	\$0	(\$8,000)
Research Assistants							
Research Assistants (2) 25% Effort AY & Summer	\$8,509	\$14,000	\$22,509	\$0	\$0	\$0	(\$14,000)
Total Personnel	<u>\$17,859</u>	<u>\$38,952</u>	<u>\$56,811</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>(\$38,952)</u>
ERE							
Editors and Staff @ 15%	\$2,805	\$3,743	\$6,548	\$0	\$0	\$0	(\$3,743)
Research Assistants @ 4%	\$340	\$560	\$900	\$0	\$0	\$0	(\$560)
Total ERE	<u>\$3,145</u>	<u>\$4,303</u>	<u>\$7,448</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>(\$4,303)</u>
TOTAL PERSONNEL	<u>\$21,004</u>	<u>\$43,255</u>	<u>\$64,259</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>(\$43,255)</u>
OFFICE EXPENSES (Including postage, phone/fax, paper products and copying)							
TOTAL OFFICE EXPENSES	<u>\$6,496</u>	<u>\$0</u>	<u>\$6,496</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TRAVEL							
TOTAL TRAVEL	<u>\$1,000</u>	<u>\$0</u>	<u>\$1,000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TOTAL DIRECT COSTS	<u>\$28,500</u>	<u>\$43,255</u>	<u>\$71,755</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>(\$43,255)</u>
INDIRECT COSTS (52.5%)	<u>\$0</u>	<u>\$37,671</u>	<u>\$37,671</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>(\$37,671)</u>
TOTAL PROJECT COSTS:	<u>\$28,500</u>	<u>\$80,926</u>	<u>\$109,426</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>(\$80,926)</u>

Since the University cannot recover its indirect cost of 52% of modified total direct costs toward this project, it has shown this as cost share toward the project. This amount represents University facilities and services that are otherwise provided for through the generation of indirect costs.

Also the College of Education will contribute existing furniture toward this project as necessary such as a computer table, desks, bookcases, chairs and file cabinets. This contribution cannot be quantified and therefore will not be reported as official cost sharing toward the project. CRESMET will supply some necessary computer related equipment throughout the project, and these contributions appear in Office Expenses under the ASU contribution.

NARST News

See Publications Advisory
Section 10 C

**National Association for Research in Science Teaching
Board Report for Fall Meeting 2002
Submitted by Patricia Simmons
NSTA Division Director for Research in Science Education**

To assist with the transition from the previous director (Maureen McMahon), Maureen, Frank Crawley, and I met at the Research Committee meeting at NSTA in San Diego to discuss and coordinate our activities. Below is an excerpt from Maureen's last report as NSTA Director:

The Research Committee met at the National Conference in San Diego in March, 2002.

During the year the Research Committee has been working on constructing/updating reference lists to append to all NSTA position statements. We have finished reference lists for the position statements on Assessment, Guidelines for Responsible Use of Animals in the Classroom, and Accountability. I have emailed them to Michele Butler to be appended to their respective position statement in the online versions of the NSTA position statements. In order for us to offer the reader a more lengthy, complete, diverse collection of references, it was decided by the Research Committee that the reference lists are most appropriately posted online and should not necessarily be printed in the NSTA Handbook. Note: The Committee will continue to work on preparing reference lists for the following NSTA position statements during the next year: Elementary School Science, the Teaching of Evolution, Multicultural Science Education, and the Use of Computers in Science Education.

Additionally, the NSTA Research Committee has been working in conjunction with Claire Reinburg and the NARST Research Committee under the direction of Frank Crawley, planning to co-edit an electronic and print practitioner-researcher written "series" titled PEERs Matter (Practical Experience and Educational Research Matter). The call for the first issue on assessment went out in the fall of 2001, articles were submitted and reviewed by the research committees of NSTA and NARST (co-editorial review board) in early spring 2002, and chosen authors have now been charged to complete final manuscripts to be reviewed one last time during summer 2002. The first issue will come out electronically by the fall of 2002. The call for the second issue will come out in NSTA Report and via the NARST listserv during fall 2002. This second issue will focus on Science Teaching and Learning in Urban Settings.

Activities since assuming office (June 1, 2002):

- Orientation meeting at NSTA headquarters—began the dialogue with the Division Directors of Preservice Teacher Education and Multicultural Education about collaborating on projects; submitted request to NSTA president for funding to support meeting for setting out a blueprint for research initiatives for the next 3-10 years for NSTA and appropriate partners-June 2002
- Meeting with President of NARST to discuss and prioritize topics on which NSTA and NARST can begin intensive collaborations for the upcoming year—inquiry,

language and literacy issues related to science education, electronic/distance learning and technologies (to be announced via the listserve and NarstNews and NSTA)-June 2002

- Participated in the NSTA Board of Directors, Congress, and Council meetings in July, 2002.
- Drafted call for 2nd issue of PEERs Matter on Science Teaching and Learning in Urban Settings
- Designated additional themes for upcoming issues of PEERs Matter: Informal Science Learning, Science Teaching and Learning in Rural Settings
- Coordinating research plans with AAAS



AMERICAN ASSOCIATION FOR THE
ADVANCEMENT OF SCIENCE

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September 6, 2002

John Tillotson
National Association for Research in Science Teaching
101 Heroy Hall
Syracuse, NY 13244-1070

Dear John:

As part of the mission of the association to advance science and serve society, the AAAS hosts an annual meeting each year in February. The 2003 AAAS Meeting will be held in Denver, Colorado, 13-18 February. We think this is an exceptional opportunity for organizations like yours to reach the scientific community.

The AAAS Annual Meeting and Science Innovation Exposition offers a unique, exciting, interdisciplinary blend of more than 150 symposia, plenary and topical lectures, specialized seminars, poster presentations and an exhibition hall. This year's meeting promises to be an outstanding event.

The AAAS Meeting can provide your organization with access to scientists and decision makers you won't reach elsewhere. There are a number of exhibition and sponsorship opportunities available. Enclosed is a copy of the 2003 Exhibitor Prospectus. Please take a moment to look over it as you will find there are many opportunities for your organization to be highlighted at our meeting.

I look forward to hearing from you. I hope to see you in Denver!

Sincerely,

Jill C. Perla
Exhibit Sales Manager
jperla@aaas.org
(202) 326-6736

organizational

non-member rate

(202)(326)6418

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Report: Spring 2003 Committee for the Distinguished Contributions to Science Education Through Research Award

Committee Members:

1. Fouad Abd-El-Khalick 03
 2. Anita Roychoudhury 03
 3. Bruce Waldrip 04
 4. Reneé Schwartz 04
 5. Avi Hofstein 05
 6. Rick Duschl 05
- Bill Cobern, Chair

The table below shows the names under consideration and whether or not the nomination process was completed. We began with six completed portfolios.

	1 st Year	Current	Nominated by	Yes/no	CV	Nomin	Ref	Ref
Anderson, Ron	2001	2003	Carole Mitchener	Yes	y	y	y	y
Black, Paul	2003	2003	Jonathan Osborne	Yes	y	y	y	y
Fraser, Barry	2001	2003	Ken Tobin	Yes	y	y	y	y
Gabel, Dorothy	2001	2003	Diana Rice	Yes	y	y	y	y
Hassard, Jack	2003	2003	Charles Hutchison	No	n	n	n	n
Howe, Ann	2000	2003	Norm Lederman	Yes	y	y	y	y
Ogunniyi, Meshach	2001	2003		Nomination not renewed	n	n	n	n
Yager, Bob	~1998	2003		Nomination not renewed	n	n	n	n
Yore, Larry	2002	2003	Laura Henriques	Yes	y	y	y	y
Zoller, Uri	2002	2003		Nomination not renewed	n	n	n	n

Before proceeding to a discussion of the nominations, I circulated to the committee Norm Lederman's information on possible conflicts of interest. I asked if any member had concerns regarding the nominations. Two committee members spoke up, but after discussing the situations with each, it was my judgment that the relationships were too distant to raise any concerns over conflict of interest. Moreover, neither of the nominees mentioned by these two committee members were in the end selected as our award recipient.

The schedule for deliberations is given in Appendix III. The results of each round are as follows. I have deleted the names of each committee member except myself. As committee chair, I have decided only to vote in case of a tie— however, there were no ties.

First Round 2003

Name top three candidates without ranking them.

								Total
Fraser	x	x	x	x	x	x		6
Black		x	x	x	x	x		5
Gabel	x	x		x				3
Howe	x				x			2
Anderson			x					1
Yore						x		1

Second Round 2003

Name top three candidates IN RANK order.

Fraser	1	3	1	1	2	1	
Black		1	2	3	3	2	
Gabel	2	2		2		3	
Howe	3				1		
Anderson			3				
Yore							

Fraser 1,1,1,1,2,3
 Black 1,2,2,3,3
 Gabel 2,2,2,3
 Howe 1,3
 Anderson 3
 Yore none

At this point, I asked the committee if they agreed that the process should now continue with only Fraser, Black and Gabel. All agreed.

Third Round 2003

The committee was asked to rank order the top three candidates.

								Total
Fraser	1	3	1	1	1	1		8
Black	3	1	2	2	2	2		12
Gabel	2	2	3	3	3	3		16

Fraser: 1,1,1,1,1,3= 8

Black: 1,2,2,2,2,3= 12

Gabel: 2,2,3,3,3,3= 16

At this point, I asked the committee to confirm that Fraser was the top candidate and should be declared the recipient. All members confirmed Fraser.

At this point, I notified Cheryl Mason and John Tillotson. I also contacted Barry Fraser with the news.

The inscription for the Fraser award is given in Appendix IV.

Bill Cobern

Chair, Distinguished Contributions to Science Education Through Research Award
Committee

7 March 2003

Appendix I: Nomination Process

Responsibilities of the Nominator:

- 1) **Contact prospective nominee and request permission to place the person's name in nomination. If the person agrees, notify the DCA chair immediately (all nominations must be ratified by the NARST Board at the Fall meeting);**
- 2) Write a letter of nomination (1-4 pages in length) for the candidate; and
- 3) **Coordinate three additional letters of recommendation (1-2 pages in length) from individuals who know the candidate and the contributions to the field. (The recommendation letters can be addressed to the DCA committee chair). Individuals may support ONLY ONE candidate for the Distinguished Contributions Award.**
- 4) Submit all documents to the DCA chair by email.

Please understand that the page limits will be adhered to in fairness to all nominees (if the nomination letter or the recommendation letters exceed the page limit, only the first 4 or 2 pages, respectively, will be included in the materials to the committee). If you cannot complete these two tasks, please let the DCA chair know as soon as possible.

The DCA chair will request a curriculum vita from the nominee.

The deadline for receipt of all materials is Thursday November 30, 2002. To expedite this process, send all documents to the DCA chair via email (bill.cobern@wmich.edu).

Information for letters of nomination and recommendation:

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

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.

The National Association for Research in Science Teaching seeks to improve science education through research. To this end, the Association 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.

Bill Cobern, Chair
NARST Distinguished Contributions Committee
C/O College of Education
Western Michigan University
Kalamazoo, MI 49008
USA

Appendix II: Curriculum Vitae Format for the NARST Distinguished Contributions through Research Award

Name
Professional Affiliation
Email address
Date

- List degrees from highest to lowest with dates and institutions
- List professional positions, with titles and institutions, from most recent to earliest with dates
- List **refereed** publications, most recent to earliest, use APA format
- List non-refereed publications, most recent to earliest, use APA format
- List grants (research and development), date awarded and duration, title and purpose, role in grant, most recent to earliest
- List **up to 10** doctoral students who have done their dissertations with you, give dissertation titles and dates, and describe impact on the field.
- List **up to 10** leadership activities with regard to research in which you have been involved, provide dates and descriptions.

Any other materials you wish to submit may be appended in a section clearly mark as an **Appendix**.

Send your cv by email to Bill Cobern <bill.cobern@wmich.edu>.

Revised January 7, 2003

Appendix III: Schedule

Anderson, Ron Black, Paul Fraser, Barry Gabel, Dorothy	Howe, Ann Yore, Larry
---	--------------------------

December 6, 2002: electronic distribution of files

Between Jan 4 and Jan 19, feel free to comment on the nominees with DCA committee members via email. But be sure to address your comments to ALL committee members. You can do this by making your own distribution list of committee members or by sending your comments to me and I will redistribute them.

January 20, 2003: Without ranking nominees, send me your top three.

January 22, 2003: I will send back to you the names of the nominees showing how many times each appeared on a top-3 list.

Between Jan 23 and Jan 31: Deliberation and discussion. During this time, feel free to advocate for your top ranked person.

February 1, 2003: Send me the top-3 in RANKED order.

February 4, 2003: I will send back to you the vote counts for ALL nominees.

It will be in this form:

nominee's name: 1,2,2,2,3,3

where the "1,2,2,2,3,3" refer to the ranks given by the various committee members. I will list the nominees in rank order according to how many committee members named a nominee as a top-3 nominee. I will break ties by counting 1st place votes. For example, if two people are named by all six committee members, I will rank them by how many 1st place votes each received.

February 8, 2003: By this date, unless I hear any objections, I will send the top 3 nominees as determined by:

Number times named by a committee member

Number of 1st place votes (if needed)

Number of 2nd place votes (if needed)

February 14, 2003: Using ONLY this list, send me your rank order list of the top 3 nominees.

February 17, 2003: I will send back to you the names of the nominees showing how many times each appeared on a top-3 list. It will be in this form:

nominee's name: 1,2,2,2,3,3= 13.

At this point we will have to play this by ear. We need to complete the process early in March- stay tuned at that time!

Appendix IV: Inscription

216 words

Dr. Barry J. Fraser is a distinguished science education researcher who has been astonishingly productive. He has written almost 700 publications and conference papers, and there have been countless citations of his work by other scholars. Early in his career, Dr. Fraser developed a research focus on learning environments. He was one of few researchers who recognized that research in science education needed to encompass the whole learning environment. His broader focus revealed issues that had not been identified previously – issues that affect the quality of science education for all students, particularly for girls and minority students. More than 80 doctoral students have come to work with Dr. Fraser. Many of these have gone on to become internationally recognized scholars themselves. Dr. Fraser's influence in science education extends far beyond his Australian homeland to Africa, Asia, Europe, North America and the Western Pacific Region. This vast array of doctoral students from these many regions make Dr. Fraser the world's leading educator of potential leaders in science education. Dr. Fraser, who has served NARST in several capacities including president, is a person of high-energy and sincere dedication to quality work. The breadth, depth, and continuity of Dr. Fraser's leadership through research make him a worthy recipient of this prestigious award for life-time accomplishment in science education research.