

Abstract Submitted
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Building Support with your Departmental Colleagues BRIAN THOMS, Georgia State University, MEL SABELLA, Chicago State University, SCOTT SEVERSON, Sonoma State University, GAY STEWART, West Virginia University — Increasingly members of physics departments are embracing the place of physics teacher education within their departments. Panel members will engage the audience in discussing approaches they have found successful for building support among department colleagues. One of the most important factors is the incentives in place to get and keep physicists involved. Can we appeal to long-term self-interest in having more excited and prepared students coming to us from high school? How do we identify those most interested in being involved in these efforts (and how do we minimize the efforts of those most opposed)? How hard can we push to produce change (building trust and relationship)? Do physics faculty members understand the career paths of their graduates? Do they value students' choices when they differ from their own? How can we use effective programs such as learning assistants to influence how our colleagues think about physics teaching careers?

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