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Sandra L. Laursen*, 580 UCB, Boulder, CO 80309-0580, and **Charles N. Hayward** and **Tim Archie**. *Taking the long view: The influence of professional development workshops on instructors' teaching practice, ten years out.*

Professional development workshops on teaching are widely thought to be an important influence on instructors' teaching practices, especially in encouraging instructors to take up teaching approaches that emphasize active and collaborative learning. Yet relatively few studies document whether and how what instructors apply what they learn in a workshop, how long it takes for them to make regular use of new practices, or how long they persist with those practices. In 2016 we conducted a study of 90 instructors who attended a multi-day intensive workshop on inquiry-based learning (IBL) in 2006-2010. We will report results from a survey of these instructors (51 usable responses) and interviews with a subset of seven. Using evidence about the timing and nature of their engagement with IBL teaching methods, we discuss common trajectories of uptake for eager adopters, deliberate adopters, de-adopters, and non-adopters of IBL teaching methods. Spanning a longer time scale than is feasible in typical workshop evaluation efforts, this study examines instructors' sustained use and development of IBL teaching expertise, slow or latent uptake of IBL methods, and non-uptake, thus providing a rare opportunity to look back further in time. (Received September 25, 2018)