

Strand B Survey - Draft

1. % time

What percent is your position in your discipline department? 100, 75, 50, 25. Other, please specify.

If not 100%, please identify other department(s) or program(s) and percent time for each.

1A. Is your campus on the semester or quarter system?

1B. What year were you hired?

1C. Does your department have a graduate research program? (for you?)

2. Teaching expectations (units)

Does a full-time teaching commitment on your campus equate to 12 units per academic term?

If not, please specify another number.

What is the number of teaching units per term that a typical faculty member in your department teaches?

Does this number differ for you?

If yes, what is the number of teaching units per term that you typically teach?

Why the difference?

Does your department view this difference in a positive, negative, mixed, or neutral light?

[Were you hired with the understanding that you would teach these different courses? Was this put in writing in the wording when you were hired? Are you specifically rewarded in your RTP document for teaching these courses?]

3. Teaching expectations (types of courses)

Are the teaching expectations for you similar to the expectations for your departmental colleagues?

If no, how are the expectations different?

Were you hired with the understanding that you would teach these different courses? Was this put in writing in the wording when you were hired? Are you specifically rewarded in your RTP document for teaching these courses?

Does your department view this responsibility in a positive, negative, mixed, or neutral light?

Please identify the courses that you teach or are expected to teach:

(one course may fall into more than one category – check all boxes that apply)

Intro or general level courses in your discipline

Other undergraduate courses in your discipline

Graduate courses in your discipline

Content courses intended only for pre-service Multiple Subject teachers

Methods courses for pre-service Multiple Subject teachers

Content courses intended only pre-service Single Subject teachers

Methods courses for pre-service Single Subject teachers  
Undergraduate in science education  
Graduate courses in science education

If others, please specify.

Please identify the courses that you feel are “off limits” to you because of your designation as the science education person in your discipline:

(one course may fall into more than one category – check all boxes that apply)

Intro or general level courses in your discipline  
Other undergraduate courses in your discipline  
Graduate courses in your discipline  
Content courses intended only for pre-service Multiple Subject teachers  
Methods courses for pre-service Multiple Subject teachers  
Content courses intended only pre-service Single Subject teachers  
Methods courses for pre-service Single Subject teachers  
Undergraduate in science education  
Graduate courses in science education

If others, please specify.

### 3. Scholarly expectations (units)

Does a full-time teaching commitment on your campus equate to 12 units per academic term?  
If not, please specify another number.

What is the number of teaching units per term that a typical faculty member in your department teaches?

Does this number differ for you?

If yes, what is the number of teaching units per term that you typically teach?  
Why the difference?

Does your department view this difference in a positive, negative, mixed, or neutral light?

[Were you hired with the understanding that you would teach these different courses? Was this put in writing in the wording when you were hired? Are you specifically rewarded in your RTP document for teaching these courses?]

### 4. Scholarly expectations (types)

Are the scholarly expectations for you similar to the expectations for your departmental colleagues?

If no, how are the expectations different?

Were you hired with the understanding that you would do these different activities? Was this put in writing in the wording when you were hired? Are you specifically rewarded in your RTP document for doing these activities?

Does your department view this responsibility in a positive, negative, mixed, or neutral light?

Please identify the scholarly activities that you engage in or are expected to engage in:

(one course may fall into more than one category – check all boxes that apply)

Apply for grants (internal, external, amount)

Obtain grants

Give talks, posters

Submit peer-reviewed papers (science, sci ed)

Publish peer-reviewed papers (science, sci ed)

Publish books

Conduct workshops for pre-service or in-service teachers

Mentoring undergraduate researchers

Mentoring graduate researchers

Curriculum development for K-12, college

Publish curriculum products for K-12, college

Conduct workshops for colleagues

If others, please specify.

Please rate how you feel the activities are valued by your department (for RTP):

Value scale for each activity (Likert)

Please rate how you feel the activities are supported by your department (for RTP):

Support scale for each activity (Likert)

(one course may fall into more than one category – check all boxes that apply)

Apply for grants (internal, external, amount)

Obtain grants

Give talks, posters

Submit peer-reviewed papers (science, sci ed)

Publish peer-reviewed papers (science, sci ed)

Publish books

Conduct workshops for pre-service or in-service teachers

Mentoring undergraduate researchers

Mentoring graduate researchers

Curriculum development for K-12, college

Publish curriculum products for K-12, college

Conduct workshops for colleagues

If others, please specify.

If others, please specify.

[Do we repeat these questions of value and support at higher administrative levels, i.e., Dean support]

Were you hired with the understanding that you would undertake these activities? Was this put in writing in the wording when you were hired? Are you specifically rewarded in your RTP document for these activities?

Does your department view these activities in a positive, negative, mixed, or neutral light?

Where does your department classify curriculum development and dissemination?

Single Subject Credential Program support

5.

Are you responsible or will you be responsible for SS Credential advising?

If yes, were you required, pressured, or not pressured to undertake this responsibility?

Were you hired with the understanding that you would take this position? Was this put in writing in the wording when you were hired? Are you specifically rewarded in your RTP document for this position?

Does your department view this responsibility in a positive, negative, mixed, or neutral light?

Do you

Classroom observations as University supervisor?

Recruitment and retention of Master Teachers?

Preparation of Master Teachers?

Placement into classrooms

2. Committee work

Do you serve on committees beyond typical Department, College, and University committee service expectations similar to your departmental colleagues because of your designation as the science education person in your discipline?

If yes, what type of committee?

Are you specifically rewarded in your RTP document for this type of service?

Does your department view this responsibility in a positive, negative, mixed, or neutral light?

4. Coordination duties

Are you responsible or will you be responsible for coordination duties, e.g. freshman or general chemistry coordination?

If yes, are these duties assigned to you because of your designation as the science education person in your discipline, or because these expectations are similar to your departmental colleagues, i.e., because you are being treated just like other members of the department?

If yes, were you required, pressured, or not pressured to undertake this responsibility?

Were you hired with the understanding that you would take this position? Was this put in writing in the wording when you were hired? Are you specifically rewarded in your RTP document for this position?

Does your department view this responsibility in a positive, negative, mixed, or neutral light?

8. Startup

[Funding, release: similar, lesser, more as dept colleagues]

9. Programmatic support

[science ed degree options, i.e., pool of student researchers similar, not similar to dept colleagues]