Appendix I: Departmental Guide for Discussions on Hiring Science Faculty with Education Specialties (SFES)

Articulating Goals

1. What are the department's short-term and long-term goals associated with this new position?
2. Is this position tenure-track? Will it be advertised at the assistant, associate, or full professor level?
3. How will the starting salary of this position compare with those of contemporary faculty hires in the department? If different, why?

Preferred Training and Work Experience

4. What degree will be expected/preferred?
    -PhD in Science, PhD in Science Education, PhD in Curriculum & Instruction, EdD?
        -If a PhD in Science, what additional training in education will be expected?
        -If an EdD or PhD in Curriculum & Instruction, what additional training in science will be expected?
5. To what extent is work experience in K-12 education expected or preferred?

Criteria for Retention, Promotion, Tenure

Research and Scholarly Activity Expectations

6. To what extent will this individual's research be expected to be focused on basic science, science education, or a combination of both?
7. How are scholarly expectations for this individual similar to or different from those of other colleagues in the department? If different, why?
8. How will startup funds and opportunities for release time for this individual compare with those of other colleagues in the department? If different, why?
9. How might the available pool of student researchers for this individual be similar to or different from department colleagues? If different, how should this be addressed?

Teaching Expectations

10. To what extent will this individual be required to teach? How will the teaching load for this position compare with teaching loads of other faculty in the department? If different, why?
11. What types of classes will this individual be expected to teach? What types of classes will this person be discouraged from teaching?
    -Non-majors/ General Education courses
    -Lower division courses required for majors
    -Upper division courses required for majors
    -Elective courses for majors
    -Credential program required courses
    -Credential program electives
    -Graduate courses required for degree

      -Graduate elective courses
      -Science education teaching methods courses for science majors
      -Science education research methods/seminars for graduate students
      -Other courses?

12. To what extent would this person be expected to be involved in course or laboratory coordination roles?

13. How will course or laboratory coordination roles be considered in the tenure and promotion process, e.g., as teaching or as service? Will this individual receive release time for performing coordination duties?

Service Expectations

14. What academic advising/coaching/mentoring roles are expected of this person?
      -Teaching Assistant or part-time instructor/lecturer training
      -Academic advising of majors, credential students, or service course students
      -Pre-professional program advising
      -Career advising
      -Recruitment
      -Outreach and Partnership with local schools
      -Service learning course development
      -Students engaged in research
      -Professional development for faculty in your department
      -Professional development for faculty beyond your department

15. Will this person be responsible for Multiple- or Single-Subject Credential Programs beyond academic advising of credential students? If so, in what ways?
      -Classroom observations as university supervisor
      -Recruitment and retention of master teachers
      -Preparation of master teachers
      -Classroom placement of pre-service teachers
      -Interviewing candidates for credential programs

16. To what extent will this person be expected to serve on departmental and university-wide committees? Will committee responsibilities be similar to or different from those of department colleagues?

17. To what extent will this person be expected to serve as a liaison between the science department and the education department? with the K-12 education community?

18. How will this person's service responsibilities compare to those of department colleagues?

Planning for the Future

19. Are science education courses and/or undergraduate degrees in science education available in the department? How open is the department to the development of these types of courses or degrees?

20. Are advanced degrees in science education available in the department? How open is the department to the development of these graduate programs? Are/will advanced degrees be conferred by the science department or the education department?

21. Are additional hires in science education planned by the department? How will subsequent hires interact with the initial hire? How will the newly hired individual(s) change the role of the person initially hired?