

## Responses to Guiding Questions for Faculty

### Workshop on Education Research Positions in STEM Disciplinary Departments

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1. What are your responsibilities for teaching, research, and service (e.g., teaching loads, course, coaching/mentoring roles, types of research, and liaison roles with education departments)?

These responsibilities vary in each department. However, the Professors of the Practice (POPs) in the sciences typically teach more than the research/tenure-track faculty. In our department this means two courses/semester instead of one. In biology this means large, introductory courses rather than specialized courses. The same is true in Economics: more students, not necessarily more courses. In some departments the POPs still perform mainstream research, but do not publish at the same rate or don't support graduate students at the same level as tenure-track professors. In other departments the scholarship is more pedagogical, or related to the science of teaching/learning for example. Except for the faculty involved in Duke's Master of Arts in Teaching program, who may be POPs or tenure-track, I know of no regular relationships with our Education Department (which is very small).

We are expected to mentor from assistant to associate to full in the same way that junior tenure-track faculty have mentors higher up in each department. We also are called on for many service roles, e.g., we do more advising and sponsor student groups than tenure-track faculty, but we don't do all of the advising or mentoring.

2. In what ways (if any) do your responsibilities differ from your non-education focused colleagues?

See above, but most pedagogical issues fall to us. We plan curricular initiatives and reforms. We are in charge, basically, of the first year of instruction in many departments in which POPs have positions, e.g., economics, biology, languages, computer science, mathematics, chemistry.

We are expected to get grants, but these are often curricular grants rather than grants for core, mainstream research. We can be members of all academic organizations, e.g., faculty government/council. We cannot serve on the university-wide APT committee which is comprised of tenured faculty. Otherwise, we have similar responsibilities although as mentioned earlier we are not expected to mentor graduate students.

3. What positions have you held and do you currently hold in your department?

I have been assistant, associate, and full professor of the practice. I have been Director of Undergraduate Studies for 10 years (and will likely continue in this role for a while). The DUS position was divided into administrative and teaching-learning, I am responsible for the latter.

4. In what ways (if any) do your current position and career prospects differ from your non-education focused colleagues (e.g., title and rank, paths to tenure, resource issues, joint appointments with other departments)?

I can have long-term contracts; this is a departmental issue rather than a University issue. I expect my next contract will be for eight years, which means I think I'll be renewed once more before I retire. The contracts are not an issue in our department. The POPs have been here for a while and I expect them to continue to be here unless they pursue positions elsewhere. We cannot get tenure, and we're not eligible for sabbatical. However, Duke has a leave policy that is a *de facto* sabbatical. I've had one leave and will apply for another in Spring 2007. These aren't guaranteed, but they are available [sabbaticals seem to be mostly guaranteed]. I can hold a joint appointment with another department, as mentioned earlier; except for tenure and sabbatical I don't know of other opportunities or responsibilities that are limited to tenure-track faculty.