

# Creating Time for Scholarly Work

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- For faculty members
- For students
  
- Any model of student involvement is acceptable
  - **Faculty-student collaborations** – longer time of student involvement
  - **Student independent work** – shorter time of student involvement

**Don't attend seminars by  
visitors**

**Spend the time doing your  
scholarly work**

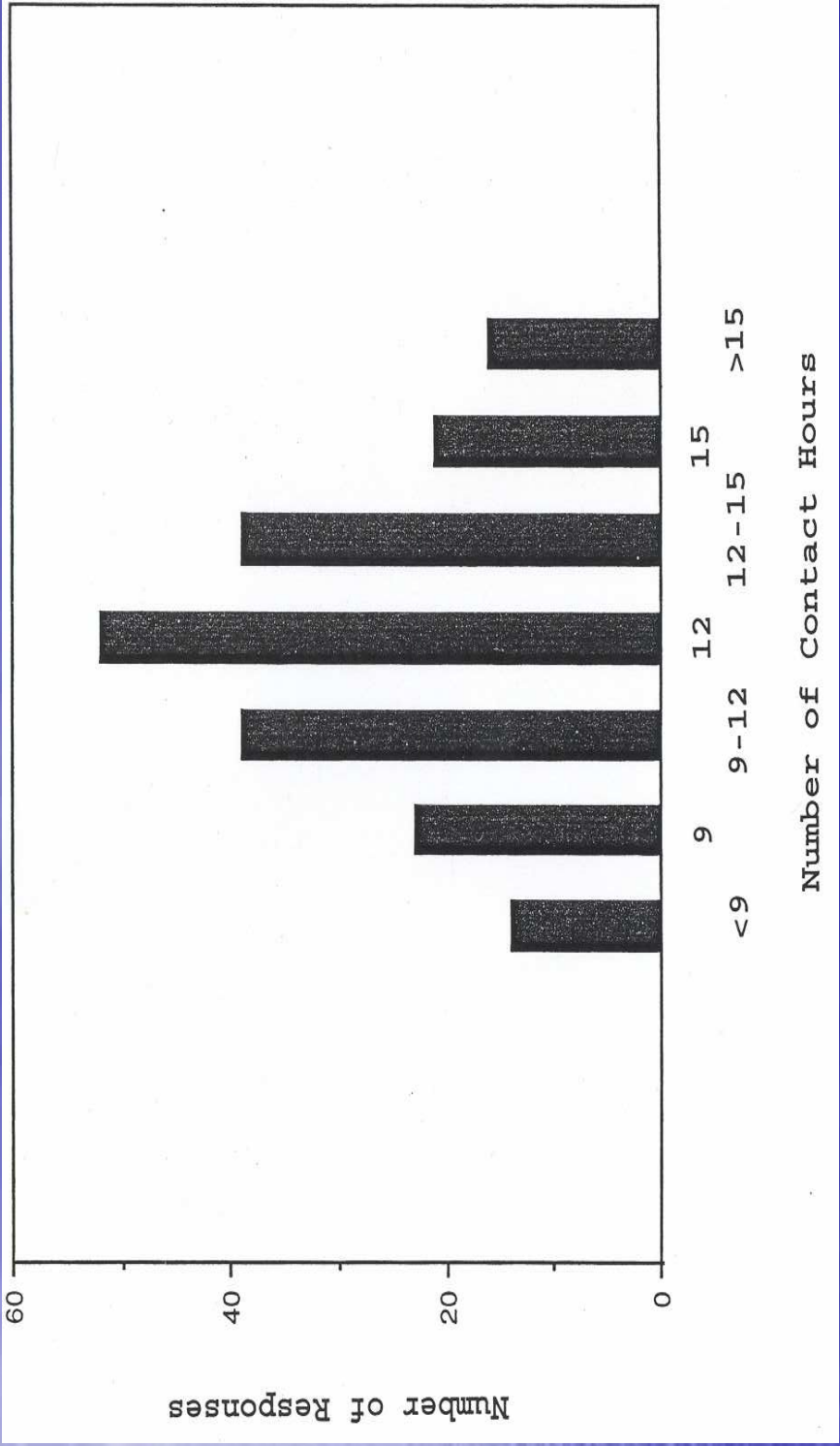
# CUR Quarterly

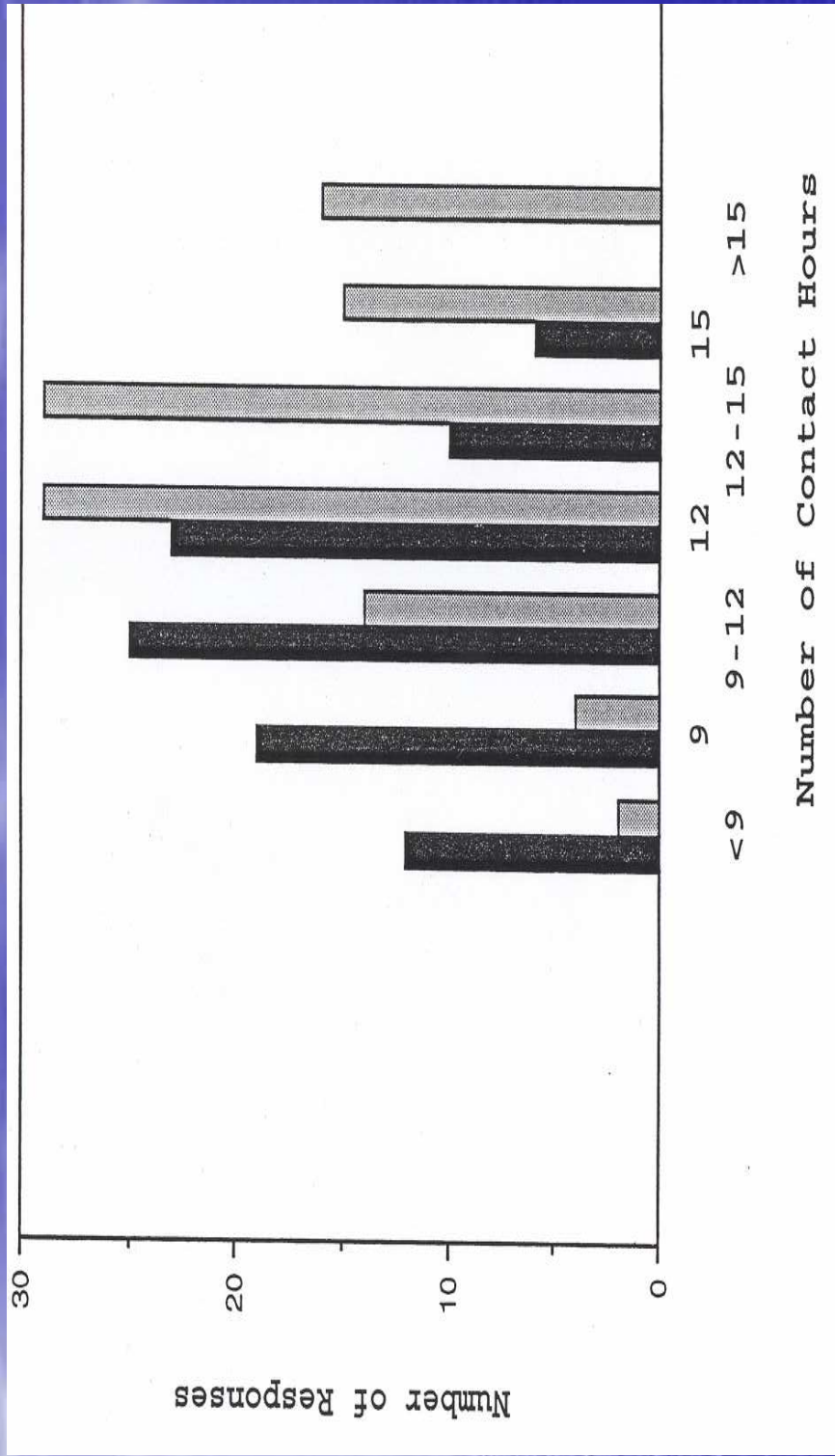
- June 2004 issue specifically devoted to strategies for creating time for research
- [www.cur.org](http://www.cur.org)

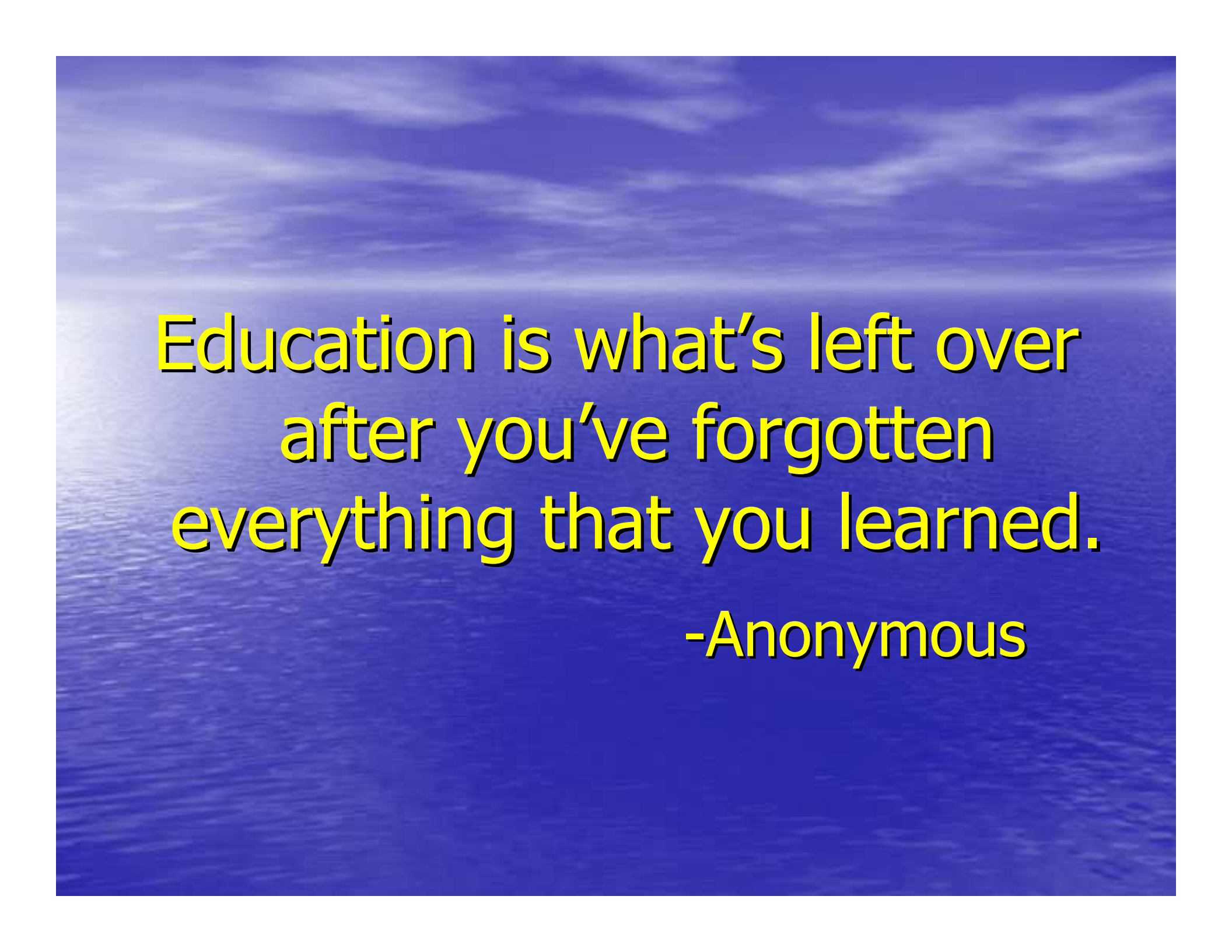
Reduce the number of formal  
(class, lab, and discussion  
section) contact hours

Reduce the number of course  
preparations over the year

By restructuring the curriculum







Education is what's left over  
after you've forgotten  
everything that you learned.

-Anonymous

**From:**

Ewell, P.T., *Accreditation and Student Learning Outcomes: A Proposed Point of Departure*, Council for Higher Education Accreditation (CHEA) Occasional Paper, Washington, DC, September 2001

*Knowledge outcomes* – “..particular areas of **disciplinary or professional content** that students can **recall, relate, and appropriately deploy.**”

*Skills outcomes* – “the learned capacity to do something – for example, think critically, communicate effectively, productively collaborate, or **perform particular technical procedures** – as either an end in itself or as a prerequisite for further development

*Affective Outcomes* – “..usually involve changes in beliefs or in the development of particular values, for example, empathy, ethical behavior, self respect, or respect for others.”

*Learned abilities* – “..typically involve the integration of knowledge, skills, and attitudes in complex ways that require multiple elements of learning. Examples embrace leadership, teamwork, effective problem-solving, and reflective practice”

# Restructuring the Curriculum

- Alternate years that courses are offered
- Column A or B requirements
- Have larger sections, more group work

- In the sciences:
  - Every course does not need a lab
  - Every sub-field does not need a lab
  - Substitute research experiences for course experiences
  - Offer a fewer number of integrated labs
  - Perhaps not all required
- Do research in instructional labs/courses

# Provide adequate levels of support staff

- Secretarial
  - Laboratory prep
  - Instrument maintenance
  - Facilities manager
- 
- Replace a faculty position with two support/instructional staff?

# Professional Development Opportunities

- Support and encourage attendance at professional meetings
- Utilize the summer for scholarly work
- Utilize sabbatical leaves for scholarly work

# Develop Collaborations

- Source of ideas/projects
- Source of infrastructure/expertise/funds
- Source of motivation

# Department Scheduling

## Creating Blocks of Time

- Teach courses fewer days of the week
- Teach courses at times of the day that create blocks of time for research
- Have uneven semester teaching loads – one heavier, one lighter – coordinate with your research schedule
- Teach multiple sections of the same course or lab to reduce number of preps

- If a course rotates, set up a schedule so that a person teaches it in consecutive years
- Create team-teaching arrangements that free up part of a semester
- Question long-standing practices in a effort to avoid fragmentation of your time

# What does this require?

- That scholarly work is prioritized when teaching schedules are set
- That departments have effective communication so that people can express their interests and needs

- A departmental and institutional culture that says its okay, within certain bounds, to close one's door to work on scholarly activities
- A departmental and institutional culture in which scholarly work and teaching are not seen as competitive activities but as integrated activities