

# 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

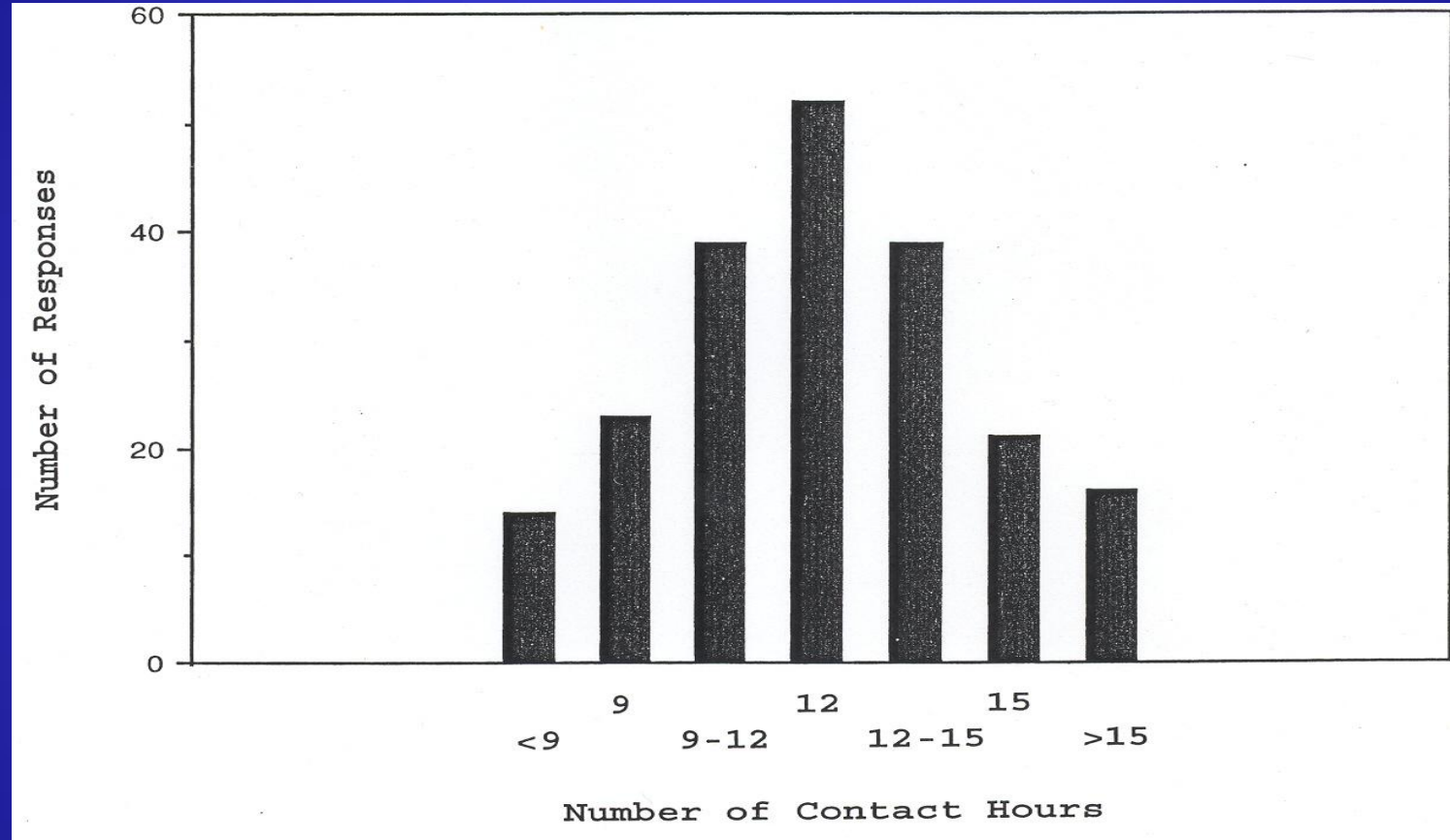
# CUR Quarterly

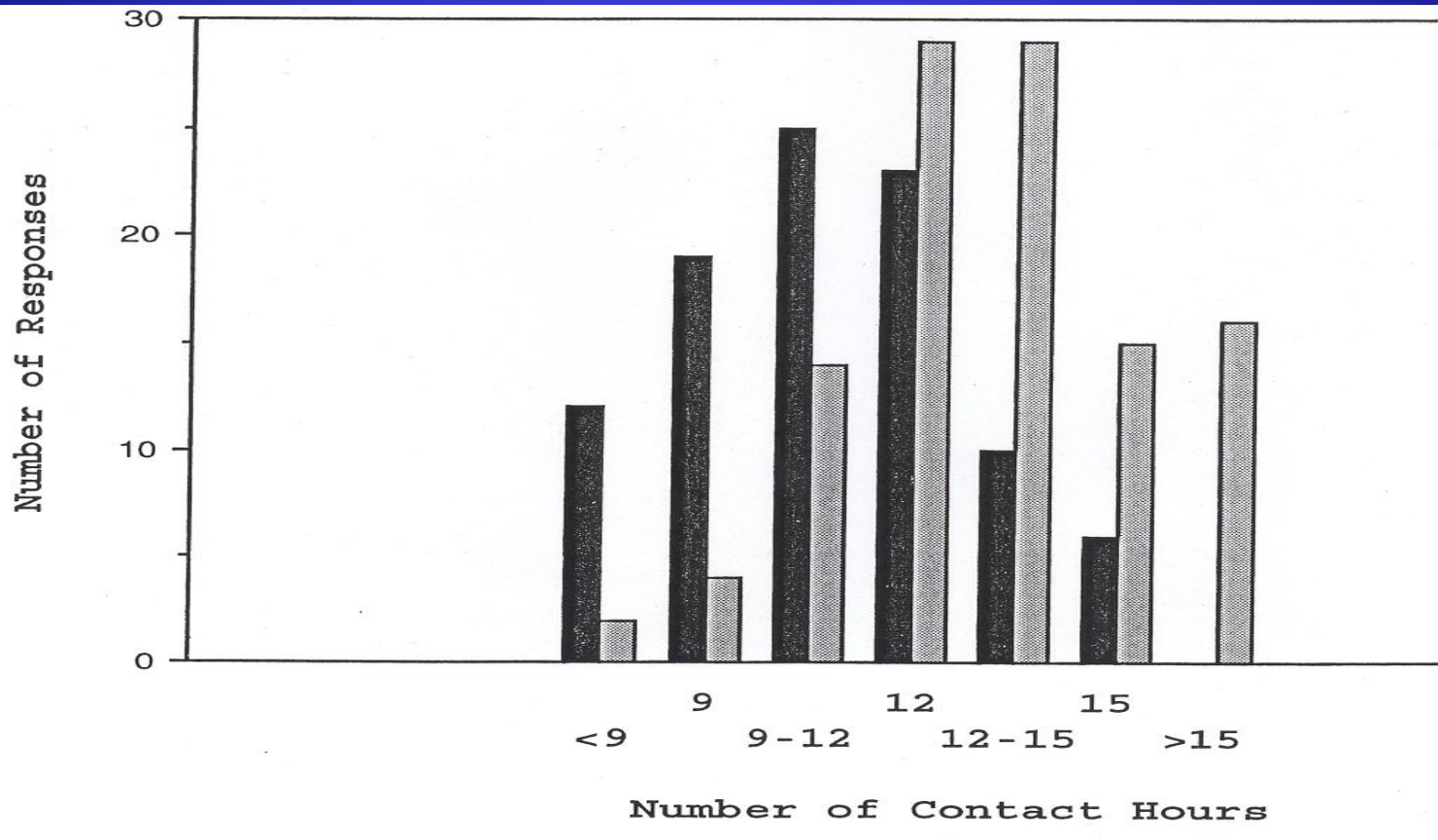
- June 2004 issue specifically devoted to strategies for creating time for research
- [www.cur.org](http://www.cur.org)

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





# 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
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- 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