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
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

- 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 an 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 it’s 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