

## Time Management

The first year as a new faculty member can be one of intense pressure. It can feel that there is never enough time to prepare courses, get to know your students and colleagues *and* do your own research. The danger is that one starts to see teaching, scholarship and service as conflicting demands on one's limited time instead of as interconnected parts of one's chosen profession. Time management is a vital skill for success in the first years as a faculty member.

Robert Boice analyzed the behaviors of faculty members in their first 3-4 years and has published the results in *The New Faculty Member* (San Francisco: Jossey-Bass, 1992).

Based on the differences he found between faculty who did well in their first years and those who struggled with the demands of teaching, research and service, Boice has developed a "balance program."

Three of its key factors are as follows:

***Set limits on lecture preparation.*** No more than two hours of preparation per class hour. Less preparation means more chance for student participation and interaction. It also means that the pace of the class will be more relaxed. Boice found that this can translate into higher student evaluations.

***Work during the week on research.*** Spend 30-60 minutes per day on research. Typically 4-5 hours per week. Boice argues that the most productive work is done in short, regular blocks. Weekend long binges are not as productive and there is no guarantee when that amount of time will be available.

***Social Interaction and networking.*** Spend 2 hours per week talking to colleagues about teaching and research, either formally at an event or informally. There are plenty of events at the CTE and CATLS throughout the year. Some new faculty in the past have also formed their own informal groups to discuss teaching and research.