

Time Allocation: Balancing Research, Teaching, and Service

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What kind of service should I do or avoid?

What can I do when I know I'm not spending enough time on research?

What should I do when someone asks me to participate in a new "opportunity"?

How do I limit my teaching time commitment and maintain a high quality learning experience for students?



Have you asked any of these?



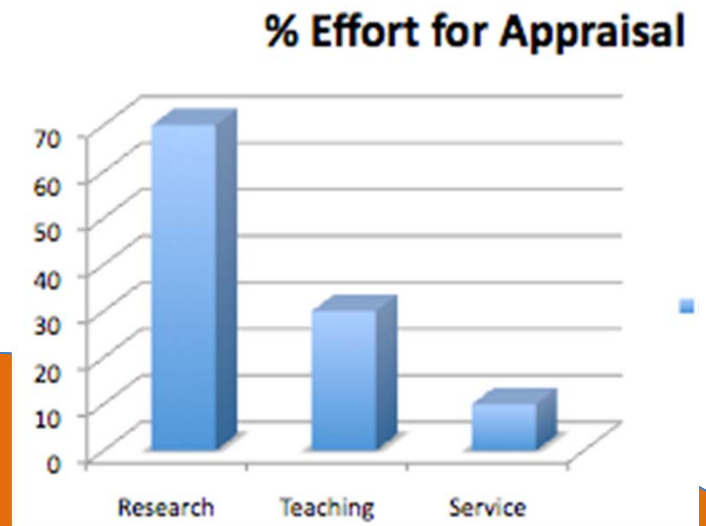
Some Concrete Steps
Towards
R-T-S Balance



Step 1: Identify what is expected of YOU

How are you evaluated at your institution?

- Expected % effort 70 20 10 ? 60 30 10? 40 60 10?...
- How are activities labeled among R, T, and S?
- Relative importance of activities within same category?
- Measure of quality of your work?



Step 1: Identify what is expected of YOU

- What is expected in your professional community?
(potential letter writers)
 - Research publication: quality and quantity
 - Student training/mentoring
 - Research funding for projects
 - Research-oriented service to professional community
 - A good reviewer, PC member
 - Writing good recommendation letters, awards,...



Step 2: Proactively Plan

- Strive for an intended balance
 - long-term (year/semester)
 - Weekly schedule planning
- Separate colored calendars for R, T, S, H
- Reserve research time as explicit appointment on calendar



Step 3: Keep an Activity Journal

Date Asked	Activity	Time Commitment	Category R, T, S	Importance H, M, L	Accepted? Y/N
2/15/11	NSF panel	1 month	S	H	Y
3/20/11	Invited talk @ X Univ	3 days	S	H	Y
4/15/11	Submitted XYZ paper		R	H	Y

Step 4: Reflect and Recalibrate Periodically

- Review your activity journal by category
- Examine your calendar rainbow



Category	Importance
R, T, S	H, M, L
R	H
S	H
R	M
R	M
S	L
T	M
R	M
T	L
S	H
R	H
R	H




Back to the Original Questions






What kind of service should I do/avoid?

- Should Do?
 - Probably Avoid (for now at least)?
- 



What kind of service should I do/avoid?

- **Should Consider Doing:**
 - Helps research program
 - Small time commitment and high potential benefits
 - **Probably Avoid (for now at least):**
 - Low profile, low importance AND high effort/time
 - Just saying yes because don't know how to say NO
- 

What should I do when someone asks me to participate in a new "opportunity"?

- DELAY and ANALYZE COSTS/BENEFITS

Exercise 1: With your neighbors, develop a list of questions to ask yourself when you need to decide whether to say YES or NO

Exercise 2:
Describe ways you could DELAY your response



What should I do when someone asks me to participate in a new "opportunity"?

- DELAY and ANALYZE COSTS/BENEFITS

Questions to ask:

Costs? Time commitment, short/long term? When? Effort?

Benefits? R, T, S,? Importance?

networking opportunity? Right people?

broaden knowledge/skills?

high profile?

passionate about and short term?

how likely opportunity to come along again?



What should I do when someone asks me to participate in a new "opportunity"?

- DELAY and ANALYZE COSTS/BENEFITS

How to Delay:

This sounds interesting to me.

*I need to look at what I already have committed to,
because if I say YES,*

I want to make sure I have enough time to do my best.

When do you need an answer?

I'll be sure to get back to you by then.

How to say NO politely:



How do I limit my teaching time commitment and maintain a high quality learning experience for students?

- Choose courses wisely
- Leverage others' experiences/resources
- Plan ahead for efficiency
- Leverage student learning objectives
 - Demos/code reviews
 - Peer reviews
 - Student reflection -> reviews, exams
 - Oral comm: presentations
 - Writing: lit reviews/proposals
 - Other experts -> guest speakers



What can I do when I know I'm not spending enough time on research?

- Reflect and reassess research-related activities
- Rethink weekly calendar
- Set short term goals
- Work with collaborators -> shared deadlines



Your Charge This Summer

- Try at least one:
 - Meet with your chair/mentor: clarify expectations for YOU
 - Reflect on this past year:
 - Label journal activities: R, T, S and H, M, L
 - Examine R,T,S balance in randomly selected weeks
 - Proactively plan a balance of activities for this coming year
 - Choose a proactive challenge for this year:
 - Invite speakers to your school.
 - Initiate a potential collaboration.
 - Set up a regular reading group.
 - Ask to serve on a funding agency panel.
 - Reserve a set time for your own research planning each week.

