

Time Management

Kenneth E. Foote
Department of Geography
University of Colorado at Boulder
Boulder, CO 80309-0260
Email: k.foote@colorado.edu
Phone: 303-641-3346

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Time Management

Kenneth E. Foote, University of Colorado at Boulder

Time management is perhaps the major source of stress and anxiety for graduate students and early career faculty. This has been a consistent finding over many studies (Boice 1992, Fink 1984, 1988, Reis 1997, Sorcinelli 1992) and is expressed often in quotes like: "My number one issue is to learn how to do more in less time and work more effectively because I literally work all of the time. My health has really suffered because of it" and "One of the biggest challenges is juggling teaching, research, and service" (Solem and Foote 2004, 894). Part of the reason for this stress is that time management underlies many of the topics covered in this book. Balancing the time demands of competing tasks is fundamental to preparing for teaching, gaining the most from effort spent on research and writing, getting ready for promotion reviews, coping with responsibilities outside of work, and even building effective relationships with colleagues and peers. Rather than addressing each of these issues separately, this chapter will review current research on time management with the aim of drawing out common themes and strategies which can be applied as needed to the many things we do as scholars and scientists.

As you read this chapter, I would like you to try to put its ideas to use by identifying two time-management strategies you can begin to try immediately in your work. Since some strategies take longer to implement than others, pick one you can put into practice over the next semester and one you can apply to your work over the next

year. Accompanying this chapter are two activities to help you identify suitable strategies from the many discussed. The first is designed to encourage the sharing of time-management strategies and tips among peers, friends, and colleagues. Some research about time management indicates the people often feel they have to "go it alone" in solving their problems when, in fact, friends, family and colleagues can offer considerable help. The first activity emphasizes time management as a social process and is designed to encourage discussion and sharing among peers and colleagues. The second activity involves keeping a time log. Time logs are recommended in most self-help guides because they assist in pinpointing exactly where useful changes can be made in busy schedules.

What Do We Know?

One of the problems in finding help with time management is that relevant research is aimed at the world of business, not higher education. The result is that while there are many self-help guides providing good advice on office routine to be found in the business sections of most bookstores (Hindle 1999, Morgenstern 2000, Davidson 2001), these books address only a portion of what academics do in their work. The difference stems from the fact that academic work usually involves juggling a greater number of projects and greater variety of projects demanding more varied skills than those of many other professions. For example, teaching is a highly public activity which can require good presentational, leadership, and interpersonal skills and offers relatively immediate feedback and rewards. Research, on the other hand, tends to be a relatively private activity involving self-motivation, self-discipline and concentration, and is an

activity with relatively distant payoffs in terms of rewards and recognition. Service activities take these and other talents but offer relatively few immediate and tangible rewards. Few professions require such a mix of talents on a daily basis and the need to do well in so many domains results in the extra pressures of academic life. The situation is reinforced by the promotion and tenure process. Once beyond the dissertation, it is rare for a single article, book, grant, teaching award, or other accomplishment to tip the balance unequivocally for promotion. The key to success for most faculty is usually found in doing well in a variety of projects which taken together express their intellectual range, scholarly trajectory, teaching abilities, and collaborative skills in working with students and colleagues.

This means that time management is not simply a process of making a work list and ranking the items in priority order. Such a list would imply that teaching, research and service tasks are commensurate and can be readily compared and linearly ranked when, in fact, they are usually very difficult to judge side-by-side. A better way of looking at this problem can be found in Stephen Covey's influential *The 7 Habits of Highly Effective People* (1989). In the chapter "Habit 3: Put First Things First," Covey classifies work tasks within a two-dimensional matrix (rather than as a one-dimensional list) by arranging tasks by their importance and urgency. In figure 1, I have used Covey's distinctions between Important-Unimportant and Urgent-Not Urgent to list tasks typical of academic work. Covey's point would be that some of the most important work we do lies in the Important/Not urgent quadrant of the matrix (upper right), but that tasks to the left in the urgent column (upper and lower left) can too often draw our attention away from this important work. And, if we spend all of our time addressing work tasks lying

in the upper left quadrant, we can quickly become exhausted without ever getting to some of our important, but not urgent work. His point is that it is essential for people to organize their activities around priorities but, most critically, individuals can take charge of where their work is arranged in this matrix. By focusing on tasks in the Important row first (upper left and right), we can recognize unimportant tasks for what they are and keep their claims on our time small. And by focusing on taking charge of our schedules and planning ahead for deadlines, we can push more tasks into the Important-Not urgent quadrant (upper right).

Covey provides an appealing vision of effective time management, but his writings are neither aimed expressly at academics, nor based on empirical research. To find such work, one must turn to Robert Boice and the body of research he has published based on surveys, observational study, intervention programs, and workshops (Boice 1991, 1992, 1997, 2000). Boice's major recommendation can be captured in one word-- moderation, but his findings offer specific suggestions for enhancing time management and reducing stress.

He has found that, in part, reducing stress involves facing several misperceptions about time management. The most common of these is that we are always "busy." Indeed, "busyness" is the single most common excuse for low productivity but, in fact, busy or not, most people are not very good at remembering exactly how they spend their time. When observed, most individuals have blocks of time that are available during the day--sometimes only 15-30 minutes at a time, sometimes longer, but they perceive these periods to be too short to be valuable.

This misperception is compounded by the view that large blocks of time are required for the most important projects. But Boice would maintain that much productive work can be accomplished in small blocks--both on the "big" projects and on shorter tasks like writing references and answering email that clear time for longer periods of concentration. One of the main objections given by many academics to working on "big" projects in small blocks is that they cannot build the momentum needed to work or write effectively. Boice (1990, 1997) has found however that most people working in shorter, more regular periods actually sustain their momentum from session to session without additional warm up.

Boice's work implies that improvement in time management often involves confronting misperceptions, but he also makes the point that improvement can also entail changing habits. One of the most prevalent of these is what Boice's calls "bingeing." This means waiting too long to start a project, working to exhaustion to complete it, then turning to the next project late, working to exhaustion to meet its deadline, and then turning yet again to another project which can be finished only through further phenomenal effort. Exhaustion is the end result of such bingeing. Certainly, bingeing can help us meet some deadlines but, in the long term, Boice offers evidence that steady, regular effort yields more and better work without as much stress or anxiety. Time bingeing is quite common among academics because we are often encouraged to binge in college, graduate school, and professional life--and to take pride in, even to brag about the long and exhausting hours we keep. Time bingeing is sometimes hard for people to give up because they have achieved such success using it to write theses, dissertations,

articles, and proposals. But, again, Boice argues that--in the long run--a moderated approach yields higher gains.

The good news is that research by Boice and others (Ferrari, Johnson, and McCown 1995; Schouwenburg, Lay, Pynchyl and Ferrari 2004) indicates that time management habits like bingeing are malleable and can be changed. However the techniques vary from person to person and can involve both short and long-term strategies. But this brings me to an important point. When I speak of breaking habits and making changes, I am suggesting a range of strategies rather than one-size-fits-all solutions. Of the ideas presented below, please consider them in light of your life and professional goals. For some people, a small change can make a big difference; others find that improvements involve considerable effort. For this reason, when I hold workshops, I ask participants pick only two strategies they wish to try initially--one that they can implement over the next semester, and one that may take more effort but can be implemented over the next year. I see the strategies as falling into three general categories relating to time, place, and people.

Rethinking Time

Boice's main recommendation--moderation--means that working in shorter, regular periods tends to be more productive than time spent in longer and irregularly scheduled blocks. These shorter periods of concentrated thought and work have two key advantages: 1) they are easier to fit into day-to-day schedules and 2) they allow momentum to be sustained from one work session to the next. The best times for these shorter periods vary from person to person. Some people find them in the breaks

between existing commitments--classes, meetings, or other regular tasks. Others set aside periods when they will have the most energy or be the most relaxed. For some, these times are in the morning--even very early--while others find their best times to think and work in the afternoon, evening, or late at night. To make this sort of regimen work, it is important to set bounds and stick to them. That means, first of all, ending other activities promptly and transitioning to work even when the previous task is not quite finished. But, more importantly, it means starting "big" tasks sooner, even when we may feel that we are not quite ready to begin and stopping work before exhaustion sets in. When work or writing is going well, it is sometimes hard to stop and perhaps lose a train of thought. But, in many respects, it makes more sense to stop at a point from which the flow of thoughts can be taken up again in the next session than to end at a point just before a difficult transition.

The sequencing of activities through the day is also something that can be planned to improve productivity. Many people report success using contingency management, that is scheduling enjoyable, preferred activities as rewards for completing more difficult tasks. This might mean scheduling enjoyable activities--reading, running, or having a snack--as regular breaks in our work schedule or by scheduling daily or weekly activities so that the things we enjoy most are interspersed with those that take great effort. The key point about rethinking schedules is to take control of time and, as Covey would maintain, to "put first things first" rather than letting other people and events define the agenda for us.

Rethinking Place and Where We Work

A second key consideration is thinking carefully about where we work and the characteristics of this work environment. Many people like to establish a dedicated space for their most concentrated thought and work, one free of distractions but with the comforts they most enjoy. For many this work space may be at home, but many enjoy working around other people in a library or coffee shop. Still others find it important to set a clear spatial separation between their work and home lives due to personal or family commitments and may decide to work only in their offices, and not at home. Again, as with setting schedules, it is important to set clear bounds so that the edges around the workspace do not blur. For instance, if you prefer to work in your campus office, then it may good to set a clear distinction between when you wish to work undisturbed and when you are available to meet other responsibilities. Sometimes this involves setting times when your office is closed and you leave phone calls and email go unanswered.

Thinking of People and How They Can Help and Support Our Work

One of the most important insights of research into time management is the importance of creating a social support system that helps us realize our goals. I think too often there is a misperception that we have to solve all of our problems of time management ourselves in isolation. But, in fact, our family, friends, students and colleagues can assist in many ways. Help can mean something as simple as letting our colleagues know our schedules so that they know when we will have our door open or closed, and why. Or it might entail letting our students know when we are facing a difficult deadline, or why we will not be able to answer email on particular days, so that they understand when they can get advice.

But Boice's research findings go further--they suggest the value of embedding plans for time management in social networks. For instance, in his study of the habits of productive writers Boice (1997) notes the value of:

- 1) Setting limits on lecture preparation time
- 2) Soliciting help and advice about both research-writing and teaching from colleagues
- 3) Writing during more weeks of the semester, feel less stressed and "busy"
- 4) Showing high self-esteem in willingness to share rough drafts, early ideas, and occasionally poor performances

The second and fourth points are notable because they are "social" and involve asking for help and seeking support from colleagues.

Working with friends, students and colleagues also involves judging when to say no. For good reason, most people are hesitant to turn down requests from advisors and senior colleagues. And, certainly, there are times when we have to accept important requests however inconvenient. But there is nothing wrong with saying: "Could I think about your request overnight and let you know in the morning," "Could I work on that project next semester, rather than right now," "Would it be possible for me to help in a different way?" Most advisors and colleagues will understand if you can provide some good reasons for declining or postponing a request, or are willing to propose alternative ways of helping with a project.

Additional Strategies

This last example indicates how Boice's and Covey's ideas can be used to organize our schedules around priorities. What if, as a newly hired assistant professor, your chair asks you to serve on the department's graduate committee? You know this will be an open-ended assignment because the committee meets once or twice a month and has to prepare a number of reports each year at unpredictable times. Plus, the committee always reviews admissions applications just before the start of the spring semester, a time when you'd like to be out-of-town collecting data at a field site. Why not preempt the chair's request by volunteering to coordinate the colloquium series? From helping organize a series while in graduate school, you know you can readily recruit speakers by email and phone and, since the colloquia are always held at noon on Fridays, you schedule your undergraduate seminar to meet just before or after.

This is one of many suggestions I have heard in time management seminars I have held for graduate students and early career faculty (table 1). The list highlights only a small sample of promising strategies I have heard from the over three hundred participants I have had in these workshops. But this list like others (Ailamaki and Gehrke 2003, Gray 2005; Pfeffer 2002) also reinforces a point I made earlier--improvements in time management do not always necessitate massive change in our schedules and lives. At the same time, time management should not be viewed as a panacea for all stress and anxiety. Thinking critically about time, priorities and schedules is an important first step, but other types of change may be needed. For example, if a person has writer's block, regular periods of writing may increase stress unless a way is found to unblock. Boice

addresses these interrelated issues in his four-step program for unblocking (Boice 1997, 27-32):

- 1) Establish momentum through the use of free writing
- 2) Establish a regimen of regular writing
- 3) Establish comfort and pleasure in writing, working to avoid negative thoughts (such as confronting a unfavorable review, dealing with an unexpected and unwanted deadline, or thinking about a class that did not go well)
- 4) Establish social skills as a writer by seeing writing as a social process, asking for help, and gaining feedback

The second and fourth points are familiar, but the first and third involve developing a comfort level and flow of work that highlights the quality of effort rather than just the time applied to the task.

The care we bring to our work can be as important as any change we make in our schedules. Also notable in table 1 are the number of strategies which relate to health, diet, exercise, and overall physical and mental well being. These are frequently sacrificed during graduate school and while working toward promotion. Perhaps the problem is that health and well being often get placed in the Important/Not Urgent quadrant of Covey's matrix and then get pushed aside by urgent tasks. The professional development literature is curiously silent on issues of health and well being for early career academics. Yet, in my view, this is the big-picture issue that underpins this chapter and others in this book--that our health and well being and that of those around us

is important to long-term success. In some cases, this may involve adopting some of the strategies suggested in this chapter to create an effective and enjoyable balance among professional and personal responsibilities. In other cases, coaching and counseling by professionals may be the best way to reduce stress, manage anxiety, and maintain our health and well being.

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	Urgent	Not Urgent
Important	<p>Meeting responsibilities of current term--class schedules, grading, committee work.</p> <p>Responding to deadline-driven projects such as submission of abstracts, grants and manuscripts.</p> <p>Pressing problems of students and colleagues.</p>	<p>Networking.</p> <p>Many writing and research projects.</p> <p>Seeking funding for teaching and research projects.</p> <p>Reflecting and improving upon teaching and curriculum.</p> <p>Mentoring & helping others.</p>
Not Important	<p>Interruptions.</p> <p>Some calls.</p> <p>Some mail and email.</p> <p>Some reports.</p> <p>Some meetings.</p>	<p>Some calls.</p> <p>Some mail and email.</p> <p>Some reports.</p> <p>Some meetings both intramural and extramural.</p>

Figure 1. A view of academic work derived from to Stephen Covey's Important-Unimportant and Urgent-Not urgent matrix of work priorities (Covey 1989, 151).

Table 1. Strategies for Better Time Management Suggested by Participants in Geography Faculty Development Alliance Workshops, 2002-2006.

Writing and research:

- Keep several research projects going at once so that one is always starting, one is in middle, and one is finishing at about the same time.
- Stop trying to write at night when tired; it only increases frustration.
- Schedule 15-60 minutes each day for reading and writing on research topics.
- Set aside 45 minutes each day for writing, but stop early if 2 paragraphs are drafted before the time is up.
- Leave gaps in manuscripts; don't allow them to interrupt flow of ideas.
- Don't submit conference abstracts for work that hasn't yet been done. If the research isn't near completion when the abstract is written, the pressure of completing it will only grow. Finishing the paper will involve dropping every other project, cause stress, and throw off other deadlines.
- Use free writing to get started on new projects.
- Don't try to write final manuscript in first draft.
- Be less judgmental of own writing.

Preparing for Classes:

- Spread course preparation through semester rather than trying to have everything ready at start of semester.
- Develop a repertoire of good strategies for active pedagogy that allow me to cut back on some class preparation.
- Don't postpone course preparation until August.

Working with Family, Students, and Colleagues:

- Talk with my spouse/partner and family about how I am trying to organize my time.
- Form a support group to work on writing.
- Set aside regular times to spend with students and colleagues rather than having these happen by chance--perhaps 1-2 lunches per week; 1 office hour in computer lab helping students.
- Before committing to a request, always say "Let me think about it" or "Can I check my schedule?"
- Arrange schedule so that all work is finished before weekend; don't let work creep into family and relaxation time.
- Take one day off per week.
- Take time off when sick otherwise stress increases and illness usually gets worse.

Table 1 (continued). Strategies for Better Time Management Suggested by Participants in Geography Faculty Development Alliance Workshops, 2002-2006.

Exercising, Health, and Diet:

- Exercise regularly 2-3 times per week, at lunch or after work.
- Take up one new hobby or extramural activity this year to relax and meet people outside my department.
- Monitor diet to make sure you are eating well.
- Schedule short exercise periods throughout day.
- Setting and keeping regular eating and sleep schedule.

Getting organized and keeping to schedules:

- Get a daily organizer or PDA for scheduling and logging time use.
- Carry a small notebook, pack of post-its, or voice recorder to make quick notes before ideas are forgotten.
- Make sure daily to-do list always includes at least 2 small items relating to long-term goals that can be completed during the day.
- Start the day by reviewing recent accomplishments.
- Make sure daily and weekly schedule includes some variety so that it doesn't become stale or oppressive.
- Keep and analyze a time log for 3-5 days each semester.
- Read newspapers and books as reward for other work.

Organizing the Workplace:

- Reorganize my work area so that a pile of long-term projects isn't always sitting in front of me, but rather some projects I can finish in week
- Consolidate all of my work materials in one place rather than in several offices
- Find a new work space that offers some privacy
- Get office and files organized so that I can find them when I need them.

Dealing with phone, mail, email and routine work:

- Answer email during down time in afternoon rather than during productive time in morning.
- Save email as a reward for finishing other work.
- Limit email time; schedule it between other work; and answer only during low-energy periods.
- Don't answer the office phone. Respond to all messages once per day.
- Reduce news and web surfing and move it to times when I have less energy. Handle routine work in batches once a week or month.

TIME MANAGEMENT

ACTIVITY 1: SHARING TIME-MANAGEMENT STRATEGIES

Goal: To identify one new short-term and one new long-term strategy that participants can employ to improve time management and reduce stress.

Overview: Peers and colleagues can be excellent sources of ideas for managing time, but are often reticent about sharing ideas. A discussion like this can encourage graduate students and early-career faculty to recognize their common problems and to see that their strategies may be of value to others. It is important for participants to begin by highlighting what they do well, rather than problems they are facing. If the discussion focuses too much on problems, there may little time left to focus on positive strategies for change.

Activity Type: Can be used in a seminar, workshop, brown-bag lunch discussion or even within an informal gathering of peers or colleagues.

Time: About 1.5 hours, but can be abridged or extended as noted in the instructions.

Readings: Have participants read in advance one or both of these chapters.

- 1) Time Management chapter from this book, *Aspiring Academics*.
- 2) Boice, Robert. 1991. Quick Starters: Faculty Who Succeed. In *Effective Practices for Improving Teaching*, ed. Michael Theall and Jennifer Franklin, 111-121. San Francisco: Jossey-Bass.

Procedure:

1. Identity goal for session: By the end of session each participant should select one new short-term strategy (to be used over next semester) and one new long-term strategy (to be used over next year) that they can employ to improve time management and reduce stress.
2. Begin with 3-5 minutes of quiet reflection to let participants review the reading(s) and frame an answer to one of two questions, either:
 - a) What characteristics do you share with Boice's Quick Starters and why? If you share more than one characteristic, pick the one you identify with most strongly.
 - b) Of the ways you current manage your time, what strategy have you personally found most effective and why?
3. Have participants group into pairs. Ask the pairs to explain to each other their answers and the reasoning behind their choices.
4. Reconvene full group and have the pairs share their answers with the full group.

5. Depending on the time available and number of participants, you may be able to call on all the pairs or pick just a few. If you only have time to pick a few, try to identify some varied examples to highlight the range of time management strategies participants find useful.
6. Ask group if there are questions about either reading. For example, in Boice's Quick Starters article, questions often arise about what he means by lecturing in a "facts-and-principles" style under the first characteristic.
7. Have participants note that two of Boice's characteristics of quick starters actually have to do with attitudes and perceptions rather than concrete actions.
 - Characteristic 2: They verbalized uncritical, accepting, and optimistic attitudes about the undergraduate students on their campuses.
 - Characteristic 3: They displayed low levels of complaining and cynicism about their campuses and their colleagues in terms of supportiveness and competence.

This is an important point raised in Boice's work--that attitudes and perceptions are often as important as any other factor in causing stress and anxiety.

8. Transition to the topic of time-management problems. Ask participants to pick the time management issue with which they are having the most difficulty. It is not necessary to elicit a suggestion from each participant to highlight some of the key problems.
9. As time permits, after a brief discussion of time management problems, ask participants to share strategies that they have found useful in addressing them. It may be useful to record these suggestions on a chalkboard, overhead transparency, or computer so they can be shared later among the group. If there is not time enough time for this step, it is possible to move directly to the next step, the closing.
10. Close session by having participants write a one-minute paper. Ask each participant to pick from the discussion two time-management strategies they haven't used before but would be willing to try in their work. Ask them to pick one short-term strategy (one they could implement over the next semester) and one long-term strategy (one they could implement over the next year). Have several of the participants read their answers before adjourning.
11. If you are using this activity as part of a graduate seminar or workshop, you might have participants revisit their choices--and progress--a month or two after this exercise.

Extension. This discussion can be extended an hour or into another seminar session by choosing either of the following articles as a second reading.

Boice, Robert. 1997. Strategies for Enhancing Scholarly Productivity. In *Writing and Publishing for Academic Authors*, eds. Joseph M. Moxley and Todd Taylor, 19-34. Lanham, MD: Rowman & Littlefield.

In this article Boice proposes a 4-step program for unblocking: 1) Establish momentum through the use of free writing; 2) Establish a regimen of regular writing; 3) Establish comfort and pleasure in writing, working to avoid negative thoughts; 4) Establish social skills as a writer by seeing writing as a social process, asking for help, and gaining feedback. Have participants read the section "The Four-Step Approach" (pp. 27-32), discuss the steps in small group, then convene as a full group to share suggestions for how this four-step program can be implemented.

Reis, Richard M. 1997. *Tomorrow's Professor: Preparing for Academic Careers in Science and Engineering*. New York: IEEE Press and Wiley.

Use the four case studies presented by Reis in this chapter as topics for a full-group or small-group discussion: Do participants agree with the suggestions given in the case studies or do they have other ideas to offer?

TIME MANAGEMENT

ACTIVITY 2: KEEPING AND ANALYZING A TIME LOG

Goal: To keep and analyze a time log as a means of better aligning schedules and priorities.

Overview: Keeping and analyzing a daily log is one of the best ways to focus on issues of time management. The analysis can be done by an individual working alone or as part of a seminar or two-part workshop activity. In a seminar setting, examining one or two logs volunteered by participants often draws attention to common problems and strategies. However, it is important to encourage participants to reflect carefully on what they discovered in their time logs, perhaps in a short, three-paragraph essay addressing three points: 1) which activities were closest to the ideal; 2) which were the furthest from the ideal; and 3) what strategies might help to better align the ideal and real.

Activity Type: This activity is best suited to a graduate seminar where the activity can be divided between two weeks with time in between for participants to keep logs. The activity can also be used by an individual.

Time: 2.0 - 3.0 hours in two sessions separated by 7-10 days so participants can complete logs.

Reading:

Time Management chapter from *Aspiring Academics*.
Three worksheets, included in this activity.

Procedure:

Session 1

1. Lead discussion on time management chapter. Have participants focus on what they feel they are doing well and on issues about which they are feeling anxiety. It is possible to use steps 1 to 7 of Activity 1 (above) as the outline for the lead-in discussion. The discussion should be capped at about 30-40 minutes to save time for distributing worksheets.
2. Distribute and introduce worksheet 1. Allow participants to work on this for 5-6 minutes. Have 1-2 participants share their answers. Collect these sheets to save until the next session.
3. Distribute and introduce worksheets 2 and 3. These are the forms used to keep the time logs and the tally sheet for adding up the hours by category. Participants can duplicate as many copies of worksheet 2 as are needed for their log. Three days is usually the minimum period of yielding useful results. Five weekdays are best if participants are willing to keep a log that long.

Deleted:

4. Ask participants to have their time logs tallied on worksheet 3 before they attend the next session.

Session 2

5. Have participants share the results of their time logs.
6. Distribute worksheets 1 (collected during the first session).
7. Have participants compare their "ideal" day with the "real" data they obtained from their logs.
8. Discuss what the participants found--Which ideal-real figures are close together, Which are far apart? Why?
9. Ask participants to reflect on changes they might make in their schedules and work patterns to address some of the issues they discovered.
10. Ask the participants to reflect more generally on what they learned from keeping a time log.

WORKSHEET 1: Setting a Time Budget for an Ideal (but Typical) Day

Please try to imagine an ideal work day during a typical semester....

How would you spend your time?

First, think realistically about your workday, its length, and the period you would like to log. In the table below, make your estimates based upon what you consider to be your typical day. This varies considerably from person to person and may be 9 am to 5 pm (8 hours); 6 am to 6 pm (12 hours); or 10 am to 12 pm (14 hours) or a shorter or longer period.

Second, use the following table to allocate the amount of time you would like to spend on the listed activities during your workday under ideal conditions, knowing that such ideals can be hard to achieve.

The important point is that, before you keep a time log, try to imagine how you would like to be using your time. Later, after you have completed the log, you can compare this ideal to your real allocation of time to see more precisely where differences occur.

Please note that if the activities and categories listed below don't fit your situation, create a table listing the activities which are most important to your current work and life situation. This might be the case if you are working on your dissertation and don't have teaching responsibilities or if you have substantial teaching responsibilities and are less involved in research. Also, in such situations, you may wish to subdivide the categories, for example to consider in detail the different tasks involved in your teaching or research.

Activities	Ideal amount of time to be spent on activity during workday (Hours or Minutes)
1. Research including: data collection; reading directed toward research; writing; editing; and active thinking about research	
2. Preparing for classes; grading; advising; reading for teaching; mentoring; writing references, etc.	
3. Service, committees, meetings, writing reports and memos	
4. Personal, spouse, partner, family & home responsibilities	
5. Recreation, rest, sleep, relaxation including recreational reading, exercise, health	
6. Other or unexpected commitments	
TOTAL	

WORKSHEET 2: Time log.

Duplicate as many copies of this worksheet as you need to log your work for 3-5 days or, if you need more space for your notes, create a larger table.

Use the left column to indicate the hours or half hours of your workday. Some people prefer to record their activities once an hour, some prefer every half hour. Twelve rows have been provided for convenience but, if you don't need them all, cross out the unused rows.

The middle column "What did you do?" is a place for you to note your activities for the time period in terms of events, tasks, appointments, classes, meetings, etc. Record this information once per time period so you don't forget and provide as much detail as you need to remember the events of the day.

Use the right column to classify your activities in terms of the categories listed in worksheet 1. If you were engaged in several types of activity, list the time spent on each one (i.e. 0.5 hours preparing for class, 0.5 hours in committee meeting). You don't have to complete the third column as you log, since you may be busy with other work. You can classify your activities later when you are finished logging your time and preparing to sum up the results using worksheet 3.

WORKSHEET 3: Analyzing Time Logs

Please use this form to record the sums calculated from the third column of each page of your time log. Tally your activities by the categories listed below. In summing your logs, it is easiest to round up or down to the *closest half hour*.

Calculate the daily averages (third column) by dividing the total time in the second column by the number of days in the log period. It is this average that you can compare to the ideal figures you listed in worksheet 1.

Activities	Real amount of time spent on activity during time log period (Hours or Minutes)	Daily average (divide second column by number of days in log period)
1. Research including: data collection; reading directed toward research; writing; editing; and active thinking about research		
2. Preparing for classes; grading; advising; reading for teaching; mentoring; writing references, etc.		
3. Service, committees, meetings, writing reports and memos		
4. Personal, spouse, partner, family & home responsibilities		
5. Recreation, rest, sleep, relaxation including recreational reading, exercise, health		
6. Other or unexpected commitments		
TOTAL		