

1. Making Time (chapter 2): “*Be able to be efficient in all things.*”

FACILITATOR: Professor Stein

Overall Concepts:

- Give less time to each demand
- Have an “efficiency mode” – determine which things could be done in this mode (in other words, this doesn’t have to apply to all tasks, just those you choose)

Ideas for Teaching:

- Know your “lines in the sand” and state them clearly, early, and often
 - Communicate these in course syllabi
- Interact with students with intentional time and depth
 - Set informal limits to interacting with individual students
- Use technological tools in course-related scholarship
- Use technological tools to check for plagiarism
- Use robots to score and record tests
- Digitize everything that you can
 - Digitize and store teaching materials (e.g., photographs, illustrations, graphs, charts, maps, outlines, notes)
- Word process written feedback
- Use group feedback thoughtfully
 - Read all the papers and look for themes
- Remember that perfect is not beautiful
 - Perfectionism is inefficient!
 - “Perfectionism sucks up our time and energy as we pursue a fantasy of perfect teaching performance well beyond the point of diminishing returns.” (p. 19)
- Do not permit handwritten student work
- Parse your time and set appropriate expectations
 - Be cognizant of the time available and set appropriate expectations for self and for students

2. Making Time: (chapter 3) “*Express your values in how you use your time.*”

FACILITATOR: Professor Miranda

Overall Concepts:

- So many things vie for our time that we have difficulty choosing among them – so we don’t – and the choice gets made for us, usually whatever comes at us
- We abdicate our authority to make the choice and let circumstances and our social environments do it for us

Ideas for Teaching:

- Steps in the process:
 - Identify the major areas of your life
 - Assign times for each area
 - Identify the major areas of your faculty work
 - Assign a weight to each area (what percent to each area?)
 - Do the math (percent x hours)
 - Keep doing the math (then, within teaching, assign a weight to each responsibility and do the math again)
- Use discretion in disclosing the details

3. Making Time: (chapter 4) “*Don’t hoard responsibility, share it*”

FACILITATOR: Professor Goodway

Overall concepts:

- Share course responsibility with other agents, rather than try to do everything ourselves.
- Get more participants actively involved in the learning process – this improves learner outcomes, too!

Ideas for teaching:

- Employ NIFs (non-teacher instructional feedback) – feedback from any source other than the teacher that the students can use to understand the quality of their learning and, ideally, how to improve that quality
 - Other students (work groups, electronic discussion boards, student-to-student feedback)
 - Mastery learning programs – on-line tutorials
 - Outside experts – a variety of opportunities for students to interact with subject experts, such as informational interviews, interviews with experts, discussion groups with people in the field, etc.
 - Research data bases – use on-line data bases to obtain feedback on the validity of their understanding vis-à-vis the latest theory and research
- Require students to download and print course materials
- Require students to monitor their own completion of course assignments
- Require students to prepare their own study guides

4. Making Time: (chapter 5) “*For every aspect of your teaching, find a time and place befitting it*”

FACILITATOR:

Overall concepts:

- Having time to create class activities, grade papers, or to provide students with feedback on their work is useless (or a waste of time) if we cannot protect those times from interruption and diversion
- These are themes of intentionality, values, and boundaries management

Ideas for teaching:

- Steps in the process:
 - Identify the major activities of your teaching work
 - Allocate time to each type of work
 - Create a place befitting each activity
 - Yes, we need time for each activity, but we also need a place – otherwise we fight with our environment and divert our energy
 - Be able to block access to you
 - Leave the office
 - When we are in our offices, we are vulnerable to interruption, derailment, and distraction
 - Work at home, if you can
 - If home offers more control over the environment
 - Know your campus options
 - Are there places on campus to work that are relatively immune to interruption?
 - Know your community options
 - Scan the community for quiet places for the “quiet work” that needs to be done

5. Making Time: (chapter 6) “*Be short with many so you can be long with a few*”
FACILITATOR: Professor Haag Granello

Overall concepts:

- Look for methods to allow information to flow to us across boundaries that we set, but in such a way that we exercise considerable control over what is demanded of us by that information, and when.
- We could use – but do not have – personal staff to help us filter. So, we need to make use of what we have: technology, and our own choice

Ideas for teaching:

- Frame asynchronous communication tools as your personal staff
 - This is a way to modulate the pace and intensity of our interaction with others. In the old days, we could let mail pile up and open it when we had time – we can do the same with e-mails, faxes, discussion boards, etc.
- Be proud of your personal staff
 - In order to have technology work for you, you must let it do its work
- Do not provide immediate access to you, except during “open door” periods
 - Develop the ability to do all of these boundary setting behaviors guilt free as a matter of routine professional practice
- Teach your students your communication system
 - Encourage students to use the method you prefer and explain why you depend on those technologies. Let them know your expectations, and help to frame theirs (e.g., “this is when I check my e-mail.” or “You can expect an answer within 24 hours”) – then stick with it
- Create a time and place to process asynchronous communication
- Interact electronically in correspondence with the time available

6. Making Time: (chapter 7) “*Stick to your knitting, refer to other helpers when possible*”
FACILITATOR:

Overall concepts:

- The university has a network of professional helping resources that we should make use of when we can

Teaching ideas:

- Do not try to be a counselor
- Do not take on being a composition teacher
- Do not attempt to be the computer support desk
- Do not think that you need to be a librarian
- Become familiar with pertinent campus and community resources
- Have a current referral sheet and use it