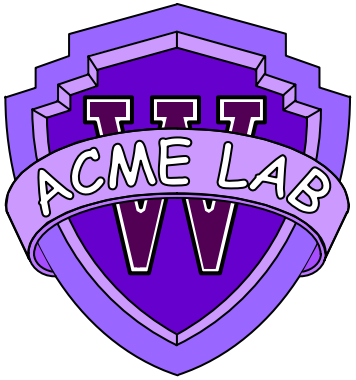
The Time Management Freak Show

I want to show them there really are people like you



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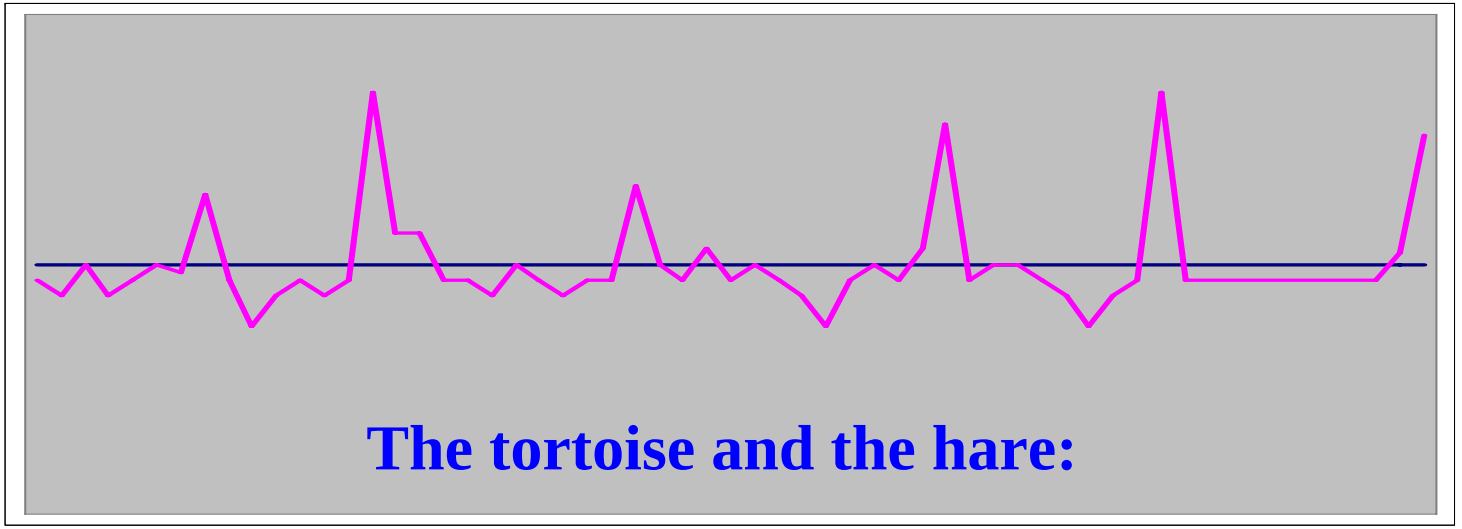
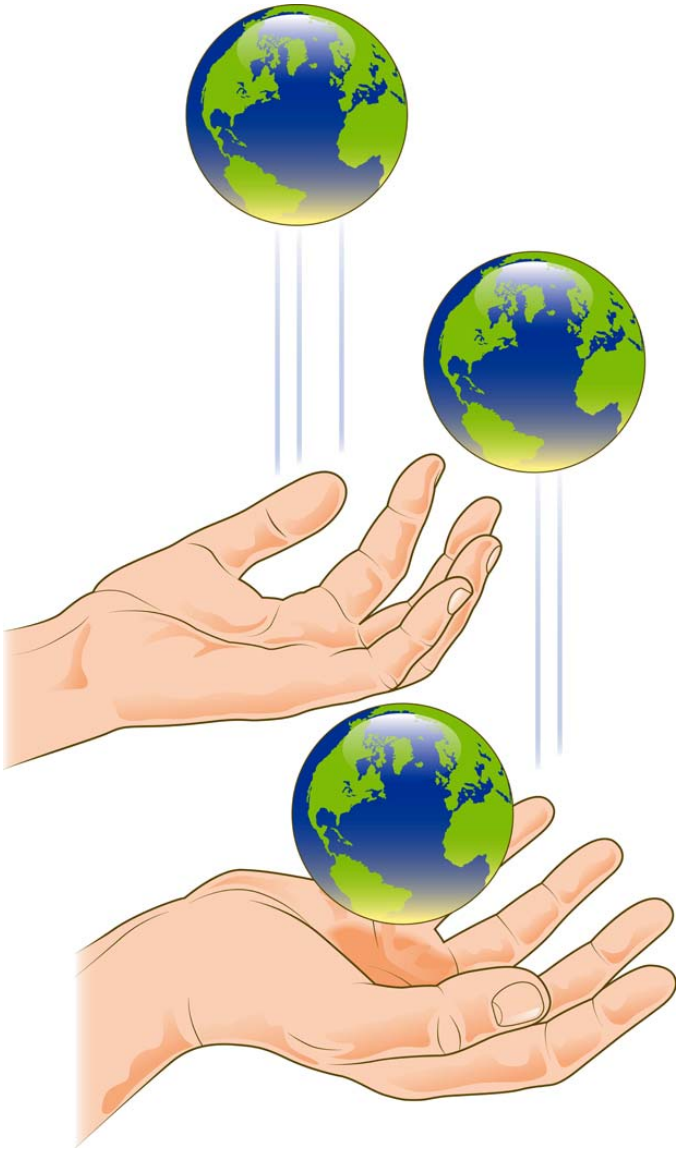
Deadlines aren't a challenge…

- **It works: DARPA 1996**



- **Get yourself 3 weeks ahead, then stay there**
  - **Day in, day out**
  - **Worry about deadlines a couple weeks in advance**

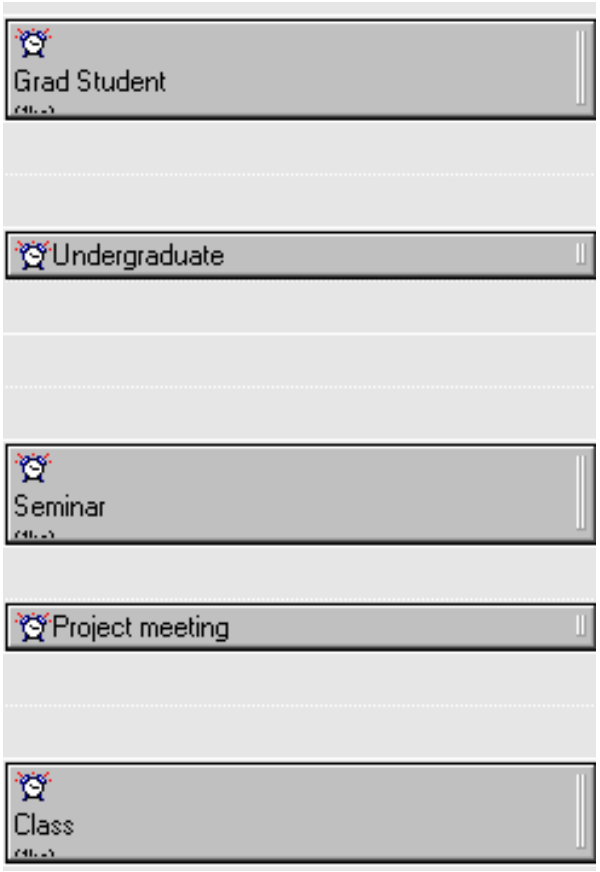
Juggling Metaphor

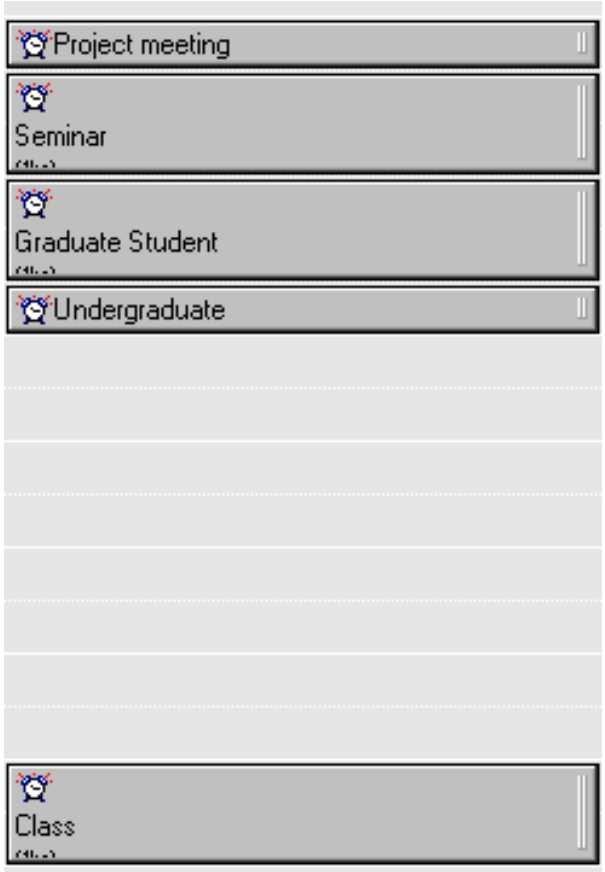


- **Juggling tasks: do enough for each to not have to worry about it for a while**
- **Watch transitions**
- **Ex: Halfway through faculty applicant, student shows up**

Scheduling: The 15 minute dead zone

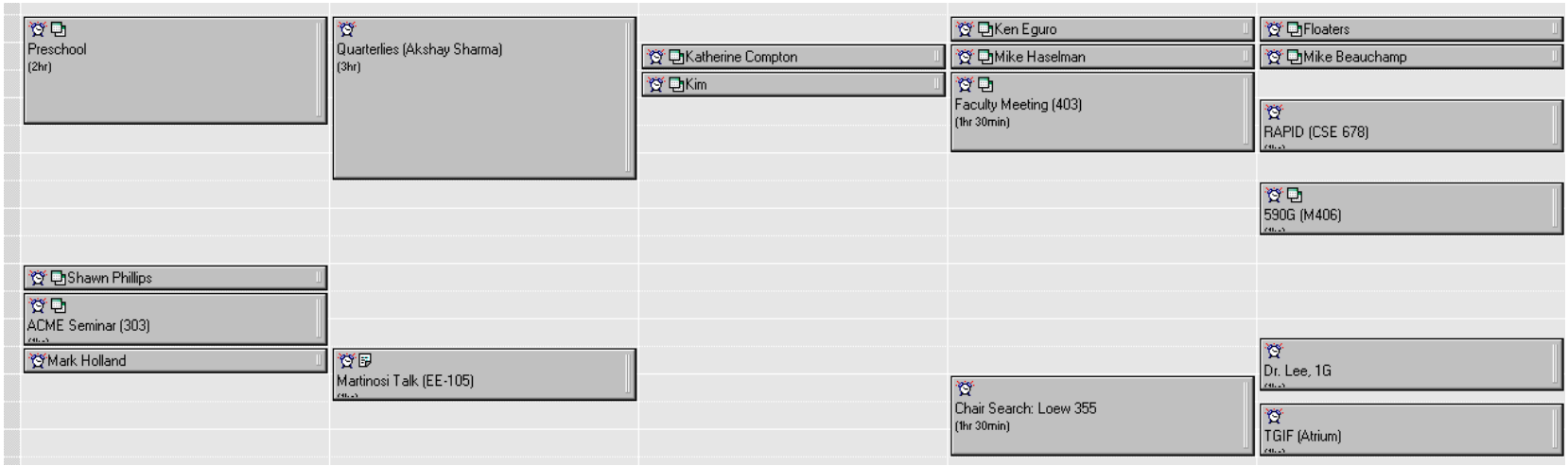
- **15 minutes before, 15 minutes after**
- **Big blocks of time**



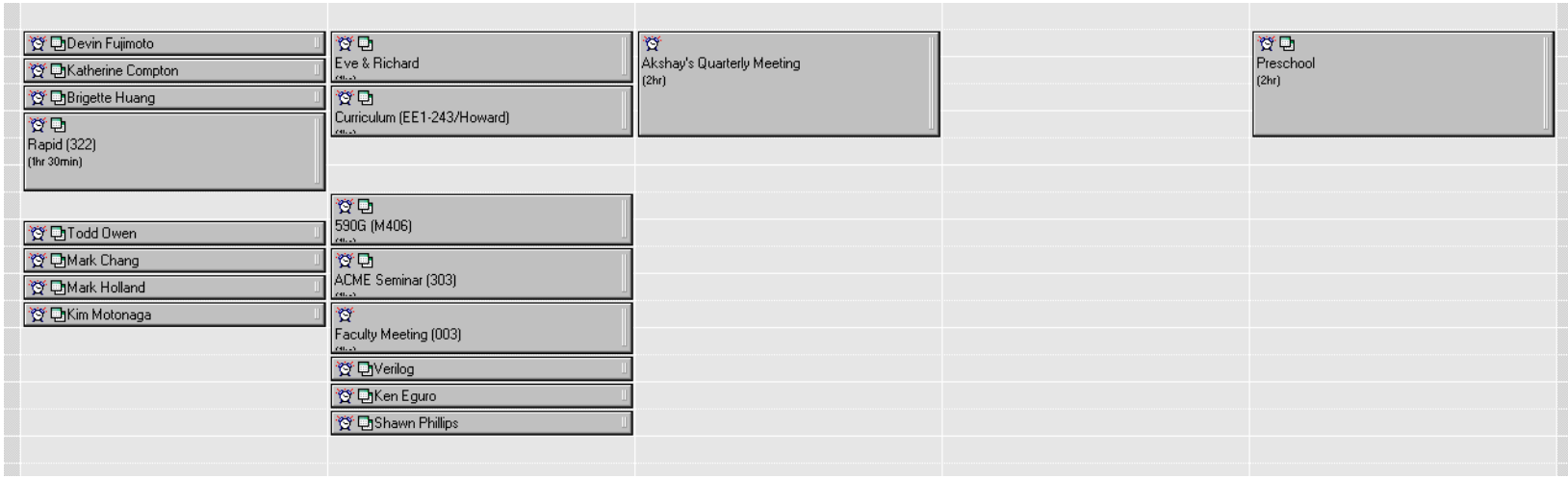


Idea: Pschedule Psychology

- **Not a morning person:**



- **Anxious by Wednesday:**



Idea: Rebalance student meetings

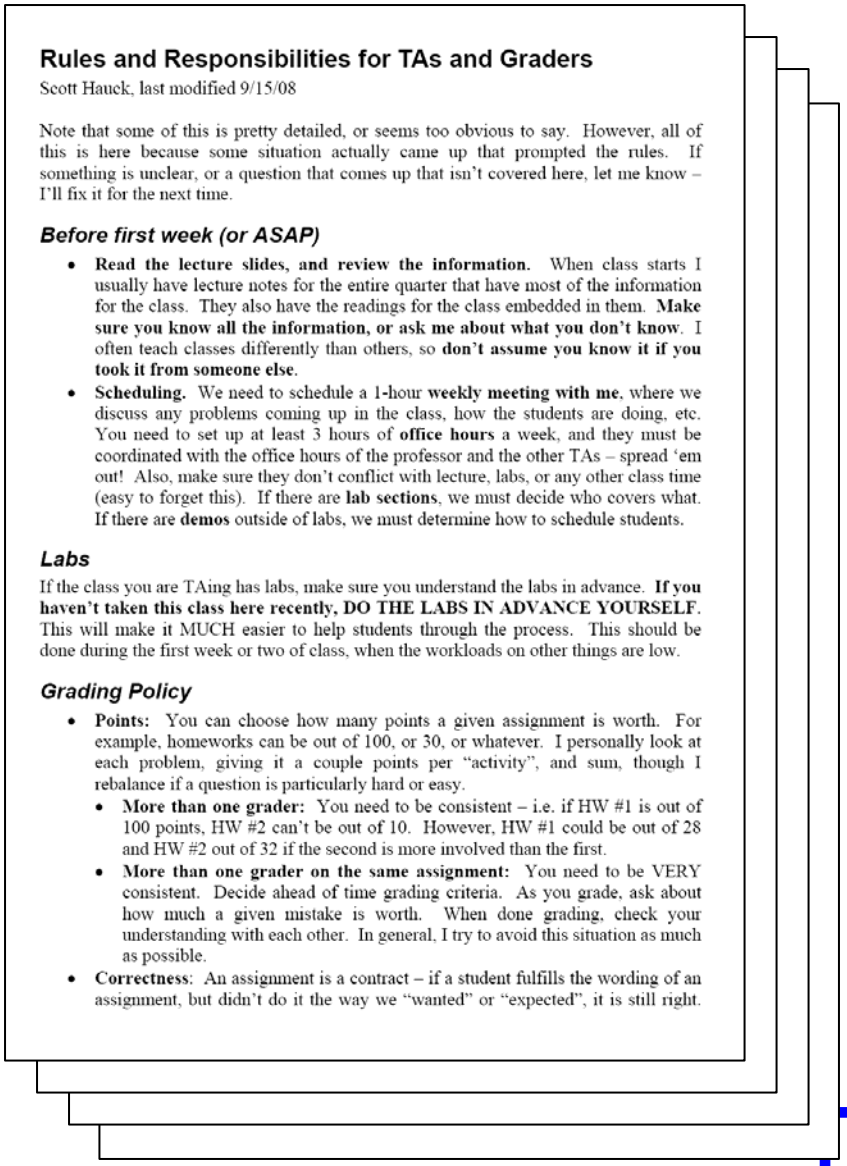
- I was taught: 1hour per student per week
  - 15 minutes of personal
  - 20 minutes of research for that week
  - Leave 25 minutes early…
- Idea:
  - ½ hour weekly meetings
    - "How's life?"
    - "How's classes?"
    - "What have you done for research this week?"
    - "What will you do next week?"
  - 2-3 hour quarterly review
    - "Why are you doing this project" – elevator talk
    - "What have you done IN DETAIL" – project review
    - "What goals are you heading towards" – the papers
    - "What is your schedule"

Win-win Scenario

- **Utilizing students:**
  - **Will the student learn to be a better professor/researcher from this?**
    - **Review papers for conferences**
    - **Proofread other student's papers**
    - **Supervise undergraduates**
    - **Supervise graduate students**
    - **Write papers**
    - **Write grant applications**
    - **Teach lectures in their topic area**
  - **Is it their fair share of organizing/running the group?**
    - **Run lab seminars**
    - **Maintain the computers**
    - **Make travel reservations for themselves and people travelling with them.**
  - **Exploitation**
    - **RAs grading homework**
    - **Teaching your entire class**
    - **Making your (solo) travel reservations**
    - **Wash your car…**

TAs

- Special-case
  - 20 hours/week – how many do?
  - Some excellent, but…
    - Some disinterested
    - Some distracted
- You set expectations
  - How to grade
  - When to return work
  - When, how many office hours
- All teaching fair game
  - Photocopying
  - Grading exam (together?)
  - Making up homeworks?
  - Trying assignments first
  - Developing infrastructure



Rules and Responsibilities for TAs and Graders

Scott Hauck, last modified 9/15/08

Note that some of this is pretty detailed, or seems too obvious to say. However, all of this is here because some situation actually came up that prompted the rules. If something is unclear, or a question that comes up that isn't covered here, let me know – I'll fix it for the next time.

Before first week (or ASAP)

- **Read the lecture slides, and review the information.** When class starts I usually have lecture notes for the entire quarter that have most of the information for the class. They also have the readings for the class embedded in them. **Make sure you know all the information, or ask me about what you don't know**. I often teach classes differently than others, so **don't assume you know it if you took it from someone else**.
- **Scheduling.** We need to schedule a 1-hour **weekly meeting with me**, where we discuss any problems coming up in the class, how the students are doing, etc. You need to set up at least 3 hours of **office hours** a week, and they must be coordinated with the office hours of the professor and the other TAs – spread 'em out! Also, make sure they don't conflict with lecture, labs, or any other class time (easy to forget this). If there are **lab sections**, we must decide who covers what. If there are **demos** outside of labs, we must determine how to schedule students.

Labs

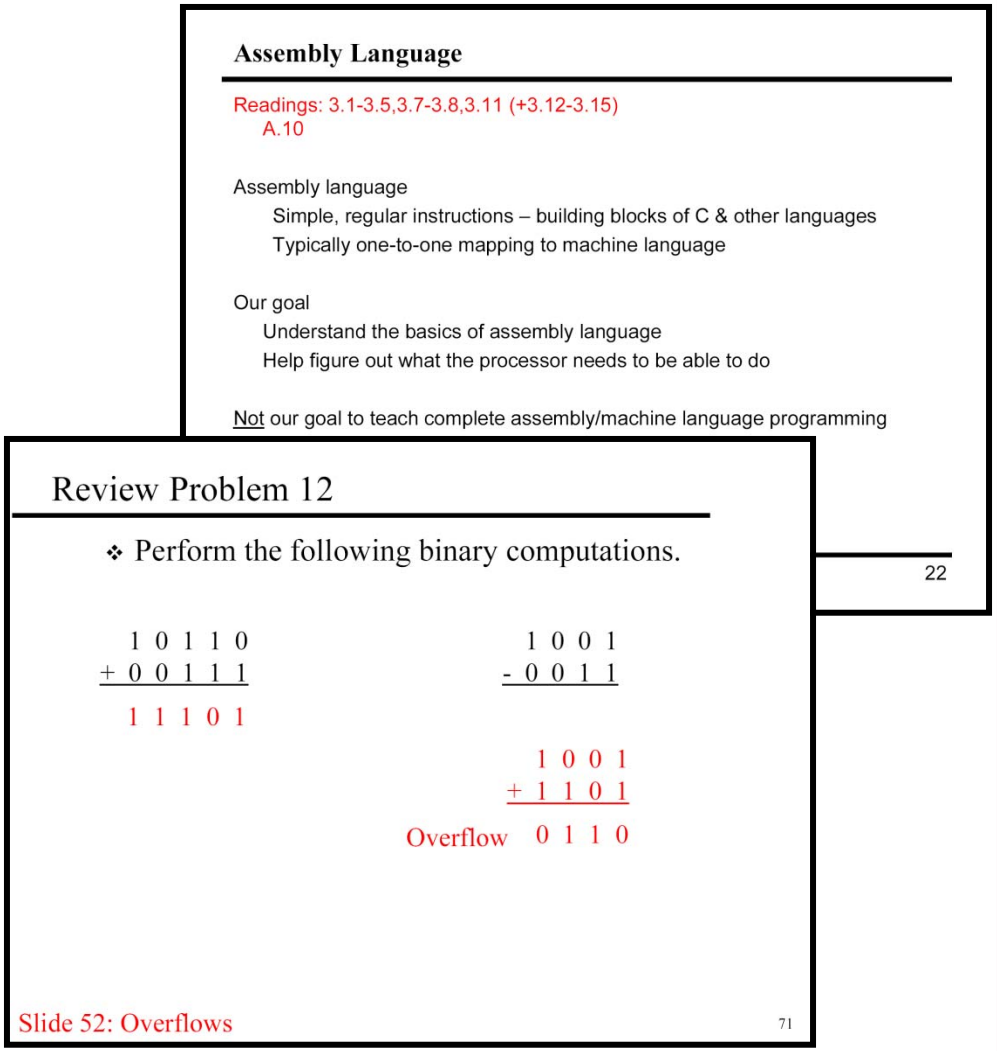
If the class you are TAing has labs, make sure you understand the labs in advance. **If you haven't taken this class here recently, DO THE LABS IN ADVANCE YOURSELF.** This will make it MUCH easier to help students through the process. This should be done during the first week or two of class, when the workloads on other things are low.

Grading Policy

- **Points:** You can choose how many points a given assignment is worth. For example, homeworks can be out of 100, or 30, or whatever. I personally look at each problem, giving it a couple points per "activity", and sum, though I rebalance if a question is particularly hard or easy.
  - **More than one grader:** You need to be consistent – i.e. if HW #1 is out of 100 points, HW #2 can't be out of 10. However, HW #1 could be out of 28 and HW #2 out of 32 if the second is more involved than the first.
  - **More than one grader on the same assignment:** You need to be VERY consistent. Decide ahead of time grading criteria. As you grade, ask about how much a given mistake is worth. When done grading, check your understanding with each other. In general, I try to avoid this situation as much as possible.
- **Correctness**: An assignment is a contract – if a student fulfills the wording of an assignment, but didn't do it the way we "wanted" or "expected", it is still right.

Teaching: plan for reuse

- **Prepping lectures**
  - **Half-full Powerpoint**
  - **Worked out examples**
  - **Start of class examples**
- **Design Projects**
  - **Two at once**
- **Picking classes**
  - **One-shot grad seminar**
  - **Bi-yearly grad class**
  - **Every quarter undergrad**



Assembly Language

Readings: 3.1-3.5,3.7-3.8,3.11 (+3.12-3.15)
A.10

Assembly language
Simple, regular instructions – building blocks of C & other languages
Typically one-to-one mapping to machine language

Our goal
Understand the basics of assembly language
Help figure out what the processor needs to be able to do

Not our goal to teach complete assembly/machine language programming

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Review Problem 12

❖ Perform the following binary computations.

```
  1 0 1 1 0          1 0 0 1
+ 0 0 1 1 1        - 0 0 1 1
-----------
  1 1 1 0 1

                     1 0 0 1
                   + 1 1 0 1
                   ---------
Overflow           0 1 1 0
```

Slide 52: Overflows

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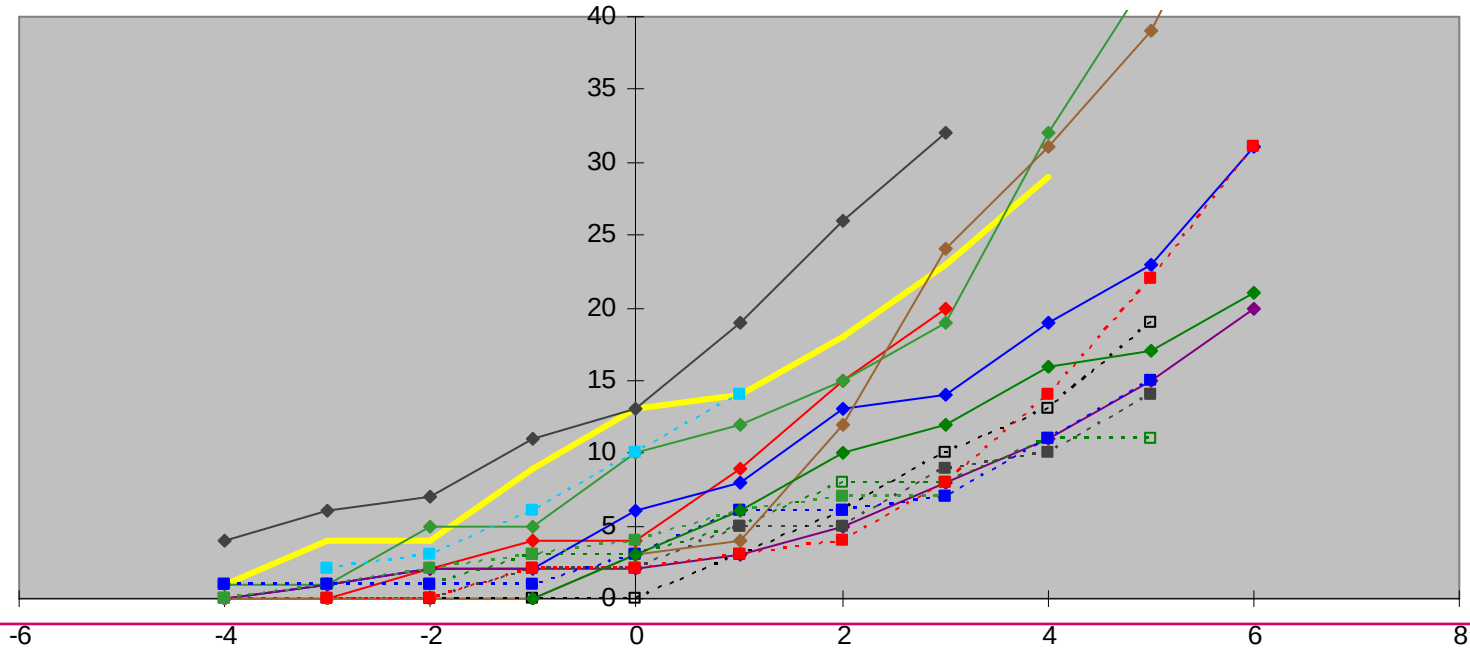
Setting Goals

- **What do you HAVE to do?**
  - **Check out the competition:**
    - **Not all quantifiable, but quantify what you can.**
  - **Research, Teaching, Service**



Just Say No

- Too many opportunities
  - Book review
  - PC Committee
  - Advise a student
  - Undergrad admissions
  - Grad committee
  - Talk about time management
  - Expert Witness
  - New research project
- Criteria
  - Required for Tenure
    - Really?
    - Check w/mentor
  - Your Passion
    - CSE-EE Interaction
  - Min. requirements
  - Everything else
  - Say No 50%-75%

Senior Faculty

- **Use them**
  - **They have curriculum set to their needs, senior grad students, existing funding, know how the place works**
  - **Unfair advantage**
- **Mentor – telling you what not to do**
  - **I wish I could get this student admitted**
  - **Good: here's how you do it.**
  - **Bad: hold you back, bury you in "you can't do that"**
- **Department goal**
  - **Senior faculty have all the advantages – time to give back**
  - **Department should do whatever necessary to make YOUR job easier**

The Good Stuff

- **Give yourself permission to have fun**
  - **½ day each week in my kids' school**
  - **Lab trips to movies, skiing, amusement park, …**
  - **Vacations - Spring break, Winter break, beginning & end of summer.**
  - **Play hooky on a sunny day**

- **Bottom line:**
  - **Your life before tenure is very similar to life after tenure – make it one you like**

*** End of Talk ***

Finally…

- **Know when to stop**
  - **Don’t polish the bricks…**
- **Once you’ve done what you can, move on.**

Synergy

- **Idea: Prioritize things that work together**

Research: **Vision Systems**

Electronics Applications **Sound Processing**

Electronics Chips **Electronics Software**

How to Teach Electronics **Medical Imaging**

Teaching:

Electronics **Programming** **Probability**

Power Distribution **Physics**