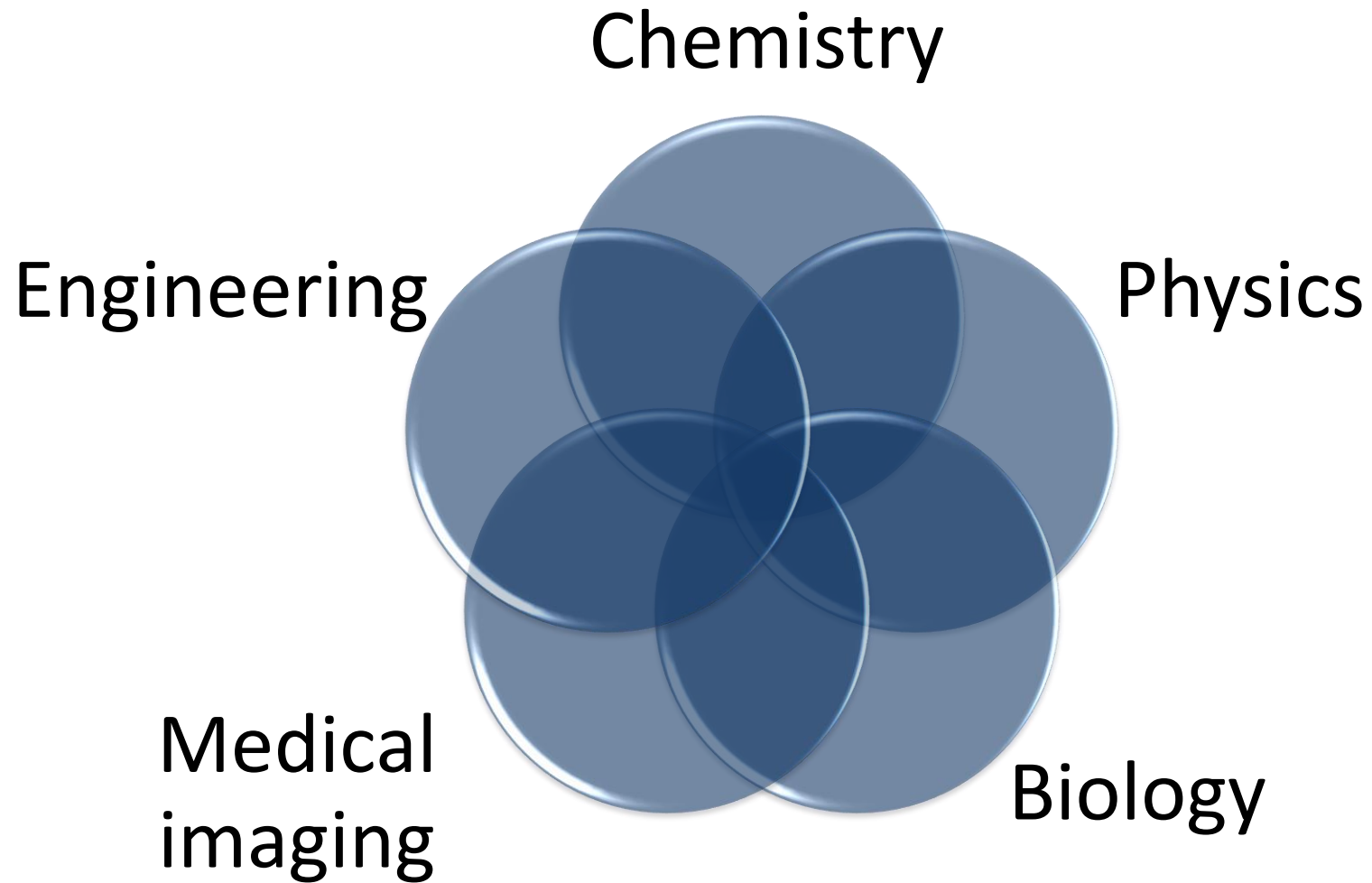


# Managing the teaching and research balance

Duncan Casey

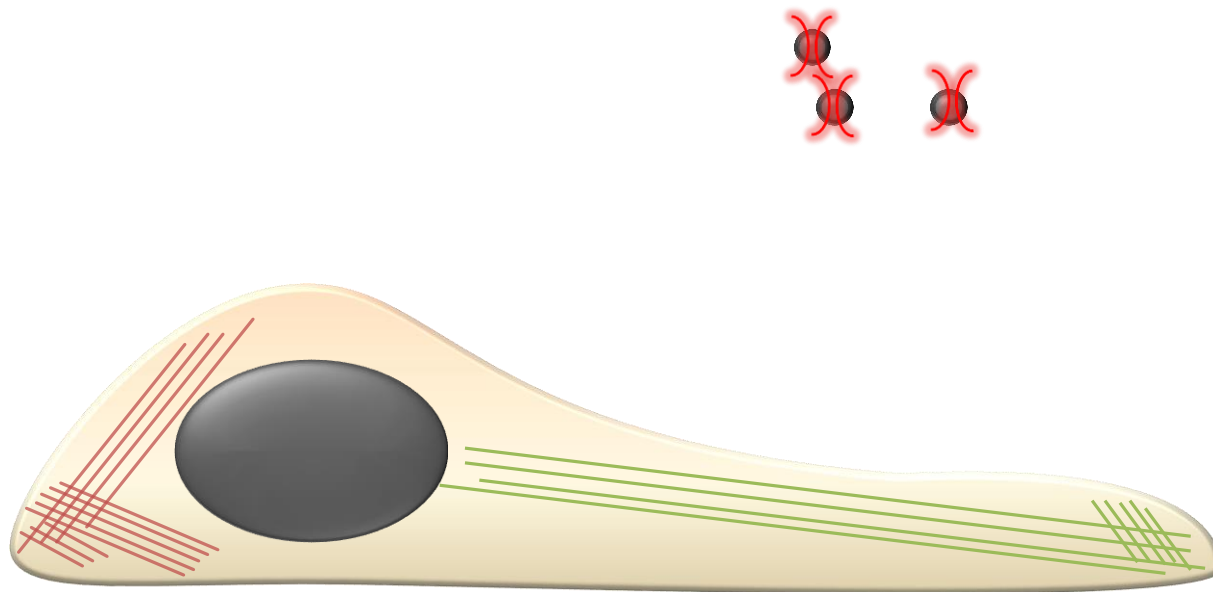
Liverpool John Moores University



## Biography

- Chemistry MSci 2001-2006
- Protein and Membrane Chemical Biology MRes 2006-2007
- Ph.D. in analytical chemistry, soft matter and surface physics 2007-2011
- Launched a technology spin-off company, anywhereHPLC Ltd., 2010
- Post-doc in biophotonics and instrumentation 2012-2014
- Took up position at LJMU Sept 2014







05mm

## New lecturing post: Plan A

1

- Settle in gently

2

- Sit in on undergraduate courses

3

- Develop my own course notes

4

- Ramp up lecturing over the year

## New lecturing post: PIA

1

- Write the Grant

2

- Develop collaboration with Imperial and others

3

- Contribute to projects

4

- Submit proposals developed during 4-5

## New lecturing post: Plan B

1

- Minor panic attack

2

- Take out lots of library textbooks

3

- Start teaching immediately

4

- Write new notes on-the-fly

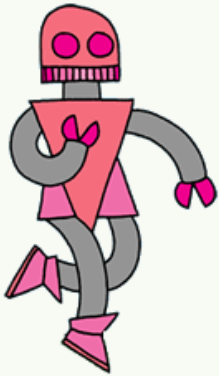


# Scope for research in UG teaching

- Huge, under-utilised labour pool available



# Software tools

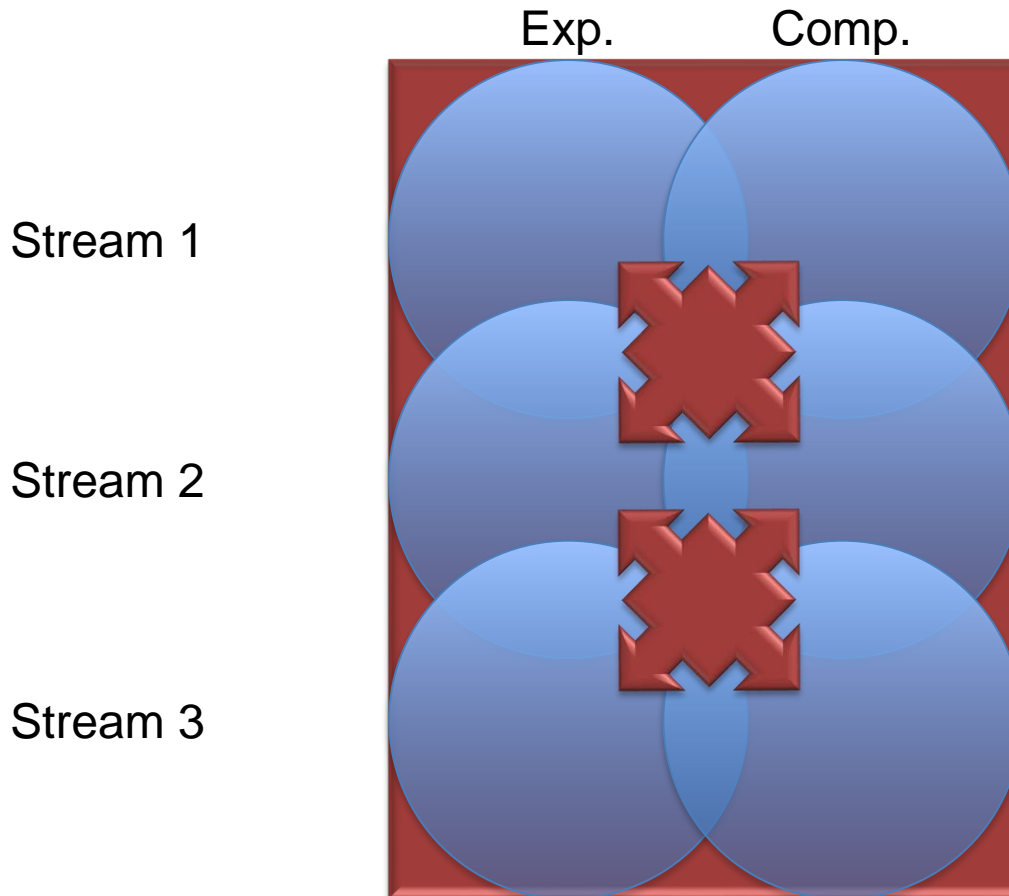


A nationwide network of volunteer-led after school coding clubs for children aged 9-11

```
>welcome to  
>barclays  
>code  
>playground  
✓
```



# Software as a force multiplier



For example...



## In conclusion...

- A graduated build-up cuts the funding-lag substantially
- Existing infrastructure and resources can be applied to generate really great results
- Intelligent use of software tools makes a virtue of a necessity
- Getting a research mind-set into students early makes life much easier

# Managing the teaching and research balance

Duncan Casey

Liverpool John Moores University

[d.r.casey@ljmu.ac.uk](mailto:d.r.casey@ljmu.ac.uk)