

# Chapter 20. Confessions of a Full-time Professor/Part-time Researcher

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Sunday March 3rd

3:05 pm, EDT

I've been at my computer all weekend preparing for a "Jr. Researcher" Seminar that I will attend during Spring Break. Well, that's not true. I spent Saturday reviewing essays and preparing a B term course that will start the Monday after Spring Break. Preparation for the seminar includes doing some reflective writing about my methodological choices and sending that off to the facilitators by the deadline—today. I put this off until after reviewing essays and setting up the course because I thought it would be a simple task. I'm studying my own classrooms, and I spend so much of my time there. How is reflecting about my methodological choices so hard??

## 6 something

I'm really regretting not working in the office today because I have a map of my research plan in a binder on my bookshelf that may make what I'm doing today easier. I also regret putting this off because I will have no time this week to do anything not related to work, and work does not include research. I'm an Associate Professor at a State College with a 3/3 teaching load and a 2/2 release to facilitate a professional development program for faculty. I also teach part-time at another local institution.

## Sometime after 8

Queue existential crisis.

I've spent the entire day trying to reconnect to my research methodology. I started collecting data last semester. I wrote the IRB proposal the Spring Semester before that, which is more than a year ago from today, but how can I remember so little? I've been reading about mixed-methodology and reviewing scholarship that I'm sure I used as models, yet I still can't answer the questions. Did I even set up the study correctly if I can't seem to remember how to do it now? Are the concerns I have about the study now related to a shoddy set up? Do I even understand triangulation or validation or why I'm using mixed methodology?

Tuesday, March 12th

2:07 pm, CET

I'm on a train from Paris to Lille, France, finishing the assigned pre-seminar readings. My son, who is my travel companion for this "work" trip sees the title of the article that I'm reading and half jokingly, half seriously says "I know you love your job, but is 'passions in empirical qualitative research' even a thing?" It really is:).

2:36 pm, CET

After a week of severe imposter syndrome, I'm now remembering how thorough I was with planning the study—how thoughtful I was with methodological choices. I can see why I chose to collect the kinds of data that I'm collecting and the way it all works together to answer my questions. Ok. I'm a researcher.

But first: I'm a teacher. I want the best for my learners, who happen to be my participants as well. I realize in this moment that my positionality as a full-time teacher, part-time researcher changes as priorities shift but always comes from a passion for doing research to improve the learning experience.

I've finished my pre-seminar reading with time leftover to enjoy the view. And still, there's a pang of guilt for spending a precious train hour reading and writing about my research instead of reviewing the student essays I've had for more than a week.