

Reading, writing and retreating: The step forward

Abstract

Much of higher education research is focused on the student experience. Particular emphasis is given to employability in an international context. Little time is spent however in the preparation of academics for their increased employability prospects including promotion and advancing an international career profile.

Academic institutions owe its academic employee's opportunities to address all levels of the teacher-researcher role. To date strategies have focused on the 'how to' teach and the 'how to' research without adequate consideration of the time constraints, family commitments and large teaching and supervision workloads to achieve the full spectrum expected of an academic. This issue may be compounded by the high level of females in the lower levels of academic employment ranking.

This paper discusses the importance of providing a scheduled writing retreat to give academics the time to relax and time to think about the writing task at hand. This approach, adopted by the FCHS in 2011 provided this opportunity as a writing retreat. This retreat supported and guided self motivated academics from five schools within the faculty to have time to think and write. This paper will discuss the experiences of the academics and the outcomes from this approach.