The Future Is Here

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Project Management

Administration
- Budgets
- Subcontracts
- IRB/IACUC
- Resources

Leadership
- Building a Team
- Collaboration
- Consultants
- Project Mgt

Dissemination
- Time Management
- Writing
- Presenting
- Publishing
- Reporting
- Data Mgt

Research Productivity
Take-Aways

Time Management and Writing Plan
Publications, Presentations and Outlets Plan
End of grant reports, data archiving, and public access plan
(Public engagement/broader impacts plan)
• Take 1 minute and ...

• List the **most urgent** tasks you need to accomplish in the next week *(consult your calendar, email, etc)*
  
  • How much time each will take?
  • In what order will you attend to these?
  • Why did you choose that order?

• Find (or make) a friend at your table and discuss
Will I Ever Publish Again?

• New demands of a grant
  • A research team
  • A budget
  • Dealing with funding institution
  • Working with collaborators
  • Along with your “regular” responsibilities

• All of these stand in the way of ...YOU AND YOUR WRITING.

• Keep your writing on track
  • Look at the list you just made of urgent tasks, how much time does that leave for writing next week?
  • Time is your most precious resource
What’s most important?

• Take 3 minutes and write out what are your most important goals for the coming week – what do you dream of accomplishing?

• Compare this list against your urgent list from earlier.

• Talk to your buddy, what do you conclude?
IMPORTANT URGENT

HOW PI'S GET LOST
The Eisenhower Matrix

- **Urgent** tasks feel like they need immediate attention. They often put us in a *reactive* mode.

- **Important** tasks contribute to our long-term mission, values, and goals.

- **Where do you spend most of your time?**

<table>
<thead>
<tr>
<th>Urgent</th>
<th>Not Urgent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Important</td>
<td>1. <em>Do First!</em></td>
</tr>
<tr>
<td></td>
<td>Deadlines for grants,</td>
</tr>
<tr>
<td></td>
<td>conferences, publishing</td>
</tr>
<tr>
<td></td>
<td>Lab management &amp; crises.</td>
</tr>
<tr>
<td></td>
<td>Teaching &amp; advising.</td>
</tr>
<tr>
<td></td>
<td>2. <em>Schedule!</em></td>
</tr>
<tr>
<td></td>
<td>Research, writing,</td>
</tr>
<tr>
<td></td>
<td>planning, reporting,</td>
</tr>
<tr>
<td></td>
<td>public engagement</td>
</tr>
<tr>
<td></td>
<td>3. <em>Delegate!</em></td>
</tr>
<tr>
<td></td>
<td>Administrative work,</td>
</tr>
<tr>
<td></td>
<td>phone calls, texts,</td>
</tr>
<tr>
<td></td>
<td>emails, meetings</td>
</tr>
<tr>
<td></td>
<td>4. <em>Don’t Do!</em></td>
</tr>
<tr>
<td></td>
<td>Time wasters (Facebook,</td>
</tr>
<tr>
<td></td>
<td>news, online shopping)</td>
</tr>
</tbody>
</table>

- **Important** tasks contribute to our long-term mission, values, and goals.
That which is most urgent is rarely the thing that is most important

If we don’t set an agenda for ourselves and our goals, other people will do it for us.

It's up to you...
Make time to write EVERY DAY

• Writing should get the same priority as sleeping, eating, teaching
  • Schedule it in and treat it as an unmovable meeting
  • During writing time, turn off distractions (email, phone, social media)

• But don’t scholars need long, uninterrupted blocks of writing time?
  • The idea that you have to clear the deck before you can write is a recipe for disaster
  • Research shows that writing in shorter increments leads to greater productivity
    • Keeps you closer to the material
    • Keeps your engaged with the issues and allows for speedy re-entry in next writing session
    • Research shows daily writing, even if only 15 minutes a day, leads to publication success

• Give yourself specific writing tasks and time blocks
  • Don’t just say “Work on my AJS article on Tuesday”
  • Do say “Write the 350 word abstract between 10-10:25 am Tuesday”
  • RIGHT NOW! Pull out your calendars and put in 2 writing blocks for next week
  • For each of those 2 blocks, assign yourself a concrete, achievable task
Dissemination Planning

• How is dissemination different from publishing?

• Why do we "disseminate" our research?

List at least 5 different ways to disseminate your work in your field.

Share with your table. Was there anything you didn't think of?

- Conference presentations
- Journal articles
- Blogs
- Podcasts
- Twitter
- ArXiv, BioRxiv
- Videos
- OpEds
- Writing for clinicians in translatable way
- Teaching
- Newsletters
- University press office
- Websites/Blogs
- Expert testimony
- Patents
- Research Gate
- Science Night
- Dept Seminars
- Proceedings
- Your email signature
- Teaching fellows (TIDE etc)
- Talks to professional organizations/societies
- Workshops for public
- Targeted sharing to chair, dean, in field
- Academic board meeting
- Organize focus/special session
- Symposia
Dissemination Planning

Using the list of dissemination methods, how will you disseminate your research over the next year? Over 3-5 years of the grant period?

<table>
<thead>
<tr>
<th>Type of Dissemination</th>
<th>Venue/Target Date</th>
<th>Team Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min Presentation</td>
<td>APS March Meeting, March 2020</td>
<td>graduate student</td>
</tr>
<tr>
<td>Methods article</td>
<td>Biophysical Society Journal</td>
<td>graduate students, postdocs, PIs</td>
</tr>
</tbody>
</table>
Keeping Track - Reporting

What does your granting agency require?
- Weekly? Monthly?
- Annual reports?
- End of term report?

Will they contact you? Remind you?
Or do you have to keep track?

What do they want to know?

The annual project report for the award referenced above is NOW DUE. Please login to Research.gov to prepare and submit the annual project report as soon as possible (https://reporting.research.gov/fedAwardId/1817926).

As stipulated in the applicable award terms and conditions [NSF Agency Specific Requirements to the Research Terms and Conditions or other applicable terms named in the NSF award notice], the award referenced above requires the submission of an annual project report at least 90 days prior to the end of the current budget period.

Please note that interim reports do not qualify as annual reports and do not fulfill the annual report submission requirement.

Failure to submit timely reports will delay NSF review and processing of pending proposals for all identified PIs and coPIs on this award. It will also delay processing of administrative actions, including, but not limited to, no cost extensions. In the case of continuing grants, failure to submit timely reports may delay processing of funding increments.

Please DO NOT REPLY TO THIS MESSAGE. This e-mail was sent from an address that cannot accept incoming e-mail. If you have any questions about this project report, contact the Program Officer listed above.
YEAR ONE GRANT REPORT DUE

I PROMISED TO DO WHAT????
Keeping Track - Reporting

What do they want to know?

How will you keep track?
How will you get the information?
Who needs to give you the information?
End of grant reports

• Final reports are due at close of grant
  • Financial statements
  • Project activities
  • Results and impact
  • Lessons learned
  • Future plans and sustainability

• Besides being a dreaded requirement, how can reports
  1. Synthesize and showcase the accomplishments of the project?
     *Organize by goals, decide on indicators from the outset, track progress for each.*
  2. Lay the groundwork for the next proposal?
     *Reveal new questions, surprising findings, and constraints of current timeline/budget.*
  3. Help PI’s reflect on successes and failures to improve the next project?
     *Tracking progress in real time allows for course corrections on the fly, and reveals limitations beyond scope of current work (rather than mismanagement!).*
Advice: Start Preparing Final Report at the Beginning of the Grant

• Get aligned from the start: from proposal to final report, take time to develop reporting questions (consult funder's website), including performance indicators to track throughout.
  • What are the goals and indicators of progress for your first year? Subsequent year?

• Assemble your team: the PI is responsible for reports, but it takes a team to assemble a compelling report. Break down reporting areas into stages and ask team members to track their progress.
  • Who on your team is responsible for what component of each goal?
  • Where can they report activity/progress on a monthly basis?

• Craft report as you go: for yourself and your team, track indicators and progress throughout grant period.
  • Use these data to identify bottlenecks, neglected commitments, and successes.
  • This allows for learning, strategic pivots and project revisions in real time.
Rapidly Evolving Policies for Public Access

- Public access based on global trends & standards, funder mandates
  - Office of Science and Technology mandate (2013); OPEN Government Data Act (2018)
  - Europe's "Plan S"
  - FAIR data – Force11
  - Other policies – journals, Universities

- Policies apply to publications & data (may include code, curricular materials, or other artifacts and ephemera!)
Planning for public access

Identify what you want to happen at the end of your project and work towards today

Many have a Data Management Plan as part of grant...
  ... what have you agreed to do? When, where, under what circumstances? And what do you need to be successful?
  ... how do you intend to keep your DMP updated?
  ... what agreements do you need to make ahead of sharing data?

Per University guidelines, you are the steward of your data.
Planning for public access

If your field has established data sharing standards:
What are the standards in your field for sharing data?

If your field does not have data sharing standards:
How could you access the data from a peer?
What would be useful for sharing data in your field?
Ideas to ensure long-term access to data

Every case is unique, but certain set of standards that facilitate use & reuse for long term relevance and access, e.g.:

- Include detailed, high-level documentation about your data and code (i.e., metadata):
  - authors and contact information
  - directory of files including filename and description
  - data description, including number of variables, missing code symbols, variable lists, etc.
  - methods and/or equipment specific information (QA processes, type of software, code)
  - grant information
- Select filetypes that are suited for long-term reuse (e.g., non-proprietary, open source)
- Licensing data for ease of re-use (CC-BY is a well-adopted standard)
Resources & where to get help

Libraries & librarians --

• Specifically trained to think of long-term use of information
• Long history of ensuring public access to information and curating that information; expertise in good practices
• Connections to campus resources, regional resources, and beyond
• Mission to capture scholarly content of campus for purposes of sharing and protection – largely through Repositories (at UMass: Institutional Repository, ScholarWorks)
  • (Slightly different from Archives – where focus is typically on capturing history of the University and mission-based initiatives; e.g., @ UMA, social justice & social change, histories of New England, & impact of innovation & entrepreneurship)
Thank You

We will review the cards and follow-up
Please contact us if we can be of help on specific questions.
Public Engagement/ Broader Impacts

Advice adapted from Lee Badgett’s “Public Professor” scholarship

• **Follow scholarly rules**: your expert engagement emanates from your peer-reviewed articles, books, and grants.

• **Play with the players**: identify key activists, decision-makers, community leaders, think tanks, and policy-makers and join their teams, events, and boards. Participate in the fields where you want to have an impact.

• **Reach diverse audiences and make your message accessible**: meet people where they are, through op-eds, trade publications, public talks, twitter, and social media. Don’t use jargon and don’t pontificate. Tell a story.

• **Build a broad professional network that includes non-academics**: Cultivate media contacts, journalists, law-makers, activists, business people. They spread your message and get you access.
Pathways to Public Engagement

• Don’t go it alone!
  • https://www.umass.edu/pep/

• Brainstorm: What’s your path?
  • 3 outreach activities
  • 3 teams to join and/resources to contact
  • 3 network contacts to make
  • 3 venues
Resources

• Getting Things Done (book and app)