Professional Development Calendar

- Hanover Consulting – review and provide feedback on federal agency proposals
- NIH R01 Bootcamp- mentored proposal development for an R01 submission
  - Fall 2022 program – applications due April 26th
- GWSW: NIH Fall Workshop & Spring Writing Series for a NIH proposal
- Meg Bouvier Medical Writing – On-demand, online videos about NIH proposal mechanisms
- “Proposal Resources” @ vpr.tamu.edu/rds
LARGE AND MULTIDISCIPLINARY PROPOSAL SUPPORT

RDS assist with idea development and proposal planning and/or project management throughout the proposal development process. Specific assistance might include a combination of the following:

**COORDINATION & PLANNING**
- Why do it all yourself?
  - Provide solicitation analysis
  - Proposal development planning
  - Organize brain storming sessions
  - Facilitate proposal team meetings

**DOCUMENT ASSISTANCE**
- Too many documents / not enough time?
  - Provide agency specific templates and guidance
  - Document collection, coordination, and compliance
  - Assistance with the visual appeal of the proposal

**WRITING & EDITING**
- Need a fresh pair of eyes?
  - Provide suggestions to increase the power and clarity of key messages/themes
  - Edit and format for consistency
  - Finalize/polish final documents

**DOCUMENT REVIEW**
- Ready for the final push?
  - Provide comments on the focus, organization, and development of preliminary drafts
  - Organize and facilitate proposal reviews that include both internal and external reviewers

---

**External Consultants**

To provide additional assistance, RDS established a process to hire external consultants to provide additional proposal support services that includes Internal Review, Red Team Reviews, Consultations, etc.

**Specializing in Physical Sciences**
- The Implementation Group
- Urban Venture Complete

**Specializing in Health Sciences**
- Hanover Research
- McAllister & Quinn
Multidisciplinary Funding Opportunities
• Highlights a selection of multi-investigator external funding opportunities
• Distributed in a bi-weekly basis
• Contains new and upcoming, forecasted, and COVID-19 grant opportunities
• Is now a consolidated newsletter with TEES to reduce duplication

Research Development Insider
• Disseminates research funding news and updates
• Provides information and resources for faculty to be successful
• Shares proposal development tips and tricks
• Promotes Professional Development initiatives available to faculty
Early Career Faculty Program

Targeted Programs

• Nat’l Science Foundation Early Career Faculty Development Program (CAREER)
• Dept. of Energy (DOE) Early Career Research Program
• Air Force Office of Scientific Research (AFOSR) Young Investigator Program
• Office of Naval Research (ONR) Young Investigator Program
• Defense Advanced Research Programs Agency (DARPA) Young Faculty Award

Assistance to Faculty

Group
• Workshops
• Broader Impacts Expo
• Webinars
• Writing Groups
• Mock Review Expert Panels

Individual
• Consultations
• Develop a Proposal Plan
• Identify initial agency program fit
• Contact the program officer
• Strategic Review of proposal drafts
• Help interpret reviews

• Collaborations with Texas A&M University System National Labs Office and Texas A&M Engineering Experiment Station (TEES) Research Development Office
## RDS Contact Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jorja Kimball, Ph.D.</td>
<td>Executive Director</td>
<td><a href="mailto:jkimball@tamu.edu">jkimball@tamu.edu</a></td>
</tr>
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<td>Director, Multidisciplinary Proposal Development</td>
<td><a href="mailto:cgjongsma@tamu.edu">cgjongsma@tamu.edu</a></td>
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<td><a href="mailto:seyre@tamu.edu">seyre@tamu.edu</a></td>
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</tbody>
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FACULTY REPUTATION: SYSTEMS, SERVICES, AND INITIATIVES

DR. BRUCE HERBERT
OFFICE OF SCHOLARLY COMMUNICATIONS
STRATEGIES TO ENHANCE YOUR REPUTATION

- Craft Your Narrative
- Build Your Digital Identity
- Make your work accessible
- Justify your narratives with metrics
SCHOLARS@TAMU

Enhancing Your Digital Identity

http://scholars.tamu.edu
Recent Scholars@TAMU Updates

- Improved handling of conference papers
- UN Sustainability Goals
- Data reuse for Interfolio Faculty 180 annual reporting
- Curated digital works – manuscripts, data, models
- Exploring
  - Representing shared research facilities
  - Automated tweets announcing new research publications
  - Data dashboards – VPR’s Office and department heads
Metrics & Reputation: Most-cited Faculty at TAMU
Web of Science
Highly Cited Researchers

Google Scholar

https://scholar.google.com/citations?view_op=vie
w_org&org=8597344877261034358&hl=en&oi=io
Our vision: To advance practical and robust approaches to research assessment globally.

https://sfdora.org/
Leiden Manifesto

https://www.nature.com/articles/520429a
(Re)Claiming Your Narrative

“The personal statement ... is your opportunity to make your own case. The statement communicates a quick sense of whether you know who you are, where you’ve been, and where you’re going in your career.”

Texas A&M Tenure & Promotion Guidelines

http://www.aaup.org/reports-and-publications/academe
Best Practices for Use of Scholarly Impact Metrics

Developing a Narrative About Scholarly and Creative Impact

We often have to develop a narrative of the impact of our scholarly and creative work for a dossier for tenure or promotion, grant proposals, or for an academic program review.

A scholarly impact narrative is a concise statement that explains the quality, productivity over time, and impact of your scholarly or creative work. The narrative often reports on your past accomplishments, present activities, and future plans. For instance, an impact narrative needed for your tenure and promotion dossier.

"...it is your opportunity to make your own case. The statement communicates a quick sense of whether you know who you are, where you've been, and where you're going in your career."

"...the personal statement provides context for your achievements beyond what is visible on the c.v., showing that they fit into a meaningful plan for your development as a scholar, teacher and university citizen."

It should provide an interpretation of your work and go beyond simple reiteration of the content of your vita. The statement, in conjunction with the CV, should provide evidence that significant research ideas and research activities are coming to fruition and that there is evidence of future promise.

Evaluating Your Scholarly Impact

Citation analyses and other bibliometric methods help justify your scholarly impact narrative by providing evidence of three characteristics of scholarship: scholarly output, scholarly impact, and the nature and

https://hdl.handle.net/1969.1/156054
Context to Metrics: Qualitative Assessment of Citations

- Consistent citation through corpus
- Citation through time
- Who is citing your work?
  - (Famous) people
  - Transdisciplinary
  - Global
- Read and synthesize what others say about your work
Multidimensional Impact metrics: Thinking Beyond Citations

- **Field citation ratios** (Dimensions): a normalized citation rate where citations are compared to the mean of citations of publications in the same discipline.

- **Alternative metrics** (Altmetric Explorer): societal engagement with research on social media, newspapers, Wikipedia, and government reports that show impact on policy.

- Library purchases of **monographs** (WorldCat)

- Are you reaching the next generation? **Citations on syllabi** collected from US institutions identified through the Open Syllabus Project ([https://opensyllabus.org/](https://opensyllabus.org/))
REQUEST A CONSULTATION

- Dr. Bruce Herbert, Director
  Office of Scholarly Communications
  beherbert@tamu.edu

- Information sheets:
  https://oaktrust.library.tamu.edu/handle/1969.1/193334
Empowering Faculty Teaching and Student Learning Through Open Educational Resources

Dr. Bruce Herbert, Director
Office of Scholarly Communications
Texas A&M University
Is TAMU Educating A “Broad Segment” of Texas?

### ACCESS
What kind of students attend Texas A&M

<table>
<thead>
<tr>
<th></th>
<th>IN TEXAS</th>
<th>AMONG HIGHLY SELECTIVE PUBLIC COLLEGES</th>
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<tbody>
<tr>
<td>Median family income</td>
<td>$130,900</td>
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</tr>
<tr>
<td>Average income percentile</td>
<td>76th</td>
<td></td>
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<tr>
<td>Share of students from top 0.1%</td>
<td>&lt;1%</td>
<td></td>
</tr>
<tr>
<td>...from top 1%</td>
<td>4.2%</td>
<td></td>
</tr>
<tr>
<td>...from top 5%</td>
<td>23%</td>
<td></td>
</tr>
<tr>
<td>...from top 10%</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>...from top 20%</td>
<td>59%</td>
<td></td>
</tr>
<tr>
<td>...from bottom 20%</td>
<td>4%</td>
<td></td>
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</table>

NY Times using data from Dr. Ray Chetty, Opportunity Insights, Harvard University


Social Mobility of Texas A&M Students

**MOBILITY**

Share of students at Texas A&M who ...

- Moved up two or more income quintiles: 13%
- Moved from the bottom to top income quintile: 1.4%

NY Times using data from Dr. Ray Chetty, Opportunity Insights, Harvard University
Figure 1: Estimated Increases in New College Textbook Prices, College Tuition and Fees, and Overall Consumer Price Inflation, 2002 to 2012

Percent increase since 2002


$1,207

Average student budget for books and supplies for the 2013-2014 academic year

THE GREAT DIVIDE
May 12, 2013, 9:09 pm
673 Comments

Student Debt and the Crushing of the American Dream
By JOSEPH E. STIGLITZ

A CERTAIN drama has become familiar in the United States (and some other advanced industrialized countries): Bankers encourage people to borrow beyond their means, preying especially on those who are financially unsophisticated. They use their political influence to get favorable treatment of one form or another. Debts mount. Journalists record the human toll. Then comes bewilderment: How could we let this happen again? Officials promise to fix things. Something is done about the most egregious abuses. People move on, reassured that the crisis has abated, but suspecting that it will recur soon.
Students say they decided against buying a textbook because the cost is too high

Source http://www.uspirg.org/reports/usp/fixing-broken-textbook-market
Students say they have at some point taken fewer courses due to the cost of textbooks

You can’t learn from materials you can’t afford
We can do better.
OFFICE OF SCHOLARLY COMMUNICATIONS
Texas A&M University Libraries

OPEN
EDUCATIONAL RESOURCES
Hewlett Foundation Definition:

“OER are teaching, learning, and research resources that reside in the public domain or are released under an intellectual property license that permits their free use and repurposing by others”
The “5R” Permissions

- **Retain**: Make and own copies
- **Reuse**: Use in a wide range of ways
- **Revise**: Adapt, modify, and improve
- **Remix**: Combine two or more
- **Redistribute**: Share with others

See [www.opencontent.org](http://www.opencontent.org) for full definition.
Open Licensing

Uses copyright to enable free sharing and reuse
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Texas A&M University Libraries

creativecommons
(easy-to-use open licenses)
www.creativecommons.org
Potential Impact of OERs…..

- for our students
- for your teaching (and research!)
- for your career
Library OER Programs Improve Texas A&M’s Affordability
OFFICE OF SCHOLARLY COMMUNICATIONS
Texas A&M University Libraries

We Can Do Better...

Texas A&M’s Student Success Initiative

Increase 1st year retention for full-time, first-time-in-college students from 92% to 95%

Increase four-year graduation rates from 56% to 65%
Increase six-year graduation rates from 82% to 85%

Decrease achievement disparities

https://studentsuccess.tamu.edu/About-Us/Student-Success-Initiative
Enhancing the Design of Gateway Experiences (EDGE) Program

- Focus on required, high enrollment courses
  - Gateways for remaining in a major
  - Bottlenecks for student success
- Faculty driven course redesign
- Implement improved advising system
- (Some) Adapt/author OER

New OERs from Texas A&M

Authored OERs for Business Math course sequence

https://oaktrust.library.tamu.edu/handle/1969.1/188687

Adapted OpenStax OER for Intro BIOL course sequence

https://oaktrust.library.tamu.edu/handle/1969.1/166558
Library Support of Enhancing the Design of Gateway Experiences (EDGE) Program

- Focus on required, high enrollment courses
- (Some) Adapt/author OER
- Direct Improvement in student success metrics
- Currently Working with HIST

Introductory Biology 111 – D/F/W Grades
Pre- & Post Comparisons

<table>
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<tr>
<th>TERM</th>
<th>N</th>
<th>OVERALL</th>
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<th>FG</th>
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<td>36%</td>
<td>29%</td>
<td>29%</td>
</tr>
<tr>
<td>2019C</td>
<td>2,000</td>
<td>15%</td>
<td>20%</td>
<td>22%</td>
<td>20%</td>
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</table>
2021 Texas A&M Sustainability Champions Team Award for ENGL 210 OER.
Librarians: Sarah LeMire and Kathy Anders; English Department: Claire Carly-Miles, Gia Alexander, Kimberly Clough, James Francis, Matt McKinney, Nicole Hagstrom-Schmidt, Kalani Pattison.

2020 ACRL Instruction Section Innovation Award for OER integrating information literacy and composition into the ENGL 104 curriculum.
Librarians: Sarah LeMire and Kathy Anders; English Department: Terri Pantuso

2022 Provost Academic Professional Track Faculty Teaching Excellence Award
English Department: Terri Pantuso
Take Home Message: OERs represent... An effective way to enhance student success
Can synergy between your research and teaching
Thank you

Dr. Bruce E. Herbert,
beherbert@tamu.edu