



Being a researcher now

WORKBOOK - RED EMCR intensive
JULY 2020

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INTRODUCTION

WELCOME to the mid-year Early and Mid Career Researcher development intensive! Our theme for this intensive is “Being a researcher now” and it addresses the challenges of this particular COVID time for our research and ourselves.

The priorities for every RED intensive program are to provide education, development, networking, and career-building opportunities for La Trobe researchers. As a 3-day development opportunity, the content and activities build across the days and it is best experienced as a whole.

We cultivate an informal, friendly atmosphere, and strongly encourage you to be curious, open, and considerate.

General rules of engagement for the EMCR intensive:

- **This intensive is not a spectator sport.** Participate in discussions and practice [active listening](#) as much as you can - these skills are crucial for effective communication and further developing your leadership skills.
- **Be open to other perspectives.** This intensive will bring together academic staff from many Schools, disciplines, career stages, and types of roles. Getting to know how other colleagues work, and what their local research contexts are like, will build your ability to understand how the institution - and the broader research sector - works.
- **We are in a Zoom world now, and this means specific things for online engagement:**
 - **Ensure you have a working microphone and webcam** as the intensive will involve significant discussion and engagement time with facilitators and peers in smaller groups. Here’s a good overview of how our team’s [Zoom protocols](#).
 - **Networking online is challenging for many** - be patient, expect some glitches, and know that it is possible and can be very effective.
 - **Note:** This is not an event in which you can participate effectively via your phone.

How to use this workbook

This workbook is your living document for the intensive. It contains the:

- Program
- Session and panel information
- Instructions and links for session activities,
- Intensive worksheets, and
- A final page for your next steps.

Treat it as your personal notebook for the thoughts, connections, and ideas that may be generated over the next three days.

We hope you will take advantage of the opportunities this intensive can bring!

PROGRAM - EMCR intensive

DAY 1 - TUESDAY	DAY 2 - WEDNESDAY	DAY 3 - THURSDAY
<p>10am Open / Welcome</p> <p>10:15-12pm Where we are as researchers</p>	<p>10-12 Research strategy - inside and outside</p> <p>Session guests:</p> <ul style="list-style-type: none"> ● Prof Nick Bisley ● Prof Miranda Rose ● Prof Ashley Franks 	<p>10-12 Grants - during and post-COVID</p> <p>Session guests:</p> <ul style="list-style-type: none"> ● Research Office Grants Team
<p>12:00-1:30pm LUNCH</p>	<p>12:00-1:30pm LUNCH</p>	<p>12:00-1:30pm LUNCH</p>
<p>1:30-3:00 Re-orienting your research?</p> <p>Session guests:</p> <ul style="list-style-type: none"> ● Dr Jillian Garvey ● Dr Tiffany Howell ● Prof Meg Morris 	<p>1:30-3:00 Dealing with COVID ROPE - the track-record question</p> <p>Session guests:</p> <ul style="list-style-type: none"> ● Prof Robyn Murphy ● Prof Sue Martin ● Prof Andy Hill 	<p>1:30-3:00 New modes of research and networking - what might this look like?</p> <p>CLOSE: What now / next actions?</p>

Your facilitators:

Dr Tseen Khoo is a Senior Lecturer in the Research Education and Development (RED) team, La Trobe University. She has written on research funding issues, early career researcher experiences, alternative academic streams, and racial diversity issues in Australia. Tseen created and runs the internationally recognised research development and research culture blog, [The Research Whisperer](#) (with Jonathan O'Donnell [UniMelb]).

Dr Jeanette Fyffe is the Manager of the RED team, and has extensive experience as a researcher developer and scholar in critical university studies. She has an enduring interest in supporting researchers (particularly PhD students) to be proactive in their professional development and involved in developing their surrounding research culture. Jeanette is a founder of the 'Idea of the University' scholarly reading group.

Dr Wade Kelly is the Senior Coordinator for the Research Office's Research Impact team, and his doctoral research focused on how and why universities and academics engage with communities. Wade's Masters and Bachelor degrees are in education and he has worked as an eLearning Specialist and Instructional (Educational) Designer. He has facilitated flagship university research events such as the Research Rumble, and is a nerd boss for [Nerd Nite Melbourne](#).

SESSION 1: Where we are as researchers

The year so far has been challenging, and we know that COVID restrictions have affected everyone in different ways. We've been forced to do our work in remote, often isolated, modes that present their own difficulties. In the midst of all this, we know there are surprises and opportunities that have arisen.

This session focuses on orienting ourselves and our contexts as researchers and examining our particular priorities. It is also a chance to meet new colleagues and clarify your own reasons for being at the intensive.

WHO ARE WE? Here's [the gallery of attendees so far](#) (on Padlet) - feel free to add yourself if you haven't already.

ACTIVITY

This first session is all about getting to know who's in the room with us and providing our own experiences of this time so far.

2 ROUNDS of BREAKOUT ROOMS:

1st ROUND, AS A GROUP:

- **Meet everyone.** Each person giving themselves a short introduction, sharing name/role/discipline/research areas - about 3-5 mins each.
- **Why are you here at the intensive, and what do you hope to get out of it?** Share your reasons with each other as a group discussion, then [drop them into this shared digital whiteboard](#) (Google Jamboard). You can include your name or be anonymous.

[Feel free to make notes here, for your own reference]

2nd ROUND (different breakout room group)::

- **AS A GROUP, meet everyone** - quick version (10 mins total)!
- **SOLO activity for 5 mins:** Find an image that represents how you're feeling about your research.
- **EACH PERSON to group:** [Share your image on the Jamboard](#) again (see pages 4 onwards) and explain why you chose it (about 5 mins each).

[Feel free to make notes here, for your own reference]

SESSION 2: Re-orienting your research?

This session focuses on how research plans and programs may have been disrupted by the COVID context. We have invited this panel of speakers to address the following kinds of questions:

- What kind of change/accommodation did you have to make in your areas of research?
- What does this mean for your research program overall?
- Do you have any suggestions for other researchers who are facing similar kinds of obstacles?

SESSION GUESTS:

- **Jillian Garvey** is a Tracey Banivanua Mar Research Fellow in the School of Humanities and Social Sciences with research specialisation in the area of late Quaternary Australian Indigenous Archaeology.
 - **Tiffany Howell** is a Research Fellow in the School of Psychology and Public Health with research interests in dog behaviour and cognition, human-animal relationships, and animal welfare.
 - **Meg Morris** is a Professor in the School of Allied Health with research interests in movement rehabilitation, implementation science and exercise for people with chronic diseases.
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ACTIVITY

BREAKOUT ROOMS: This activity has 2 parts.

PART 1 - EACH PERSON share their thoughts on these questions with their group:

1. Which aspects of the speakers' presentations resonated for you?
2. What are your current priorities with your research program, and have you had to change your plans?

[Feel free to make notes here, for your own reference]

PART 2 - After each person has shared responses to Questions 1 and 2, AS A GROUP, discuss:

What kind of support (if any) you would find helpful with re-orienting your research? Think about the level at which these might be most usefully provided (e.g. more methodological advice/School level; tailored grants advice/research group level).

NOMINATE someone to take notes for the group using this template:

<GROUP NUMBER>

Group names: <Firstnames of group members>

Support that would be helpful:

- <Type of support / level at which it would be offered> (e.g. more methodological advice/dept level)

AT THE END OF THE SESSION, CUT'N PASTE YOUR GROUP'S NOTES TO [THIS SHARED DOCUMENT](#) (Google doc).

SESSION 3: Research strategy - inside and out

This session focuses on what the research landscape looks like at La Trobe and for the broader sector. We have invited this panel of speakers to address the following kinds of questions:

- What is the research landscape in the near future?
- What stays the same - what has changed?
- Each speaker has a particular leadership role - what is their view from these different perspectives as a Head of School, the Director of a Centre for Research Excellence, and a PVC (Research capability)?

SESSION GUESTS:

- **Nick Bisley** is the Head of the School of Humanities and Social Sciences and Professor of International Relations.
 - **Miranda Rose** is the Director of the Centre for Research Excellence in Aphasia Recovery and Rehabilitation and a Professor in the School of Allied Health, Human Services and Sport.
 - **Ashley Franks** is the Pro Vice-Chancellor (Research Capability) and a Professor in the School of Life Sciences.
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ACTIVITY

BREAKOUT ROOMS:

AS A GROUP, and considering the panel's talks, discuss what your thoughts are on the following questions:

- How is your area of research going in the current context?
- What career opportunities or issues may come up for you in the next few years?
- What are some of the ways you might prepare for upcoming career challenges?

[Feel free to make notes here, for your own reference]

ON YOUR OWN, reflect on the group discussion you've just had and the panel's talks, and record your thoughts on the table (for your own reference only):

SESSION 3 WORKSHEET: YOUR RESEARCH PRIORITIES

<p>What is the work that you want to keep doing, no matter what?</p>	
<p>Which aspects of your research do you find most satisfying - why?</p>	
<p>If opening up employment options are a priority, what kinds of things might you want to do, and who may you need to talk to?</p> <p>What is the timeline for this?</p>	

SESSION 4: Dealing with COVID ROPE - the track-record question

This session focuses on research track-records and, given the effect that the COVID will have on most researchers' CVs, some of the ways we may constructively talk about career narratives.

We have invited this panel of speakers to address the following kinds of questions:

- What is a good way to represent the kinds of experiences people have had during this time of crisis (and potentially beyond)?
- How might the narrative be usefully told?
- Everyone will be talking about COVID-related setbacks - what are forward-looking ways to talk about track-record with these considerations in mind?

SESSION GUESTS:

- **Robyn Murphy** is a Professor in Biochemistry and Genetics, and Associate Head of the School of Life Sciences.
 - **Sue Martin** is a Professor of English in the School of Humanities and Social Sciences. She was Associate Pro Vice-Chancellor (Research) for the College of ASSC (2015-2019).
 - **Andy Hill** is Associate Provost - Research and Industry Engagement for the College of SHE. He is a Member of the ARC College of Experts and Professor of Biochemistry and Genetics.
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ACTIVITY

ON YOUR OWN: Take 10 mins to prepare a short (5 min) story about your research career trajectory - think of it as part of a pitch to a granting body. It can be a straightforward talk or accompanied by a drawing or other image to help tell your story. No need to overthink it, and you don't need to be comprehensive!

Feel free to make notes here, for your own reference.

BREAKOUT ROOMS:

EACH PERSON presents their story to the group. Please nominate a timekeeper for the group (or people can take turns) so that everyone gets their 5 mins!

SESSION 5: Grants - during and post-COVID

This session focuses on the topic of funding and grants, looking in particular at the kind of climate researchers may be facing during and post-COVID.

We have invited the Grants Team to discuss funding-related topics such as:

- What has changed or what stayed the same in the area of funding?
- What's involved if you need to extend the project, delay other milestones, or change what can be done?
- What kinds of areas will be prioritised in funding schemes?
- How is the grants pipeline happening in our socially distanced context?

SESSION GUESTS:

- **Research Office GRANTS TEAM** - Deepa Balakrishnan (Manager), Catherine Hayden, Jarrad Cogle, Sonja Tesanovic Kljajic, Georgina Caruana, Rachel Kennedy, Leah Kivavali.

ACTIVITY

BREAKOUT ROOMS - ECR / MCR:

GROUP discussion with a grants team members for more specific conversation about researchers' grant-planning processes and funding scheme options.

The team presented [these slides](#) in the first iteration of the intensive and we've tweaked this version due to the feedback we received.

Feel free to make notes here, for your own reference.

ON YOUR OWN, plan your next year or so's potential funding application activity.

- What are you likely to apply for? Do you know of funding schemes for your research?
- What stages are your research projects at?
- How can you best progress your projects to be 'application-ready'? (that is, as competitive as possible)

You can use the template on the next page to help.

BREAKOUT ROOMS

Report back to your colleagues on your project plans and grant-related activities - about 5 mins each. This is an accountability moment, and also useful for canvassing advice from your peers.

Feel free to make notes here, for your own reference.

WORKSHEET - SESSION 5: Grants - during and post-COVID

PROJECT	Stage of work (e.g. grant-ready, developing collabs, collecting data)	Funding needed (amount / major elements)	Collaborators	Possible funding schemes
[example] PROJECT A	New project, discussed with possible collaborators.	\$XXX / fieldwork (travel, research assistants)	Prof Y, Dr Z, A/Prof W	<Seed funding internally> <Philanthropic grant>

PROJECT	What needs to be done (Example questions that can help you plan: Who do you need to talk to? What are the next steps you need to take? Are there things you don't know that you need to find out? What elements are you waiting for?)
[example] PROJECT A	Confirm project with collaborators, apply for ethics, apply for <scheme> in 2020/21

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SESSION 6: New modes of research and networking

This final session addresses the issue of collaboration and networking in our current times.

With curtailed travel, social distancing, and so many cancelled conferences, it's understandable to feel somewhat disconnected from our scholarly communities and collaborative activities.

Session facilitators and participants will discuss and share a range of ideas and strategies that other academics are finding useful for staying on each others' radars, developing existing collaborative relationships and forging new ones. We will also discuss strategies for how to be accountable and retain focus.

ACTIVITY

BREAKOUT ROOMS:

AS A GROUP, discuss what you are already doing to try and stay connected with colleagues and collaborators on a regular basis.

- How are you staying in the loop about your field and with research colleagues?
- What are satisfying substitutes for conferences and have you got ways to discuss your work with others?

Share your ideas on [this shared digital whiteboard](#) (Google Jamboard).

Final question for this breakout: What do you feel you aren't able to do as well - or at all - at this time?

Share your responses on [this shared digital whiteboard](#) (Google Jamboard).

Feel free to make notes here, for your own reference.

ON YOUR OWN, think about the current state of your existing networks and *what you'd like them to be*, and *what you'd like to do* with them over the next 12 months.

What kinds of networks do you want to create or strengthen?	Why do you want to target these especially?	How will you grow and develop these networks? Be specific! Commit yourself to specific actions where possible.

BREAKOUT ROOMS:

AS A GROUP, discuss the results of your network audit.

In particular, what do you think you need to do to get where you'd like to be?

Feel free to make notes here, for your own reference.

CLOSING

Thank you for making the time to attend this EMCR intensive. In our very busy lives where the everyday is a frenzy of commitments, it's crucial to give space and thought to where you are, what options you have, and how to plan your research strategically.

The final page of this EMCR intensive workbook is where you've hopefully been noting down the necessary next steps to progress your research and find constructive paths forward.

It is not an easy time for researchers, or our sector, and keeping yourself informed, connected, and supported is important.

Stay in contact with RED

For academic staff, the best way to stay up to date with RED events and initiatives is to sign up to either the ECR (Early Career Researcher) or MCR (Mid Career Researcher) mailing lists. You can do this by emailing red.grs@latrobe.edu.au.

You can also:

- Follow and engage with us on Twitter - [@LTUresearchers](https://twitter.com/LTUresearchers)
- Follow or Like us on our Facebook page - <https://www.facebook.com/latrobe.researchers>
- Subscribe to the [RED Alert blog](#) (focused on La Trobe researcher experiences)
- Browse our [Workshop and Seminar](#) page
- If you're an ECR and haven't yet joined the [La Trobe ECR Network](#), you can join their mailing list to keep updated! The ECR Network is a peer-led, whole-of-university group - run by ECRs, for ECRs. Email: ECRcommunity@latrobe.edu.au

EXTERNAL RESOURCES/NEWS

Working life / researcher life

- [How to continue your research while working from home](#) (*Inside Higher Ed*)
- [Work from home is here to stay](#) (*The Atlantic*)
- [Challenges of “Return to Work” in an Ongoing Pandemic](#) (*New England Journal of Medicine*)
- [Faculty home work](#) (*Inside Higher Ed*)
- [Office work will never be the same again](#) (*Vox: Recode*)
- [Virtual and remote knowledge brokering](#) (*Research Impact*)

Re-orienting research / disrupted research practices

- Resources for social researchers (by Professor Deb Lupton)
 - Doing Fieldwork in a Pandemic ([Google Doc crowd-sourced resource](#))
 - Social Research for a COVID and post-COVID World: An Initial Agenda ([blog post](#))
 - Conducting Qualitative Fieldwork During COVID-19 ([PowerPoint slides](#)) ([Webinar presentation with voice and slides](#))
- [Covid-19 Changed How the World Does Science, Together](#) (*New York Times*)
- [How the coronavirus pandemic has disrupted field research](#) (Whyy, PBS)

Research landscape and careers under COVID

- [Impact of the pandemic on Australia’s research workforce](#) (Rapid Research Information Forum)
- [Seeking an ‘exit plan’ for leaving academia amid coronavirus worries](#) (*Nature*)
- [Coronavirus will hit Australia’s research capacity harder than GFC](#) (*Conversation*)
- [COVID-19 and the Humanities](#) (Australian Academy of the Humanities)
- [Junior researchers hit by coronavirus-triggered hiring freezes](#) (*Nature*)
- [Do we need to re-think what a ‘research career’ is?](#) (*Research Whisperer*)

Effects of COVID on track-record

- [Coronavirus has sparked a work from home revolution, but is it a backward step for gender equality?](#) (ABC)
- [Should we stop the tenure clock?](#) (*C&En*)
- [Are women publishing less during the pandemic?](#) (*Nature*)
- [The pandemic and the female academic](#) (*Nature*)

Funding

- [NHMRC: COVID impacts](#) (NHMRC)
- [ARC support for universities and researchers affected by the Coronavirus pandemic](#) (ARC)
- [U.S. academic research funding stays healthy despite pandemic](#) (*Science*)

Collaborations and networking

- [A year without conferences?](#) (*Nature*)
- [How to make online conferences better](#) (by Ryan Holmes on Medium)
- [Virtual ‘shut up and write’: now with video](#) (Research Degree Insiders)
- [Successful non-verbal communication for video-conferencing](#) (Research Degree Insiders)

EMCR INTENSIVE BINGO

(with thanks to [Red Pen Black Pen](#) for inspiration)

FORGOT TO MUTE	CAT IN THE VIDEO	PJS THAT LOOK LIKE WORK CLOTHES
RANDOM PEOPLE WANDER INTO VIEW	“CAN YOU HEAR ME?”	SNACKING ON SCREEN
TYPING SOUNDS	WORK CLOTHES THAT LOOK LIKE PJS	PEOPLE TALKING OVER EACH OTHER

NEXT STEPS

Where possible, include a date to take the action by!

	NEXT STEP / ACTION
SESSION 1	
SESSION 2	
SESSION 3	
SESSION 4	
SESSION 5	
SESSION 6	