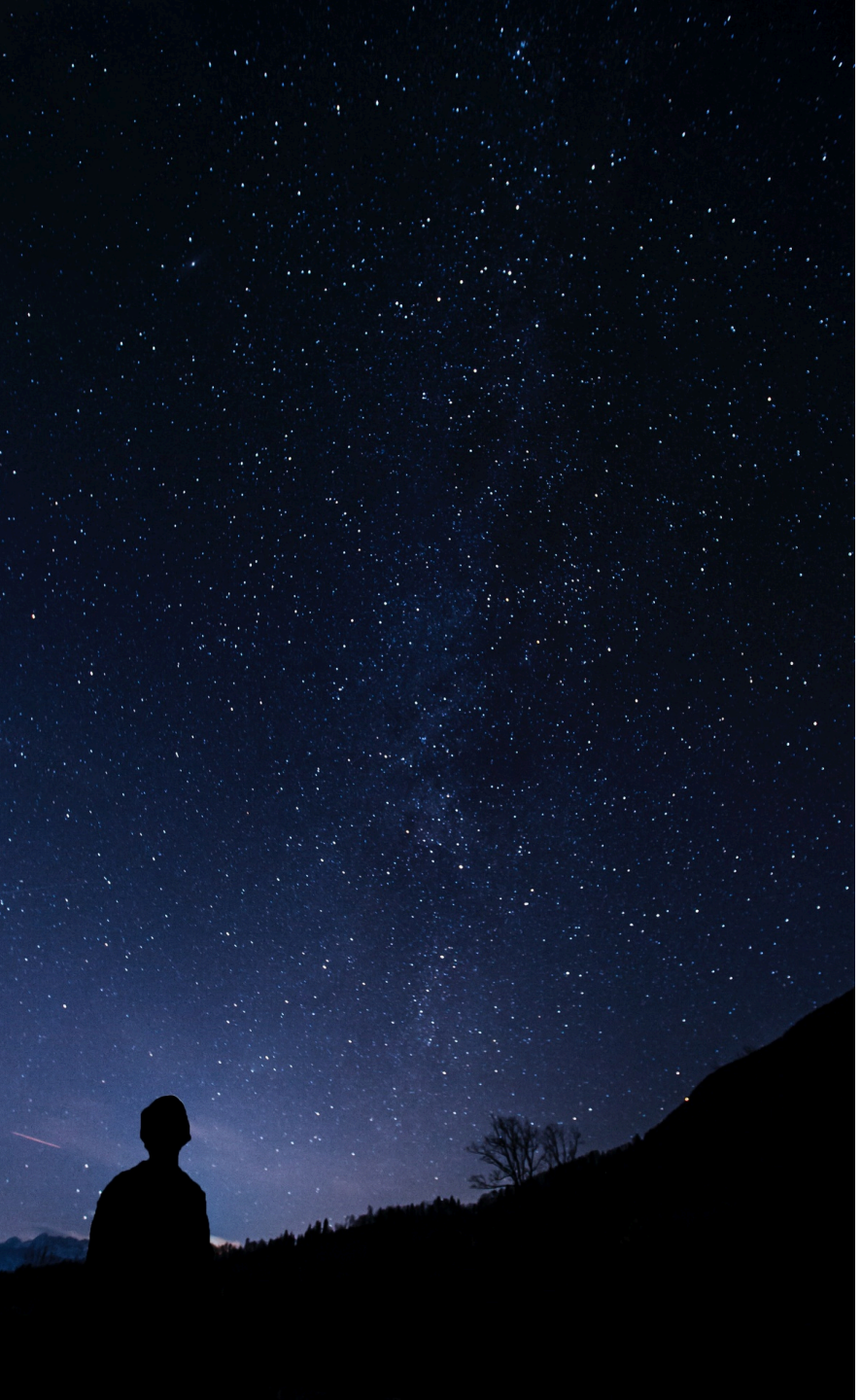
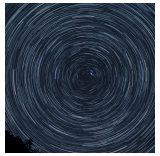


Key Points

Propose often

Don't ignore the education component

Learn from criticism



Tie everything to levels of impact

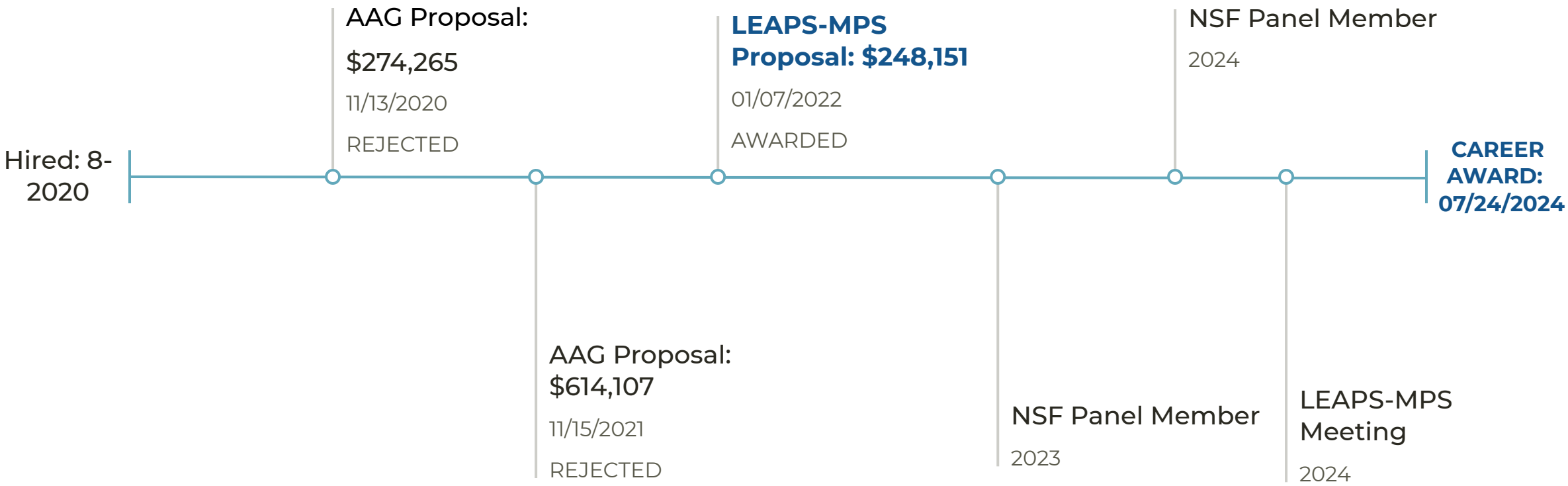
Serve on panels

Have others read

Follow all the instructions

Get letters of commitment

My NSF Timeline



Learn from Criticism

Weakness: IR Spectroscopy section not well developed

Weakness: The degree of access to telescopes not guaranteed

Weakness: Broader Impacts Lack Structure and Assessment

Weakness: Proposal should have a time line with activities and planned publications

Weakness: Unclear if PI has experience to do 3D modeling work or access to models

Learn from Criticism

Solution: Do I really need this as a focal point? Maybe not...

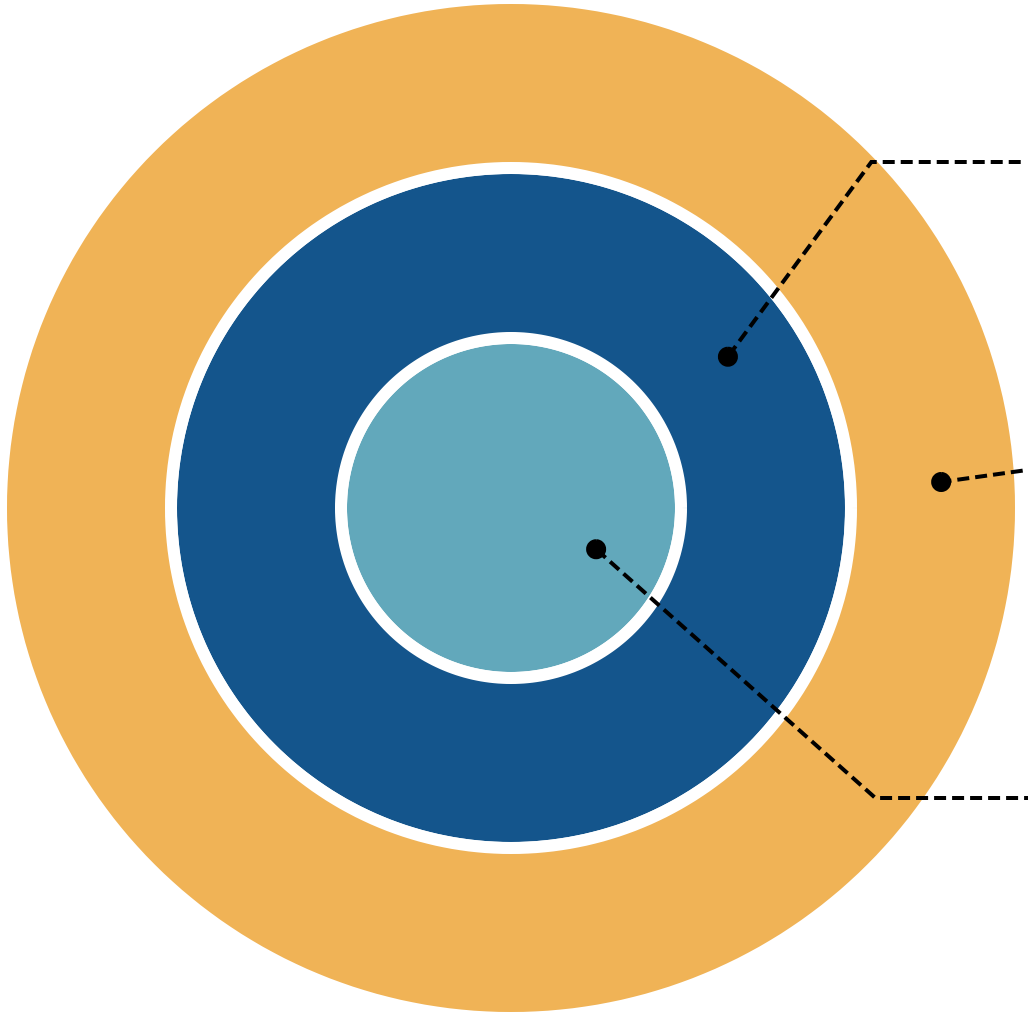
Solution: Include purchasing of telescope time in the proposal with letter of commitment from observatory

Weakness: Clear programs, letters of commitment

Solution: Add a Gantt chart

Weakness: Get letter of commitment from collaborator who makes models

Example Broader Impact Strategy



Local:

How will you involve others in the community?
Not just local but state and region.

National/International/Discipline

Not just outreach but also what is the impact on the future of your field? Participants? Discoveries? Links to other fields? Infrastructure? Open access tools or software?

University:

How can I help university? What sets my university apart? Who will participate in the work?

How I approached education component

REMEMBER: THIS IS SOMETHING THAT SETS THE CAREER APART FROM OTHER PROGRAMS!!!

1. ## Tie to research in project

   Think about the broader impact of the research.

   Think about future of the field.

2. ## Clear and detailed

   What resources will you use?

3. ## Tie to needs

   What do the student need?

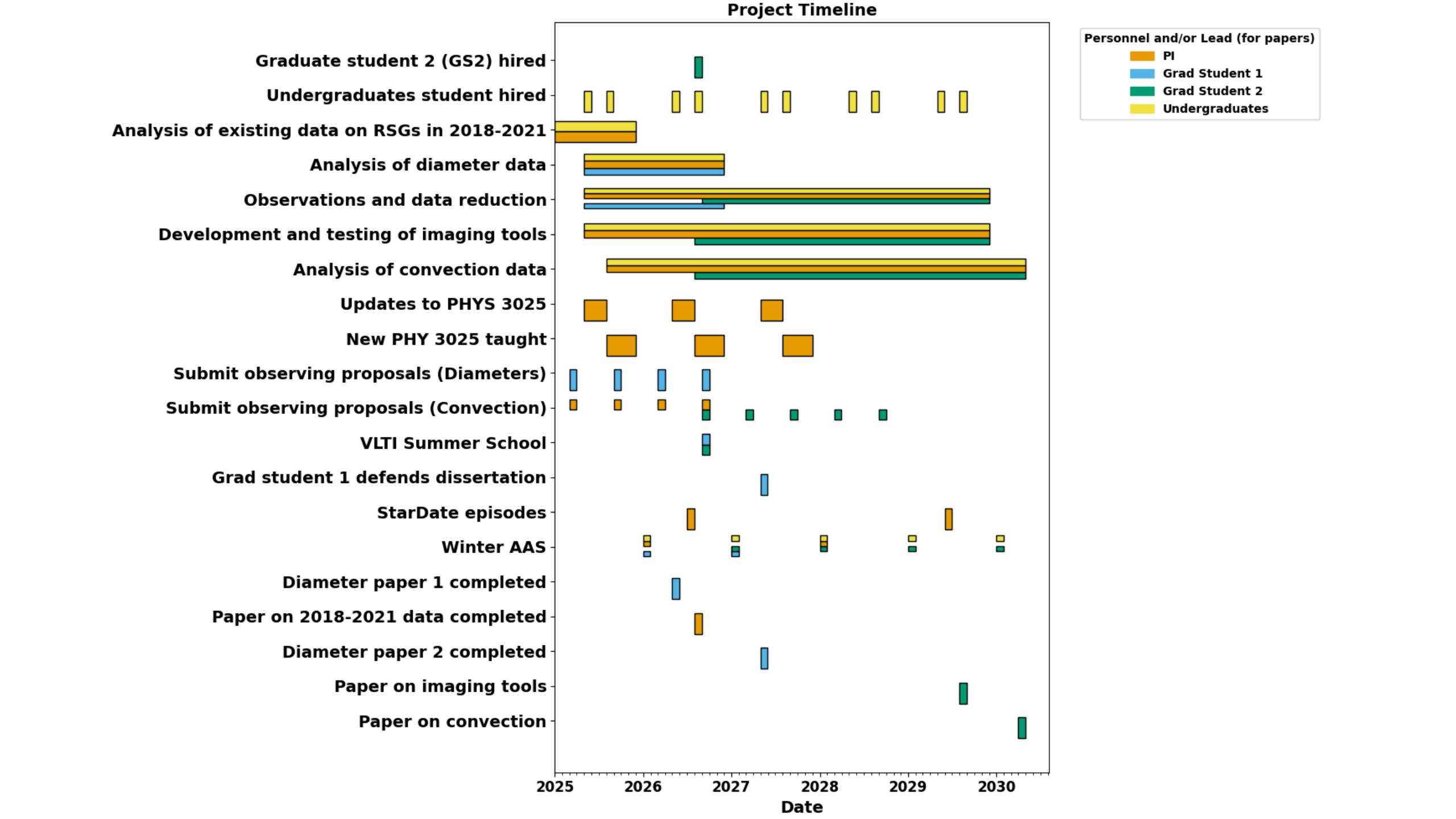
   What does the department need?

   What does the university need?

   What does the field need?

4. ## Tie to research on pedagogy or other education studies

5. ## Have an assessment plan


Project Timeline
Graduate student 2 (GS2) hired
Undergraduates student hired
Analysis of existing data on RSGs in 2018-2021
Analysis of diameter data
Observations and data reduction
Development and testing of imaging tools
Analysis of convection data
Updates to PHYS 3025
New PHY 3025 taught
Submit observing proposals (Diameters)
Submit observing proposals (Convection)
VLTI Summer School
Grad student 1 defends dissertation
StarDate episodes
Winter AAS
Diameter paper 1 completed
Paper on 2018-2021 data completed
Diameter paper 2 completed
Paper on imaging tools
Paper on convection
2025
2026
2027
2028
2029
2030
Date
Personnel and/or Lead (for papers)
PI
Grad Student 1
Grad Student 2
Undergraduates