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Tips for researching (especially during the travel and in-person research restrictions of the global COVID-19 pandemic)

During our Proseminar series on "My Secret Research Life," I interspersed my April talk with tips on how to move forward with research during the travel and in-person research restrictions of the global COVID-19 pandemic. The current restrictions provide an opportunity to consider methodologies and practices that are always important, but may take a back seat to in-person research. I used the growing plant tip icon, shown to the left, with text to make those suggestions based on my recent experiences and (hint) to support your professional growth.

This document is my response to students' request for these tips. Here, I have added a couple of new tips and a few additional resources. I address each tip in the order presented during the talk, which was about my last two years as an interdisciplinary environmental scientist studying conservation and environmental governance, cultural and environmental rights, and collaborative science and praxis.

In deciding how to take advantage of this unanticipated no-travel time, I want to caution you that for many colleges and universities the metric for promotion and tenure is still peer-reviewed journal articles and/or books. Many of these tips are about multimedia work, which is an increasingly important part of communicating science to academic and non-academic publics. Some colleges and universities embrace multimedia publication and strategic communication more than others, and NSF has valued it in the "products" section of applicants' biosketches. Publications that do not rely solely on written text and their strategic communication is much more highly valued in non-governmental and governmental organizations and businesses. Such approaches are often considered critical skills for employment and communicating the value of organizational activities and research.

If it is your goal to be employed as an academic professor, your time is best spent time writing a publication. Some of these tips will help you do that and also help you to communicate with multiple publics.

I have tried to be very specific here with names of collaborators and donors. Any ambiguity relates to unpublished and ongoing research. Thanks to Linda Kosen, Walker DePuy, Matt Smith, and the many collaborators (named below) for providing helpful comments on an earlier draft of this document.

Apply for a fellowship or grant

This is one you are familiar with, but bears mention: apply for a grant or fellowship. Funding is critical for research and also often allows us to receive helpful comments from proposal reviewers. Given the stock market declines, some funders have changed their granting (e.g., The Wenner-Gren Foundation), but others have not (e.g., NSF). Do a quick internet search on your favorite research terms to find funding opportunities. In the talk, I discussed the National Humanities Center (NHC) where I was a National Endowment for the Humanities Fellow in 2018-2019. I found that opportunity on the "Other Funding Sources" link on the Wenner-Gren Foundation website.

Visually outline a manuscript

Often the best practice for developing a manuscript is creating an outline. It also is possible to create a visual outline using important data, quotes, photos, maps, archival documents, museum collections, etc. In the talk, I showed a visual outline of my book that is on my office wall with key multimedia data for each chapter. Visually outlining may help you to think through the data you have in hand and also seek for a manuscript. Several members of the Social Distance Writing Group recommend the freeware Tropy to help you do something of a digital version. https://docs.tropy.org/

Develop public scholarship

Increasingly, scholars are expected to produce scholarship not only for other academics, but also for the public. Now is a great time to consider your public scholarship, be innovative on how you communicate your work with publics outside the academy, and develop a strategy for it. The pandemic may increase the need for scholars to be more responsive to public and social demands.   Try doing an internet search on how scholars apply their work to public scholarship. The NHC emphasizes public scholarship, provided workshops for fellows, and offered multiple opportunities for us to engage with the public (see their many resources at https://action.nationalhumanitiescenter.org/). In the talk, I showed a photo of a conversation with NHC librarian Brooke Andrade about my research, held at the Chapel Hill Public Library. I reinforced ideas of embodiment, beauty, and morality in my talk about rosewood entanglements by bringing some Wounaan art and providing organic food, which were in the foreground of the photo.

Cultivate your research ethic

Now is a good time to begin thinking about what ethical engagements frame your work. Those of you who know me or have read some of my work know that I have an ethic of reciprocity and redistribution in my research, which I have developed and also deepened over time. In the talk, I showed a video still from the intergenerational justice panel of 2019's *Beyond Despair* conference, in which I talked about redistributing privilege.

Recharge an international friend or colleague's cell phone.

Now might be a time when you want to reach out to international friends and colleagues. One way to share our economic privilege is by recharging or topping up a friend's cell phone. (Many of us, even as students, are economically privileged when we consider a global context.) In Panama, where I do collaborative research, communities are under strict sheltering in place orders. The small rural stores are not being restocked and rural peoples, who buy phone cards to get additional time on their cell phones, can no longer purchase phone cards. In setting up the emergency network we put into place across Panama, we had to figure out how to refill cell phones in strategic places across the country. One way to do so is via Ding (and we are looking for others), www.ding.com. (I am refilling phones of people who are key nodes on the network and also those of collaborators.)

Try a new technique and Google Earth

Giving my Proseminar talk challenged me to try something new. I decided to learn something I had long wanted to: how to do a Google Earth tour. Such video tours can orient others to the cultural, biological, and physical features of a place without actually going there, which is important for teaching and presenting work. I made a tour to virtually fly the audience over the Anthropology Department to the various places where I am doing research. When I gave the talk, I showed the video tour and narrated it by briefly describing the work I was doing in each location and how that related to the biophysical and cultural environment we could see in the flyover.

Codify your research collaborations

Making explicit what you and collaborators will and won't do (e.g., not studying culturally prohibited topics) in your research can strengthen and build collaborations. Now is a great time to work with collaborators—even by email, WhatsApp, or phone—to talk about and codify your research commitments together. I have been developing collaborative research since I was an undergraduate and in the talk showed the formal research resolution of the Wounaan Podpa Nᴧm Pömaam (Wounaan National Congress) under which I am working on rosewood entanglements. I also showed a photo with Wounaan researchers Jelo Mejía Peña and Hirwin Ortiz Chamapuro, who were nominated and elected by their community to work with me.

Try out a new method (even in your home)

There are so many research methods, thanks to new and cheaper digital tools. Now is a great time to try out a new method, even if it is in your home. Different methods can allow you to get distinct types of data, providing new and complementary perspectives on your topic. In the talk, I showed my use, which I first proposed in 2014 and began using in 2015, of head-mounted GoPro cameras. I had thought about how much I learned by walking with indigenous Wounaan, conversing about everything from oral traditions to politics as we did so. The GoPro cameras allow Wounaan to directly narrate their loss of rosewood across their lands and their embodiment of that loss. The use of the cameras was approved by national and village authorities of the Wounaan Podpa Nᴧm Pömaam, as well as each villager who wore the cameras. It was also approved by UGA's and the Smithsonian Institution's institutional review boards, and included on the research approved by Panama's Instituto Nacional de Cultura.

Try a media analysis

We might be physically distant from our research locales, but media still relays stories about them. Consider doing a media or press analysis, investigating the contents of internet media and/or newspaper databases available through the UGA Libraries. In the talk, I showed a media analysis that former undergraduate (and current CUNY&NYBG doctoral student) Ella Vardeman and I did on rosewood logging in Panama (just accepted for *Global Ecology and Conservation*) and also mentioned how undergraduate Isabella Luu and I are working on another related media analysis. This kind of work may also help you gain skills in big data, or at least bigger data. Work with large data sets is increasingly important in the job market.

Try out a new scientific communication tool

Thanks to the digital revolution, there are a bunch of scientific communication tools to use for distributing your research to scientific and non-scientific publics. If you start looking, there are a number of new ways of illustrating and communicating data. In our lab meeting of the semester, I showed a content analysis in *The New York Times* that was beautifully and clearly presented by skilled use of color and key quotes. In the talk, I showed a multimedia tool that Ella and I initially used for the media analysis and which complements our manuscript.

Try out a spatial analysis

Among newish analytical tools is the relatively recent ease of analyzing (not just illustrating) data across space. In the talk, I showed a newspaper article from Panama and a map from our media analysis. In our article, Ella and I showed how press reports serve as proxy data (in the absence of any public data) on how logging moved across time and space during Panama's rosewood logging boom.

Try out a legal review

Understanding laws is often a crucial aspect of our work, revealing how conduct is regulated and governed. If you know names or numbers and years, you can often find laws doing an internet search (because governments, individuals, or even NGOs have uploaded them). Analyzing those laws for their content can be an interesting component to your work. In the talk, I showed a law on rosewood governance from Panama and talked about how the content of the law differed from what both colleagues and the press said about it. This analysis is part of Ella and my article.

Try out new things in Excel

Excel has come a long way since it first came on the research scene. There are a lot of new and newish tools in Excel—including some great analytical and data display tools. In the talk, I showed the media analysis that Isabella has been doing in Excel and one of the initial data charts.

Buy and work in MAXQDA

MAXQDA, the qualitative data analysis software, has developed a lot of functionality. MAXQDA has become the qualitative data analysis software of choice for our department, originally because of its early incorporation of spatial data. Now, it also has easy buttons to facilitate analysis of Twitter, YouTube, and other multimedia data. MAXQDA has a number of video tutorials on their website (https://www.maxqda.com/training) and they also have student license rates, with the lowest being just under $50 (https://www.maxqda.com/student-license). In the talk, I mentioned that I worked with Ella and Isabella in Excel because they already had access to it. For graduate students I recommend the use of MAXQDA to improve upon that method.

Download and analyze data from a database

The internet world is filled with public data—just start searching! Working with public datasets is another way to gain big (or bigger) data experience and publications. In the talk, I showed research I am writing up on data sourced from a public database.

Try out QGIS

Maps are invaluable to illustrating place and also to analyzing data across it. The freeware program QGIS can provide an alternative to the ESRI products (e.g., ArcMap) that are available on campus, but costly for an individual license. In addition, because QGIS is free to download and also works on both PC and Macs, it has become the preferred software for many smaller international organizations. See https://qgis.org/en/site/. Through the methods class and then Proseminar, many of you met UGA digital map librarian Meagan Duever, and she frequently offers classes in QGIS and can provide assistance for working in it. In the talk, I showed the spatial analysis of the public database data (mentioned above).

Celebrate a colleague

Celebrating the lives of friends, colleagues, mentors, and collaborators is a wonderful way to express gratitude for others and the many ways that they have enriched our lives as well as scholarship. Celebrating colleagues can include a formal festschrift, video-conference event, award nomination, conference session/panel, special acknowledgment in our work, or thank-you note. The untimely deaths of two close friends and colleagues in 2016, hapk'ʌʌn Tonny Membora Peña and hapk'ʌʌn Toño Peña Conquista, motivated the first of four celebrations of mentors or colleagues that I have hosted or co-hosted. Three of the celebrations have been at academic conferences in the U.S. and Panama. The fourth was last year and was an ethnobotanical weekend celebration in Oaxaca with international friends, mentees, and colleagues of Chuck Peters, my friend and mentor from the New York Botanical Garden.

Try writing a technical report

Technical reports have long been a means by which we report research to funders, the public, government agencies, and other audiences. Writing a technical report is a way for you to communicate your findings to non-academic or more general academic publics and to do so in a way that hones your non-academic writing and shares your expertise with others. Writing for the public was required in my first career as an environmental conservation practitioner and still shapes my straightforward writing style. In the talk, I showed an illustrated 20-page report I wrote in 2018 for the Wounaan Podpa Nʌm Pömaam. In the rosewood research resolution, I had originally committed to an analysis of Panama's rosewood commodity chain and as I wrote it grew to include botany, ethnobotany, cultivation, and an analysis of local and international governance. I used a Microsoft Word template for the report, which I modified for my aesthetic preferences (just as I did for this document).

Do some archival research, Go to ArchiveGrid

Archives are often thought of as places we go to find historical information and thanks to the relatively new ArchiveGrid it also is possible to search out which archives have what materials. Some archives also have portions of their collections available on the internet and many also have made more resources available during the pandemic. ArchiveGrid can point you to which archives' websites to explore. In the talk, I pointed out that thanks to ArchiveGrid I know in which archive there is a photo I would like to get for one of my research projects. Go to https://researchworks.oclc.org/archivegrid/help/.

Reach out to others that have multimedia data

Over time, a number of people have produced multimedia that relate to our research sites and peoples. You can try to reach out to others and see if they might allow you to use some of their multimedia in your dissertation and/or publications. In the talk, I showed a photo that was taken by a professional photographer in Panama in the 1970s. I corresponded with the photographer and he gave me permission to use the photo in the rosewood book project.

Do an internet/video conference interview

Many disciplines have a preference for in-person research and while in-person research has been shut down during the pandemic, it is a good time to do an internet/video conference interview (such as via Zoom, Skype, Google hangouts, etc.). Interviews, whether in person or via internet, allow you to ask questions about another's history, experiences, and expertise. An interview by internet requires that you modify your human research protocol via UGA's institutional review board and have it approved before you begin (https://research.uga.edu/hrpp/policies-and-procedures/). In the talk, I showed a photo from an in-person interview and said how I will modify my human research protocol to include internet interviews.

Play with Adobe Creative Suite, free for UGA students until the end of May 2020

There are a number of software tools for using multimedia data and one of the industry standards is the many tools within the Adobe Creative Suite. (Importantly, many people are not fans of the licensing issues with these products and there are a growing number of freeware programs that do the similar things.) In February, 2020, Adobe changed its licensing arrangements, resulting in Creative Suite only being free to UGA students on computers in some campus labs. Because courses use Creative Suite and access to campus labs was impossible during the pandemic, it is now available for free to UGA students until the end of May 2020. Try out the Creative Suite: https://kb.franklin.uga.edu/display/public/FOKFC/How+to+Install+Adobe+Products+on+Your+Personal+Computer. In the talk, I showed a multimedia story map publication (which is protected until Wounaan colleagues and I can review it together) on the Shorthand platform. I initially worked with multimedia mapper Cameron Ellis to learn some new tools, eventually developing the story map with Adobe Capture, Illustrator, and Premiere Pro, as well as QGIS to digitally present historical, geographical, and legal data.

Hone your videography skills

Video is much easier these days thanks to video integrated into everything from cell phones to point-and-shoot cameras. Video provides us with images of events, people, and places, and it also is a good method for getting and conveying sensory data. Now is a great time to hone your videography skills, especially as you can start in your own home with a smart phone and play with many enhancement apps. In the talk, I showed a video of the Wounaan pelican dance as part of ethno-ornithology, bird guide training, and forest restoration work in the second of two projects with the Wounaan Podpa Nʌm Pömaam, Fundación para el Desarrollo del Pueblo Wounaan, and Native Future. Rito Ismare Peña, Doris Cheucarama Membache, Chenier Carpio Opua, and I are the cultural team for that project. Video allowed us to highlight embodied knowledge and music, which we developed as part of an international ethno-ornithology collaboration initiated by Felice Wyndham. In the Visual Anthropology class we use Stockman's (2011) *How to Take Video that Doesn't Suck* and there are a number of instructional videos on the internet. Also, try out the wealth of instructional classes via UGA access to Linked In Lynda, https://eits.uga.edu/learning_and_training/lynda/

Try a multimodal (not just text) publication

Multimodal publication, that is, not just using the one mode of (typically textual) publication, is increasingly common and important for strategic communication to multiple publics. In the talk, I demonstrated an illustrated quad-fold laminated brochure for Wounaan schoolchildren on birds in their culture and written in their language, Wounaan meu. Rito, Doris, Chenier, and I collaboratively developed the text and they wrote it in Wounaan meu. I formatted the brochure in Microsoft Publisher with illustrations donated by professional bird illustrator Dana Gardner. I also showed our ongoing work on a digital audio children's book, which is in the StoryJumper platform, thanks to a recommendation by UGA digital humanities coordinator Emily McGinn. Together Emily and her research assistant Guthrie Armstrong did a first mock-up for us on StoryJumper.

Reach out to artists as potential collaborators

Working with artists, as well as others, is a great way to think about knowledge and praxis and to make research for multiple publics. Scientists are increasingly collaborating with artists and other humanists. It is not too early to do so—in 1994 I worked with Ecuadorian NGO CIDESA to make my Master's thesis management recommendations into a coloring book. In the talk, I highlighted UGA's scientific illustration program (https://art.uga.edu/academics/scientific-illustration), and, through the recommendation of the program's chair Gene Wright, the new collaboration with undergraduate artist Frankie Green, who draws, paints, and digitally illustrates (her work can be found on Instagram, @tropicaldepressiondesigns). Rito, Doris, Chenier, Novel Carpio Mepaquito, Chindío Peña Ismare, and I developed the story for the digital audio children's book. Then, the Wounaan team members wrote the text in Wounaan meu, writing in a way to reflect the oral traditions of storytelling, and translated the story into Spanish. Together, we edited the text, planned the page layout, and described each scene's illustration by repeated voice and text messages on WhatsApp and Skype calls (a process that would have been at least four times faster had I traveled to Panama in March). I translated the text into English. We provided Frankie with the trilingual text and scenes to be illustrated, from which she created a storyboard. With Frankie's permission, in the talk I showed a first draft of an illustration. She also graciously allowed me to show her sketches of faces, which she was working on from a number of photos and videos (including Liz's from the 1960s) I gave her access to with the consent of Wounaan authorities. I then sent Frankie's storyboard to our team for comment. I translated and compiled the suggestions (sent by email and WhatsApp voice and text messages) together with explanatory photos and drawings, and sent them to Frankie for finalizing the full-color illustrations. Colleague Francisco Herrera is editing the Spanish text.

Build or strengthen a collaboration

If you take a broad approach to the term "collaborator," there are probably a bunch of people with whom you collaborate: undergraduate mentees, residents or researchers in your field site, NGO workers, fellow graduate students, government officials, and other academics, as well advisors and committee members (etc.). Consider building and/or strengthening a collaboration. In the talk, I addressed my recent collaboration on a manuscript with an NGO social scientist who is among the many colleagues I regularly discuss research. I showed the motivation for that submitted manuscript and two of our maps in it. I also showed a photo from a working group convened by Ernst Halbmayer on Isthmo-Colombian ontology (reality). Rito, Chenier, Chindío, and I co-authored a chapter (about a key Wounaan ritual and more-than-human reality) for the book that resulted from that meeting, the first volume focused on the history, linguistics, and ethnography of the region (*Amerindian Socio-cosmologies between the Andes, Amazonia, and Mesoamerica* .

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Refine sampling &/or survey design

Even though you cannot conduct in-person research, you still may advance or refine your research and/or survey design. Refining your research or survey design may also be necessary because of continued physical distancing given the pandemic. It is an opportune time to discuss your research plans with UGA's Statistical Consulting Center, which prefers that you discuss your doctoral research plans with them before you begin the research, see https://www.stat.uga.edu/consultation-request. In the talk, I showed the UGA-CDC research on zoonotic diseases and forest gradients that was led by Nicole Gottdenker with the Instituto Gorgas and anthropology's Susan Tanner, among many others, in Panama. That work has led us to our current NSF CNH2 grant with our bigger research team (Sonia Altizer, José Calzada, Luis Chaves, John Drake, Nicole Gottdenker, Richard Hall, Azael Saldaña, John Paul Schmidt, Susan Tanner, and me) on how human behavior affects the transmission of two zoonotic diseases in forest gradients, which we were to begin this summer. We are taking the opportunity to refine our sampling and survey design for that project, including greater contact precautions. As those of you in the methods class know, we have used KoBo Toolbox to take survey data on tablets. See https://www.kobotoolbox.org/

Work on your human & animal research training, institutional review board approvals, & research permits

Research often requires a number of approvals and permits. These often are human research training, institutional review board applications and approvals, and cultural and/or environmental research permits, and may include others, such as animal care training and approvals from institutional animal care and use committees (IACUC). In the talk, I showed our zoonotic disease research and mentioned how over the summer we will continue to work on the human and animal care approvals and permitting from four institutions in the U.S. and Panama. We are being greatly assisted in this effort by Trippe Ross, in UGA's Center for the Ecology of Infectious Diseases, and the staff of the Scientific Permits Office of the Smithsonian Tropical Research Institute.

Cultivate embodied practice

Taking care of yourself means that you can care for others, as well as your research. Sing, dance, paint, play, practice self-care, woodwork, garden, write poetry, bake, walk, draw, hike, make music, and care for people, plants, animals, and others. Doing so can not only foster different types of knowledge and being in the world, it also can support your mental health during the pandemic. In addition, studies have found that quiet time can help spur creativity. In the talk, I mentioned embodied dance as a means of cultural and environmental knowledge.

Learn R

Combing qualitative and quantitative data can enrich your scholarship and make it accessible to multiple disciplines. The freeware program R has become the statistical program of choice in natural sciences and increasingly so in social sciences. Download it and give it a try, https://www.r-project.org/. Over the summer and beyond, keep an eye out for free online R classes. In the talk, I showed a new research team I have joined at the invitation of ecologist Jennifer Powers, and team members already are exchanging R code for our data analyses.

Initiate a research team

Researching with others is a wonderful way to pool expertise and use multiple viewpoints to creatively address a topic. You might consider initiating a research team to do just that, especially as other doctoral candidates, scientists, humanists, and practitioners around the world are also under movement restrictions. In the talk, I showed a photo of a new SESYNC research team I am involved in on the legacies of undeveloped (or unbuilt) infrastructure, which was convened by anthropologist Dana Graef.

Write a case study

Case studies are means to develop in-depth discussion of historical, legal, or political cases. Case studies are used in many disciplines and they illustrate how diverse cases align in general with a topic, while also showing how that topic differs given the particulars of a place. In the talk, I showed how in the aforementioned SESYNC workshop Dana asked us each to submit our case studies a month in advance and then we used them as the basis of our week of discussions to sketch out a manuscript.

Plan a class research project

Class research projects are a great way to do experiential learning and to teach students how to research through planning, collecting, analyzing, and presenting data. Particularly for those of you who are closer to going on the job market, integrating a class research project into a syllabus is a wonderful way to teach students about the joys of following their curiosity. In the talk, I showed a class ethnobotany project approved by UGA's institutional review board. For the class project, I outlined a specific locally used plant, its ethnobotany and governance, and then students developed their own research on it. In addition to the final write-up and presentation, students submitted their data and consent forms so that we have them for a future co-authored manuscript. When I next teach the class in fall 2020, we will strengthen that work to write a group manuscript in spring 2021.

Reach out to a senior scholar

Today's scholarship builds on the research of those that came before us. Now is a great time to reach out to a senior scholar. This can be an informational interview—such getting their suggestions for where to find public data sets, where there are copies of historical data, what permits are required in your research locale, or who might be collaborators for a travel-restricted research project—or a formal digital interview (for which you will need to revise your human research protocols). In the talk, I showed a photo of Liz Lapovsky Kennedy and me in my final year of doctoral studies, a 40cm tall stack of her field notebooks between us. In the first chapter of Donald Tayler's *Embarkations*, a study based on his 1960s thesis and published 30 years later, he mentioned that Liz had been doing her dissertation with Wounaan in the 1960s. When I met with Donald in Oxford in 2004, I asked more about Liz because her research had remained unpublished (due, as I later learned, to her concerns for its potential appropriation by the oil industry, which was prospecting in the region). When I returned home, I did an internet search and located Liz at the University of Arizona. I began corresponding with her and visited her in the summer of 2005. We have been collaborating ever since.

Learn a new rights based digital tool

Some great innovators are seeking to protect cultural rights and resources in the digital age and there are a number of rights-based digital tools. In the talk, I showed the Wounaan Archive that Liz and I have been working on with Dani Stuchel. We are using Mukurtu, a platform by indigenous peoples, for indigenous peoples (https://mukurtu.org/). The platform includes the ability to tag information as indigenous knowledge and also indigenous intellectual property, signaling that it is not to be shared and may also have legal protections. This summer, Liz and I were to meet with Wounaan authorities in Panama to discuss a number of decisions for further developing the Archive. Together with Wounaan cultural and linguistic experts (Chindío, Doris, Chivio Membora Peña) and authorities from Panama (Chenier and Diogracio Puchicama Peña), this summer we also had planned to take our second trip to Colombia to continued repatriating materials developed under our NSF Documenting Endangered Languages grant.

Work on your own data management

How to manage data is a critical skill given how much digital data you have or will have, and how you and others may rely on your data management and curation for the rest of your life. Now is a great time to work on your data management protocols (e.g., regular back-ups in multiple places!). In the talk, I explained how our development of the Wounaan Archive is relying on years of data management, especially the sound, photo, slide, and film recordings that Liz has conscientiously cared for in air conditioning for over fifty years. One of our challenges is data curation when we work in three languages, English, Spanish, and Wounaan meu.

Write a scholarly blog post

A number of professional organizations, associations, and funders have academic blogs. A blog post for a scholarly organization is a way to write about research topics for academic and non-academic audiences, and a number of organizations are soliciting new short essay or commentaries during the pandemic (keep an eye out for these via Twitter or listservs). In the talk, I showed a blog post that I wrote for the Wenner-Gren Foundation, a requirement of their award of an Engaged Anthropology Grant. I thought this was a wonderful requirement, because it provided an academic forum for researchers to address how they engage with communities.

Do an oral history internet interview to discuss research, text, photos, objects, etc.

With in-person research cancelled or postponed, you could do an oral history interview via the internet (via Zoom, Skype, Google hangouts, etc). Oral history can provide you information beyond the present and also give you a historical perspective on your discipline/s. In particular, this would be a good time to discuss another person's research, experience, text, photos, objects, or the like. There are different institutional review board understandings about which types of oral history interviews are exempt from human research approvals, so it is best to discuss this with human research protection program/s and institutional review board/s. In the talk, I showed a photo from Liz's research among Wounaan in Colombia during 1964-1966. In one community I work with in Panama, Wounaan colleagues noticed that the name on the prow of the boat was the name of their river. We took Liz's photo throughout the village trying to identify the people in it and figure out the history of that voyage, which we finally were able to do (as many of the people in the photo are deceased or now live in other villages). This summer, with the encouragement of Wounaan friends and colleagues, I would like to interview Liz about the photo and she has agreed, noting that she will prepare by reviewing her field notes about it. That photo grants a historical window into Wounaan long-distance travel, a relatively undocumented aspect of transnational Wounaan life that is no longer common.

Work with people you enjoy!

Being around thoughtful, creative, kind scholars is both delightful and productive. As you expand your research networks, work with people you enjoy. Part of that enjoyment may also be that you can rely on their commitments to produce or co-produce work. Throughout the talk, I showed a photos of a number of friends, colleagues, and co-authors with whom I have had the pleasure of working. Among them was a photo of Mònica Martínez Mauri, with whom I have been increasingly working since the early 2000s when we were doing our dissertation research in Panama. We have long worked on related themes and in 2017 began visiting international museum collections and archives together. In 2018 we started our first joint research project.

Check out what is available at the National Archives via an internet search, www.archives.gov

Not only are archives wonderful resources, so, too, is the U.S.'s National Archives. If you are researching anything related to U.S. policy, government officials, or the history of the U.S. in your research countries, this is the place to find government documents, photos, film and video, etc. Documents can be scanned or photographed for free on-site in Washington, D.C. and in College Park, Maryland and it also is possible to pay for copies or hire researchers familiar with the Archives to support you. This might also be an "easy" place to research once it opens up again for on-site researching. For now, you can search the catalog and to correspond with an archivist (see https://www.archives.gov/college-park/researcher-info). For searching go to: https://catalog.archives.gov/. In the talk, I showed a photo of the National Archives in College Park, where I researched last August. Mònica and I planned our Washington, D.C. research trip together. Knowing U.S. agencies and multiple search terms in English was critical for effective searching, and we divided the work so that I researched at the National Archives. In anticipation of my site visit, I did a lot of the searching and corresponded with the archivists (see the researcher info webpage, link above).

Check out what is available at the National Anthropological Archives

Anthropologists have deposited their research materials in archives and libraries around the world. One place that you might not be aware of is the National Anthropological Archives, housed at the Museum Support Center (in Suitland, Maryland) of the Smithsonian Natural History Museum. You can search the collections catalog at: https://naturalhistory.si.edu/research/anthropology/collections-and-archives-access
In the talk, I showed another photo from research with Mònica last August. As I researched at the National Archives, Mònica researched at the Smithsonian's National Anthropology Archives (see the above link to arrange a collections visit). We coordinated our work each day, debriefed together in the evenings (and with Mònica's family), and met together with scientists from the Smithsonian's National Museum of Natural History and National Museum of the American Indian.

Review museum collections by internet

We all are familiar with the many material collections of museums, the ones we see in galleries and exhibit spaces. These objects typically (but, unfortunately, not always) are accompanied with detailed collections information. In addition, over the last twenty years, a number of museums have improved the databases of their collections and included photos with them, which are available for searching and viewing on their websites. In 2017, the Wounaan Podpa Nʌm Pömaam President Chenier Carpio Opua, NGO Native Future Executive Director Marsha Kellogg and I reviewed and commented on the Smithsonian Museum of Natural History's Wounaan collections. In the talk, I showed another photo from the same locale, with Mònica photographing collections for our new research collaboration.

Reach out to collaborative partners

Collaborations are wonderful and also can be challenging in large groups, requiring (as many parts of our life) communication. In the talk, I addressed one large research team I was recruited to (not in my home discipline or research site) and have not heard from for months. Over the summer, I will reach out to those collaborators.

Write a scholarly news piece

Most scholarly associations or organizations have their own member newsletter or magazine, such as the American Anthropological Association's *Anthropology News*. Now is great time to write a scholarly news piece for such publications, which have a number of different types of articles. These include full-length articles, commentaries, book reviews, oral histories, poetry, obituaries, and membership section-sponsored short articles or news (such as for the AAA section news of the Anthropology and Environment Society).   In the talk, I showed the membership publication of the Latin American Studies Association (LASA), *LASA Forum*. I was invited by the LASA President Mara Viveros-Vigoya to write an article for their publication, which came out two weeks ago.

Video yourself to see all the faces you make when presenting

With photos and videos increasingly used for teaching and research, others will often get to see you in still photos or video. Now is a great time to video yourself presenting or teaching. By videoing yourself presenting, you can see the many faces and gestures you use, as well as those filler or crutch words (that you might not be cognizant that you are using). In the talk, I showed an unintended facial expression I made while I was presenting at the International Congress of Americanists, in Salamanca, Spain in 2018. I have come to learn that it is hard to get photos of me speaking because I make a bunch of unusual facial expressions.

Look into university archives and special collections (some items are available on the internet)

Another source for archival materials is university archives and special collections, which contain documents, maps, photos, videos, and a variety of objects. Academic scholars often deposit their materials in their university archives upon their death or retirement. If you are looking on a archive's internet site, the "finding aid" can orient you to a depositor's collections. Also, many university archives and special collections have made more resources available online during the pandemic. In the talk, I showed a community research team working at a special collections library.

Design community-based collaborative research

Collaborative research or community-based collaborative research is an approach to research that equitably involves community members throughout the research process, from design to publication. It is based on partnership and requires extensive time and, often, financial commitment. It is my main research method. In the talk, I showed a photo of the graduate methods class working with community members on community-based collaborative research.

Design your webpage

Personal webpages are increasingly important for documenting your research, teaching, and service. There are a number of ways to do so, and as Christina Lee mentioned recently (and I have used for class), UGA's CTL Sites is a way for you to set up a WordPress account that you can transfer out of UGA when you graduate, see https://ctlsites.uga.edu/. Others prefer other platforms, such as Kristen Morrow's recommendation of Wix, see https://www.wix.com/.

Work on your acknowledgements

Acknowledging the people and organizations who support your scholarship, from development to writing, is often left for the last minute, which means it can be easy to accidentally leave people out. Working on your acknowledgements over time helps to prevent you from overlooking anyone and also helps to breaks down the myth of the solo scholar. In the talk, I showed a final slide acknowledging people, organizations, and funders who collaborated in and/or supported the aforementioned research.