FEED THE FUTURE
The U.S. Government's Global Hunger & Food Security Initiative

Publishing Best Practices Webinar Series:

DOING: STRATEGIES FOR INCREASING WRITING PRODUCTIVITY

Presented by the Local Capacity Development Crosscutting Theme

15 December 2023

Feed the Future Innovation Lab for Livestock Systems

USAID FROM THE AMERICAN PEOPLE

BILL & MELINDA GATES foundation

ILRI INTERNATIONAL LIVESTOCK RESEARCH INSTITUTE

CGIAR

UF IFAS UNIVERSITY of FLORIDA

FEED THE FUTURE
The U.S. Government's Global Hunger & Food Security Initiative

Presented in collaboration with the University of Florida Libraries

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Academic Research Consulting & Services
University of Florida

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Outline

Writing your manuscript for submission to peer-reviewed journal

- Choose a journal
  - Know what they require
- Use reporting checklist if available
  - Journal recommendation, Meridian, or Equator Network
- Look at anything you have already written on study
  - E.g., grant proposal, study protocol, abstract
- Writing Accountability Group
  - What, why, how?

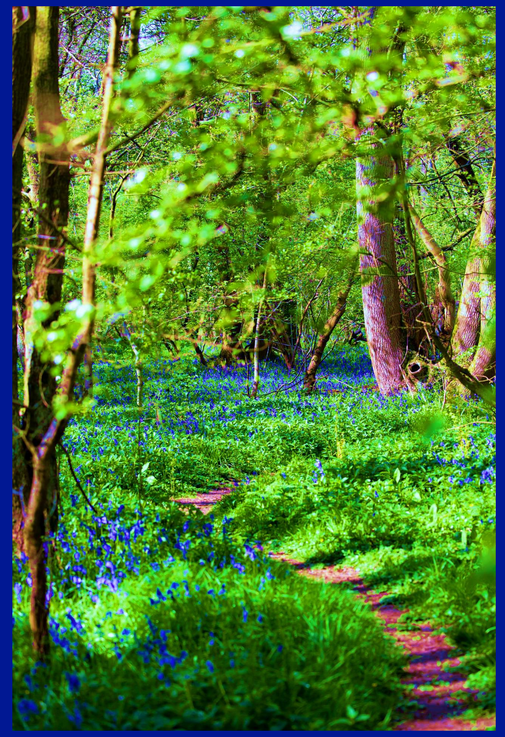

Image by Kev from Pixabay

Choose a Journal

Search database for topic

- **Look to see what journals publish similar articles**

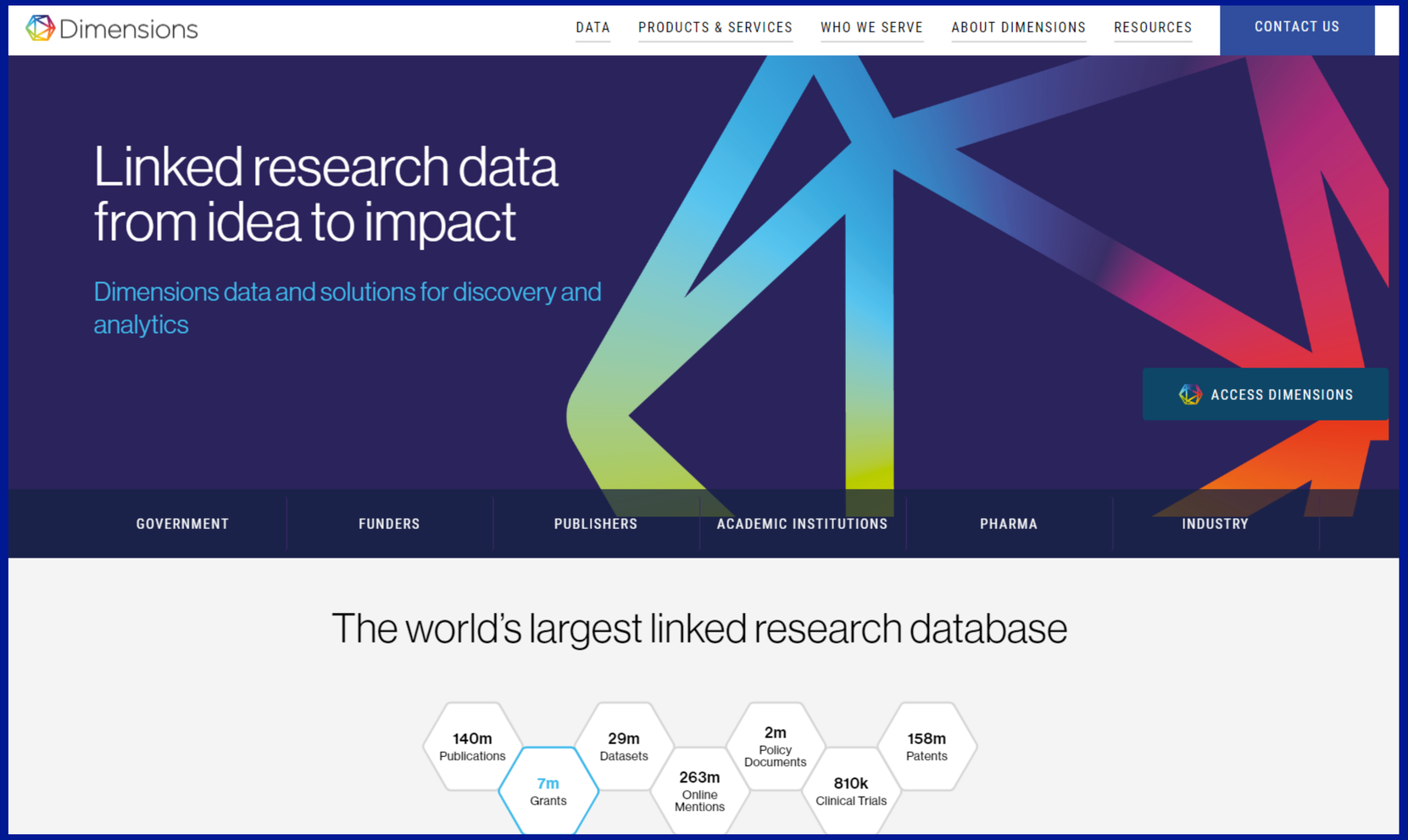

Image from https://www.dimensions.ai/ retrieved 2023-11-20

Choose a Journal

Search database for topic

- **Look to see what journals publish similar articles**

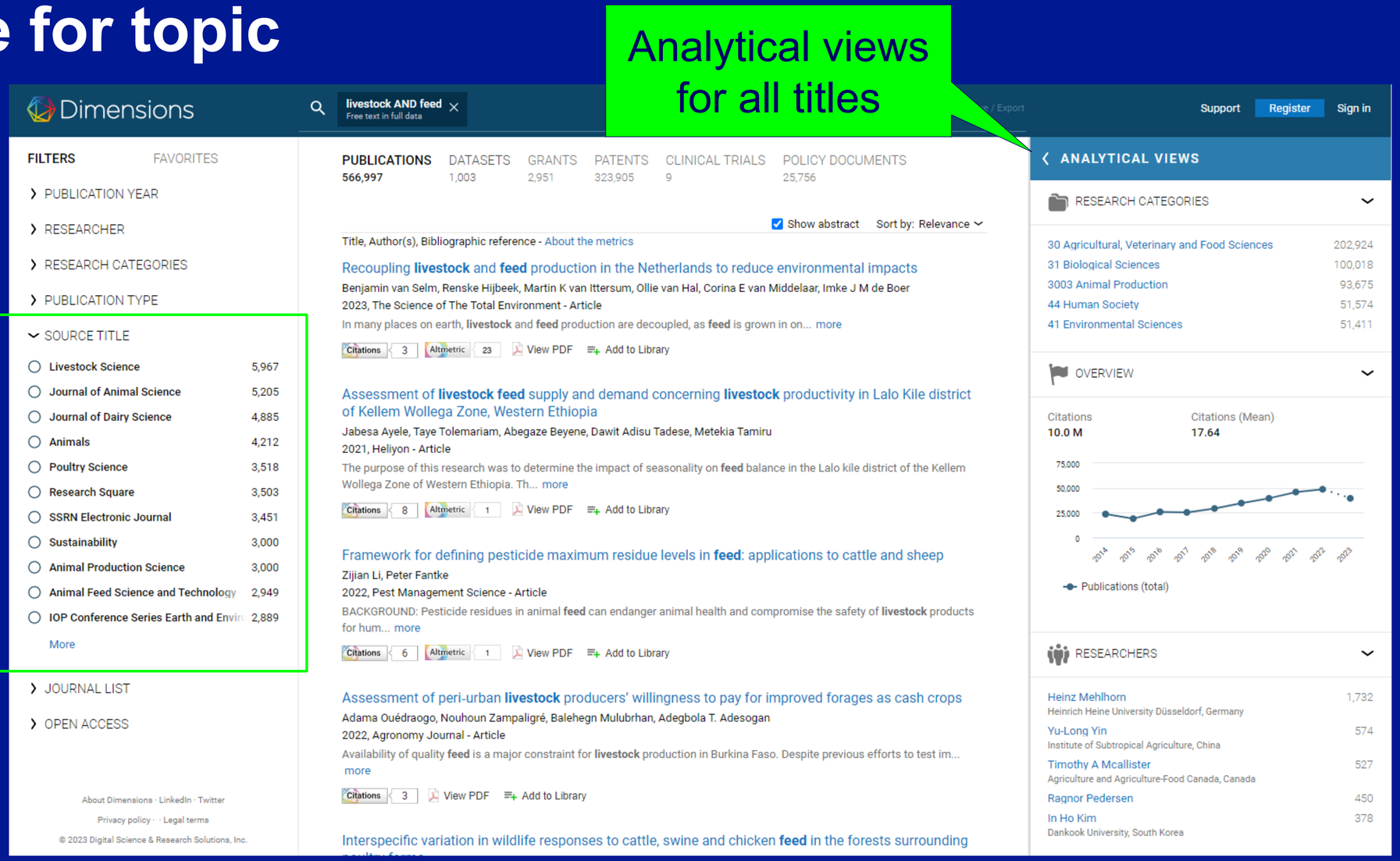

Image from https://app.dimensions.ai/discover/publication?search_mode=content&search_text=livestock%20AND%20feed&search_type=kws&search_field=full_search retrieved 2023-12-06

Choose a Journal

Search database for topic

- **Look to see what journals publish similar articles**

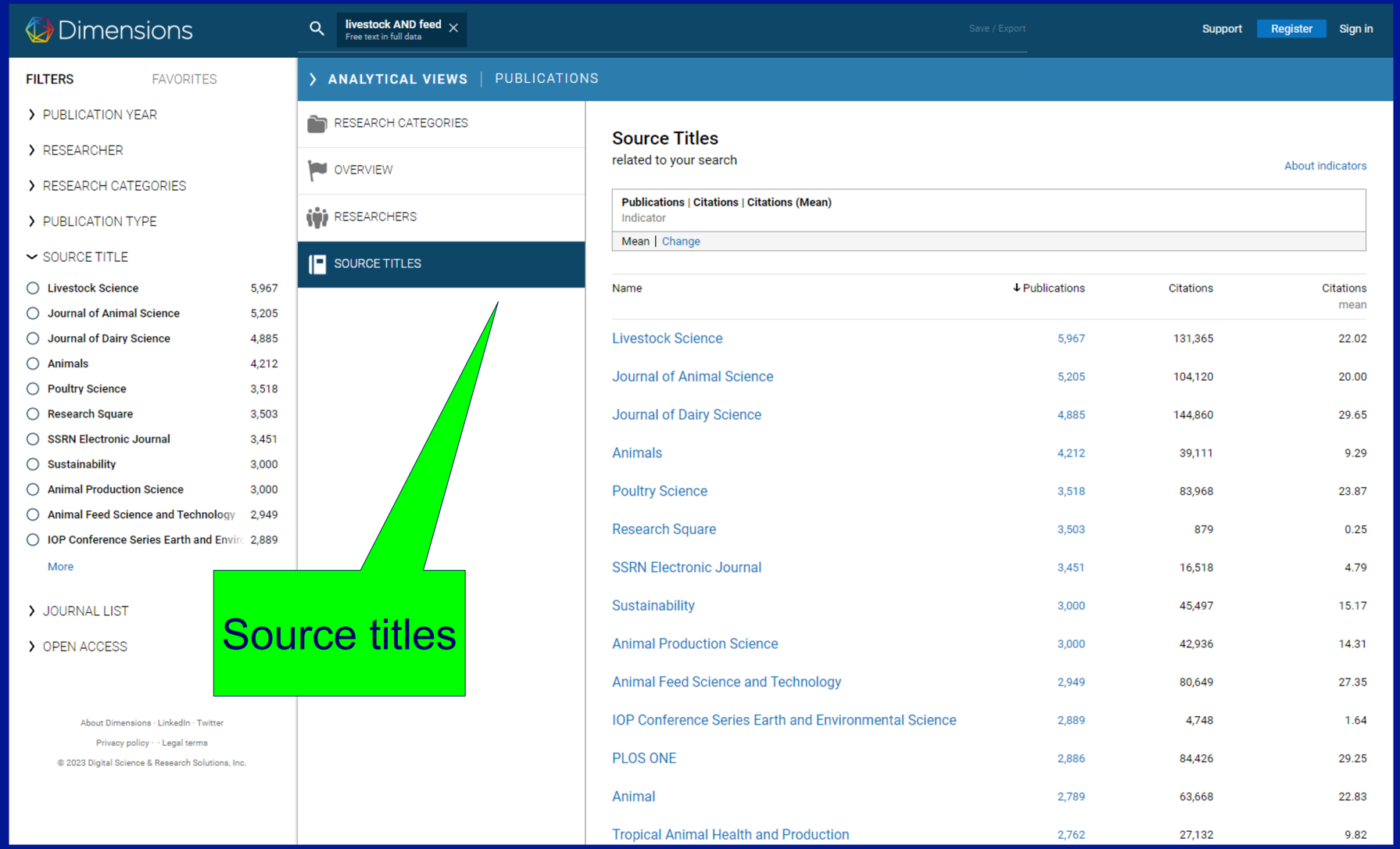

Image from https://app.dimensions.ai/analytics/publication/source_title/aggregated?search_mode=content&search_text=livestock%20AND%20feed&search_type=kws&search_field=full_search retrieved 2023-12-06

Choose a Journal

What does the journal home page have to say?

- Scope
  - Subject matter
  - Audience
  - Article types
- Indexing
  - In databases your audience uses
- Cost
  - Some charge thousands of dollars
- Author guidelines
  - Know any requirements
    - Reporting standards
    - Limits on word counts, tables, references

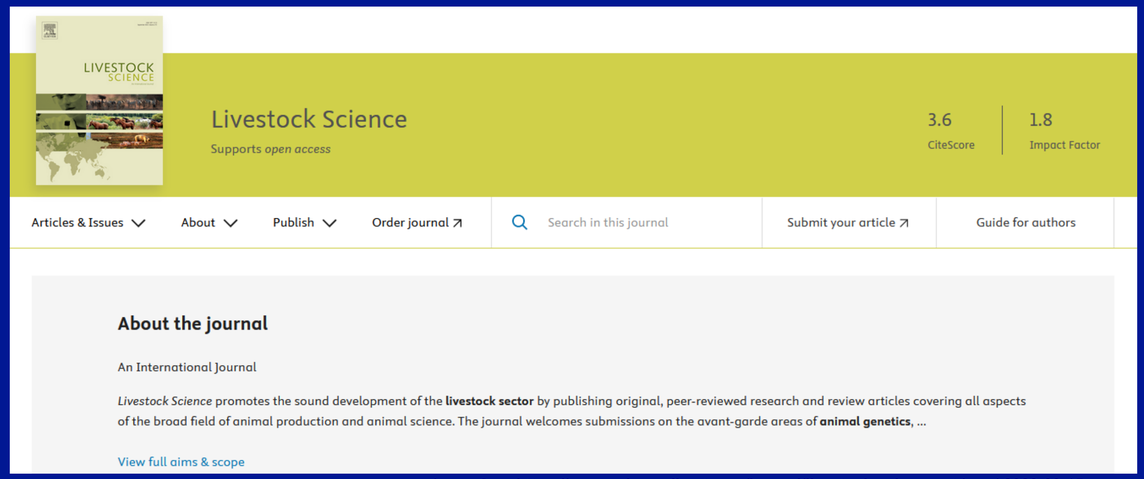

Image from https://www.sciencedirect.com/journal/livestock-science retrieved 2023-09-15

Reporting Standards

Guidelines re: items to be included in research articles

- Checklist can be used to guide structure and content
  - Useful when setting writing goals too
- Good sources for locating relevant standards
  - Journal recommendations/requirements
  - MERIDIAN: Menagerie of Reporting guidelines Involving Animals
    - Animal focused
  - EQUATOR Network
    - Over 600 guidelines available
    - Searchable
      - E.g., ‘livestock’ search retrieved REFLECT for reporting randomized trials for livestock and food safety

REFLECT Guideline

Checklist

Checklist for REFLECT statement: Reporting guidelines For randomized control trials in livestock and food safety. Bold text are modifications from the CONSORT statement description (Altman DG et al . Ann Intern Med 2001; 134(8):663-694).

Paper section and topic	Item	Descriptor of REFLECT statement item	Reported on Page #
Title & Abstract	1	How **study units** were allocated to interventions (eg, "random allocation," "randomized," or "randomly assigned"). **Clearly state whether the outcome was the result of natural exposure or was the result of a deliberate agent challenge.**	
Introduction Background	2	Scientific background and explanation of rationale.	
Methods Participants	3	Eligibility criteria **for owner/managers and study units at each level of the organizational structure,** and the settings and locations where the data were collected.	
Interventions	4	Precise details of the interventions intended for each group, **the level at which the intervention was allocated,** and how and when interventions were actually administered.	
	4b	**Precise details of the agent and the challenge model, if a challenge study design was used.**	
Objectives	5	Specific objectives and hypotheses. **Clearly state primary and secondary objectives (if applicable).**	
Outcomes	6	Clearly defined primary and secondary outcome measures and the levels at which they were measured, and, when applicable, any methods used to enhance the quality of measurements (eg, multiple observations, training of assessors).	
Sample size	7	How sample size was determined and, when applicable, explanation of any interim analyses and stopping rules. **Sample-size considerations should include sample-size determinations at each level of the organizational structure and the assumptions used to account for any non-independence among groups or individuals within a group.**	
Randomization -- Sequence generation	8	Method used to generate the random allocation sequence **at the relevant level of the organizational structure**, including details of any restrictions (eg, blocking, stratification)	
Randomization -- Allocation concealment	9	Method used to implement the random allocation sequence **at the relevant level of the organizational structure**, (eg, numbered containers **~~or central telephone~~),** clarifying whether the sequence was concealed until interventions were assigned.	

O'Connor AM, Sargeant JM, Gardner IA, et al. The REFLECT Statement: Methods and Processes of Creating Reporting Guidelines for Randomized Controlled Trials for Livestock and Food Safety. *Journal of Veterinary Internal Medicine*. 2010:24:57-64. doi:10.1111/j.1939-1676.2009.0441

Image from https://meridian.cvm.iastate.edu/wp-content/uploads/2017/06/reflectstatementchecklist.pdf retrieved 2023-10-25

REFLECT Guideline

Checklist

Randomization -- Implementation	10	Who generated the allocation sequence, who enrolled **study units,** and who assigned **study units** to their groups **at the relevant level of the organizational structure**.
Blinding (masking)	11	Whether or not **participants** those administering the interventions, **caregivers** and those assessing the outcomes were blinded to group assignment. If done, how the success of blinding was evaluated**. Provide justification for not using blinding if it was not used.**
Statistical methods	12	Statistical methods used to compare groups for all outcome(s); Clearly state the level of statistical analysis **and methods used to account for the organizational structure, where applicable;** methods for additional analyses, such as subgroup analyses and adjusted analyses.
Results **Study** flow	13	Flow **of study units** through each stage **for each level of the organization structure of the study** (a diagram is strongly recommended). Specifically, for each group, report the numbers of **study units** randomly assigned, receiving intended treatment, completing the study protocol, and analyzed for the primary outcome. Describe protocol deviations from study as planned, together with reasons.
Recruitment	14	Dates defining the periods of recruitment and follow-up.
Baseline data	15	Baseline demographic and clinical characteristics of each group, **explicitly providing information for each relevant level of the organizational structure. Data should be reported in such a way that secondary analysis, such as risk assessment, is possible.**
Numbers analyzed	16	Number **of study units** (denominator) in each group included in each analysis and whether the analysis was by "intention-to-treat." State the results in absolute numbers when feasible (eg, 10/20, not 50%).
Outcomes and estimation	17	For each primary and secondary outcome, a summary of results for each group, **accounting for each relevant level of the organizational structure**, and the estimated effect size and its precision (e.g., 95% confidence interval)
Ancillary analyses	18	Address multiplicity by reporting any other analyses performed, including subgroup analyses and adjusted analyses, indicating those pre-specified and those exploratory.
Adverse events	19	All important adverse events or side effects in each intervention group.
Discussion Interpretation	20	Interpretation of the results, taking into account study hypotheses, sources of potential bias or imprecision, and the dangers associated with multiplicity of analyses and outcomes. **Where relevant, a discussion of herd immunity should be included. If applicable, a discussion of the relevance of the disease challenge should be included.**
Generalizability	21	Generalizability (external validity) of the trial findings.
Overall evidence	22	General interpretation of the results in the context of current evidence.

O'Connor AM, Sargeant JM, Gardner IA, et al. The REFLECT Statement: Methods and Processes of Creating Reporting Guidelines for Randomized Controlled Trials for Livestock and Food Safety. *Journal of Veterinary Internal Medicine*. 2010:24:57-64. doi:10.1111/j.1939-1676.2009.0441

Image from https://meridian.cvm.iastate.edu/wp-content/uploads/2017/06/reflectstatementchecklist.pdf retrieved 2023-10-25

REFLECT Guideline

Checklist

REFLECT	Table 2. Liste de vérification des items pour l'énoncé REFLECT-LFS : Directives de publication lors d'essais randomisés chez le bétail et en sécurité alimentaire		
***Section de l'article* et sujet**	Item	**Descripteur de l'item de l'énoncé REFLECT**	**Rapporté à la page#**
Titre & Résumé	1	Manière dont les **unités d'étude** ont été affectées aux interventions (e.g. «distribution aléatoire», «randomisation» ou «répartition au hasard»). **Indiquer clairement si le résultat était du à une exposition naturelle ou une exposition délibérée à un agent.**	
Introduction Antécédent	2	Fondement scientifique et justification	
Méthodes Participants	3	Critères d'éligibilité **pour le propriétaire/gestionnaire et les unités d'étude à chaque niveau de la structure organisationnelle,** ainsi que la localisation et l'organisation des lieux où les données ont été récoltées.	
Interventions	4	Détails précis des interventions prévues pour chaque groupe, **niveau auquel l'intervention a été attribuée**, comment et quand les interventions ont effectivement été effectuées.	
	4b	**Détails précis sur l'agent et le modèle de l'infection défi, si une infection défi a été utilisée.**	
Objectifs	5	Objectifs spécifiques et hypothèses. **Spécifier clairement les objectifs primaires et secondaires (si applicable).**	
Portées	6	Définir clairement les critères d'évaluation primaires et secondaires et les niveaux auxquels ils ont été mesurés, et, lorsque applicable, toutes méthodes utilisées pour améliorer la qualité des mesures (e.g. observations multiples, formation des évaluateurs).	
Taille de l'échantillon	7	Comment la taille de l'échantillon a été déterminée et, lorsque applicable, explication sur les analyses intérimaires et les règles d'interruption. **L'établissement de la taille de l'échantillon devrait prendre en considération la détermination de la taille des échantillons à chaque niveau de la structure organisationnelle ainsi que les suppositions utilisées pour tenir compte de la non-indépendance entre les groupes ou les individus dans un groupe.**	
Randomisation — Établissement de la séquence	8	Méthode utilisée pour établir la séquence aléatoire de distribution **au niveau approprié de la structure organisationnelle,** incluant les détails de toutes restrictions (e.g. blocage, stratification)	
Randomisation — Dissimulation de la distribution	9	Méthode utilisée pour mettre en place la séquence de distribution aléatoire **au niveau approprié de la structure organisationnelle,** (e.g. conteneurs numérotés ~~**ou téléphone central**~~), clarifiant si la séquence était dissimulée jusqu'au moment où les interventions ont été assignées.	
Randomisation —Mise en place	10	Qui a produit la séquence de distribution aléatoire, qui a choisi **les unités d'étude,** et qui a assigné **les unités d'étude** à leur groupe **au niveau approprié de la structure organisationnelle.**	
Aveuglement (masquage)	11	Savoir si ~~**les participants**~~ ceux qui effectuent les interventions, **les soignants** et ceux évaluant les résultats ignoraient l'affectation aux groupes. Si effectué, comment a-t-on évalué le succès de l'aveuglement.	

O'Connor AM, Sargeant JM, Gardner IA, et al. The REFLECT Statement: Methods and Processes of Creating Reporting Guidelines for Randomized Controlled Trials for Livestock and Food Safety. *Journal of Veterinary Internal Medicine*. 2010:24:57-64. doi:10.1111/j.1939-1676.2009.0441

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REFLECT Guideline

Checklist

		Fournir une justification si l'aveuglement n'a pas été utilisé.
Méthodes statistiques	12	Méthodes statistiques utilisées afin de comparer les groupes pour toutes les portées; Indiquer clairement le niveau d'analyse statistique **et les méthodes utilisées pour rendre compte de la structure organisationnelle, lorsque applicable;** méthodes pour les analyses additionnelles, telles que analyses du sous-groupe et analyses ajustées.
Résultats Déroulement de l'étude	13	Flot **des unités d'étude** à travers chaque stage **pour chaque niveau de la structure de l'organisation de l'étude** (un diagramme est fortement suggéré). Spécifiquement, pour chaque groupe, rapporté le nombre **d'unités d'étude** réparties au hasard, recevant le traitement prévu, ayant complété le protocole d'étude, et analysés pour la portée primaire. Décrire les déviations au protocole planifié pour l'étude, ainsi que les raisons.
Recrutement	14	Dates déterminant les périodes de recrutement et de suivi.
Données de base	15	Données démographiques de base et caractéristiques cliniques de chaque groupe, **fournissant de manière explicite de l'information pour chaque niveau pertinent de la structure organisationnelle. Les données devraient être rapportées de telle manière qu'une analyse secondaire, telle qu'une évaluation du risque, est possible.**
Nombres analysés	16	Nombre **d'unités d'étude** (dénominateur) dans chaque groupe inclus dans chaque analyse et indiquer si l'analyse était «avec intention de traiter». Indiquer les résultats en nombre absolu lorsque possible (e.g. 10/20, et non 50%).
Portées et estimation	17	Pour chaque portée primaire et secondaire, un résumé des résultats pour chaque groupe, tenant compte de la hiérarchie, ainsi que l'effet estimé de la taille et de sa précision (e.g. intervalle de confiance 95%).
Analyses complémentaires	18	Prendre en considération la multiplicité en rapportant toutes autres analyses effectuées, incluant les analyses de sous-groupes et les analyses ajustées, indiquant celles qui étaient pré-spécifiées et celles qui sont exploratoires.
Évènements défavorables	19	Tous les évènements défavorables importants ou effets secondaires dans chaque groupe d'intervention
Discussion Interprétation	20	Interprétation des résultats, prenant en considération les hypothèses de l'étude, les sources de biais potentiels ou d'imprécision, et les dangers associés avec la multiplicité des analyses et des portées. **Lorsqu'approprié, une discussion de l'immunité du troupeau devrait être incluse. Si applicable, une discussion de la pertinence de l'infection défi devrait être incluse.**
Généralisabilité	21	Généralisabilité (validité externe) des trouvailles de l'essai.
Évidence globale	22	Interprétation générale des résultats dans le contexte des connaissances actuelles.

Le texte en caractère gras est une modification de la description CONSORT originale (Disponible à : www.consort-statement.org

O'Connor AM, Sargeant JM, Gardner IA, et al. The REFLECT Statement: Methods and Processes of Creating Reporting Guidelines for Randomized Controlled Trials for Livestock and Food Safety. *Journal of Veterinary Internal Medicine*. 2010:24:57-64. doi:10.1111/j.1939-1676.2009.0441

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Reporting Standards – Journal recommendation

Journal of Dairy Science example

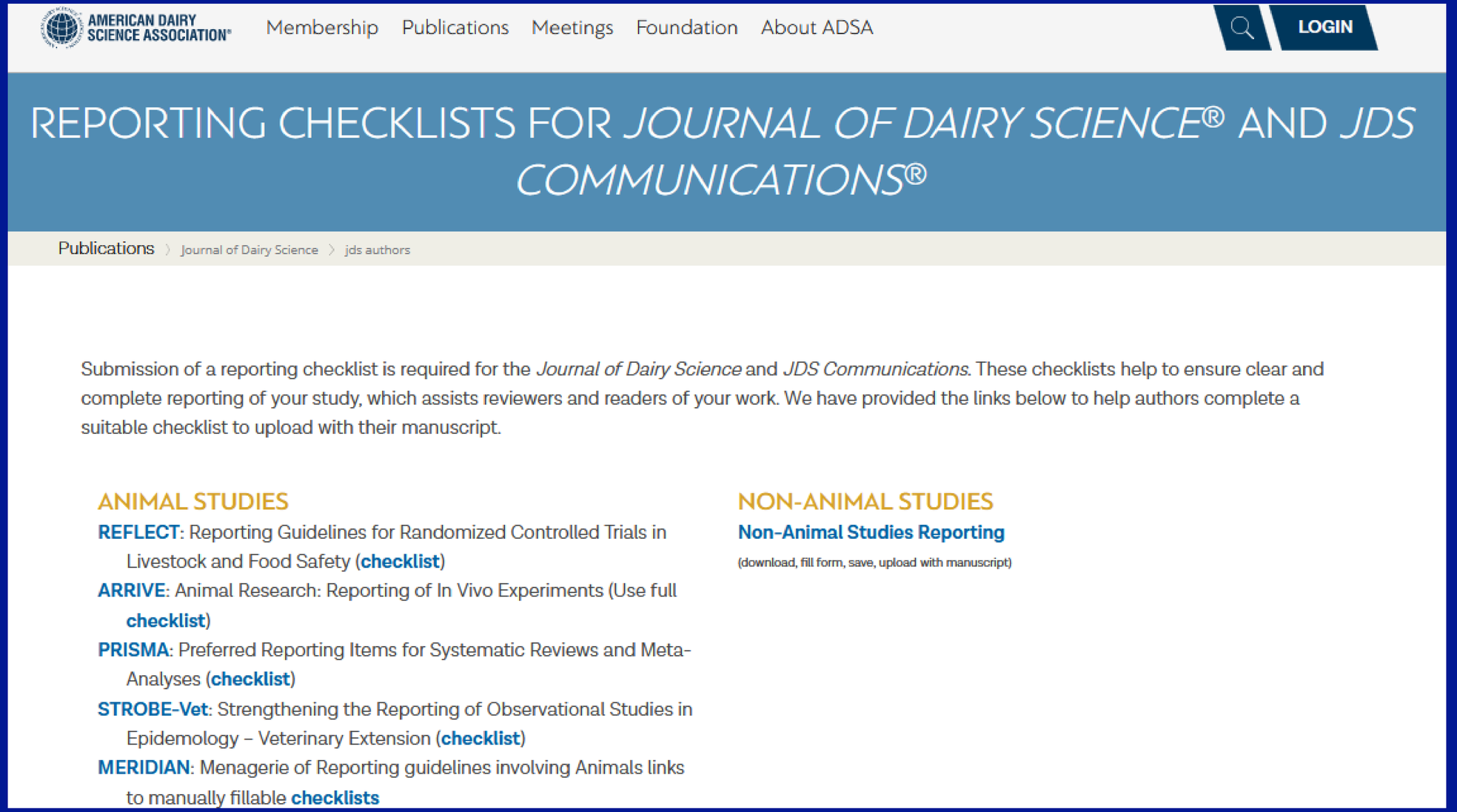

Image from https://www.adsa.org/Publications/Journal-of-Dairy-Science/jds-authors retrieved 2023-10-29

Reporting Standards – Meridian

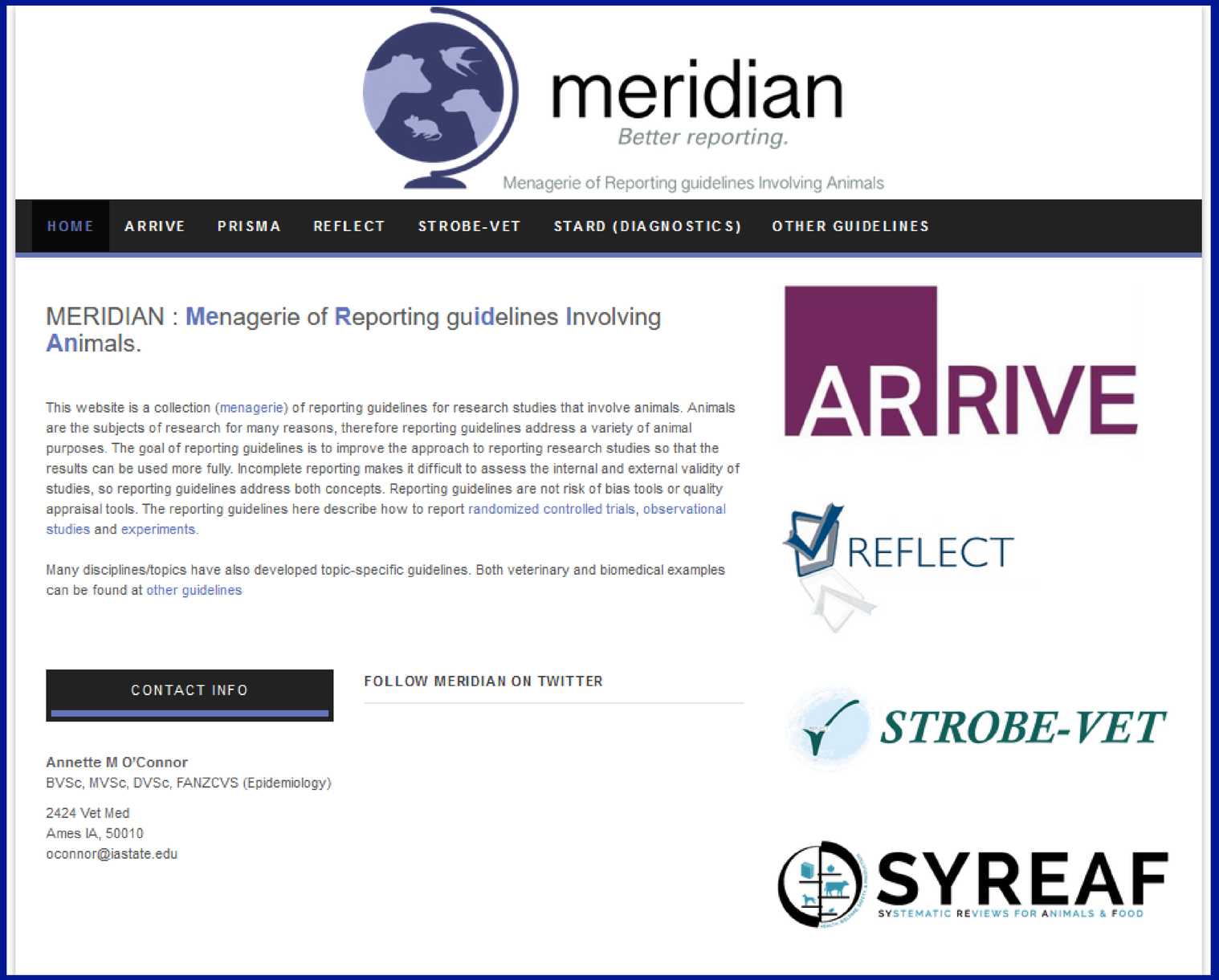

Image from **https://meridian.cvm.iastate.edu** retrieved 2023-10-27

Reporting Standards – Equator Network

equator network

Enhancing the QUAlity and Transparency Of health Research

Website translation help

Home | About us | Library | Toolkits | Courses & events | News | Blog | Librarian Network | Contact

Your one-stop-shop for writing and publishing high-impact health research

find reporting guidelines | improve your writing | join our courses | run your own training course | enhance your peer review | implement guidelines

Library for health research reporting

The Library contains a comprehensive searchable database of reporting guidelines and also links to other resources relevant to research reporting.

- Search for reporting guidelines
- Not sure which reporting guideline to use?
- Reporting guidelines under development
- Visit the library for more resources

Searchable

Reporting guidelines for main study types

Randomised trials	CONSORT	Extensions
Observational studies	STROBE	Extensions
Systematic reviews	PRISMA	Extensions
Study protocols	SPIRIT	PRISMA-P
Diagnostic/prognostic studies	STARD	TRIPOD
Case reports	CARE	Extensions
Clinical practice guidelines	AGREE	RIGHT
Qualitative research	SRQR	COREQ
Animal pre-clinical studies	ARRIVE	
Quality improvement studies	SQUIRE	Extensions
Economic evaluations	CHEERS	

CONSORT

The CONSORT website is temporarily unavailable

Image from https://www.equator-network.org/ retrieved 2023-10-25

Writing Tips

Schedule dedicated writing time

- Ideally at time and place you are not likely to be disturbed
  - E.g., early morning before anyone else is in the office
  - Might place do not disturb sign on door, turn off phone, close email
- Does not have to be large blocks of time
  - Consistently scheduling smaller time periods can be more productive than irregular binge writing sessions
- Can include anything that advances the goal of completing the article
  - Finding, retrieving, and/or reading articles that you will be citing, creating outline, drafting a section of the manuscript, finding a reporting guideline to use, completing items
  - Set realistic expectations so you come away feeling productive

Writing Tips

Using checklist in goal setting

- **E.g., Methods spans items 3-12, use checklist to identify a realistic goal for given time period**

REFLECT

Checklist for REFLECT statement: Reporting guidelines For randomized control trials in livestock and food safety. Bold text are modifications from the CONSORT statement description (Altman DG et al . Ann Intern Med 2001; 134(8):663-694).

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REFLECT

Table 2. Liste de vérification des items pour l'énoncé REFLECT-LFS : Directives de publication lors d'essais randomisés chez le bétail et en sécurité alimentaire

Section de l'article et sujet	Item	Descripteur de l'item de l'énoncé REFLECT	Rapporté à la page#
Titre & Résumé	1	Manière dont les **unités d'étude** ont été affectées aux interventions (e.g. «distribution aléatoire», «randomisation» ou «répartition au hasard»). **Indiquer clairement si le résultat était du à une exposition naturelle ou une exposition délibérée à un agent.**	
Introduction Antécédent	2	Fondement scientifique et justification	
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Portées	6	Définir clairement les critères d'évaluation primaires et secondaires et les niveaux auxquels ils ont été mesurés, et, lorsque applicable, toutes méthodes utilisées pour améliorer la qualité des mesures (e.g. observations multiples, formation des évaluateurs).	
Taille de l'échantillon	7	Comment la taille de l'échantillon a été déterminée et, lorsque applicable, explication sur les analyses intérimaires et les règles d'interruption. **L'établissement de la taille de l'échantillon devrait prendre en considération la détermination de la taille des échantillons à chaque niveau de la structure organisationnelle ainsi que les suppositions utilisées pour tenir compte de la non-indépendance entre les groupes ou les individus dans un groupe.**	
Randomisation — Établissement de la séquence	8	Méthode utilisée pour établir la séquence aléatoire de distribution **au niveau approprié de la structure organisationnelle,** incluant les détails de toutes restrictions (e.g. blocage, stratification)	
Randomisation — Dissimulation de la distribution	9	Méthode utilisée pour mettre en place la séquence de distribution aléatoire **au niveau approprié de la structure organisationnelle,** (e.g. conteneurs numérotés ~~**ou téléphone central**~~), clarifiant si la séquence était dissimulée jusqu'au moment où les interventions ont été assignées.	
Randomisation —Mise en place	10	Qui a produit la séquence de distribution aléatoire, qui a choisi **les unités d'étude,** et qui a assigné **les unités d'étude** à leur groupe **au niveau approprié de la structure organisationnelle.**	
Aveuglement (masquage)	11	Savoir si ~~**les participants**~~ ceux qui effectuent les interventions, **les soignants** et ceux évaluant les résultats ignoraient l'affectation aux groupes. Si effectué, comment a-t-on évalué le succès de l'aveuglement.	

O'Connor AM, Sargeant JM, Gardner IA, et al. The REFLECT Statement: Methods and Processes of Creating Reporting Guidelines for Randomized Controlled Trials for Livestock and Food Safety. *Journal of Veterinary Internal Medicine*. 2010:24:57-64. doi:10.1111/j.1939-1676.2009.0441

Image from https://meridian.cvm.iastate.edu/wp-content/uploads/2017/06/french-reflect-statement-checklist.pdf retrieved 2023-10-25

Writing Tips

Using checklist in goal setting

- **E.g., Methods spans items 3-12, use checklist to identify a realistic goal for given time period**

		Fournir une justification si l'aveuglement n'a pas été utilisé.
Méthodes statistiques	12	Méthodes statistiques utilisées afin de comparer les groupes pour toutes les portées; Indiquer clairement le niveau d'analyse statistique **et les méthodes utilisées pour rendre compte de la structure organisationnelle, lorsque applicable;** méthodes pour les analyses additionnelles, telles que analyses du sous-groupe et analyses ajustées.
Résultats Déroulement de l'étude	13	Flot **des unités d'étude** à travers chaque stage **pour chaque niveau de la structure de l'organisation de l'étude** (un diagramme est fortement suggéré). Spécifiquement, pour chaque groupe, rapporté le nombre **d'unités d'étude** réparties au hasard, recevant le traitement prévu, ayant complété le protocole d'étude, et analysés pour la portée primaire. Décrire les déviations au protocole planifié pour l'étude, ainsi que les raisons.
Recrutement	14	Dates déterminant les périodes de recrutement et de suivi.
Données de base	15	Données démographiques de base et caractéristiques cliniques de chaque groupe, **fournissant de manière explicite de l'information pour chaque niveau pertinent de la structure organisationnelle. Les données devraient être rapportées de telle manière qu'une analyse secondaire, telle qu'une évaluation du risque, est possible.**
Nombres analysés	16	Nombre **d'unités d'étude** (dénominateur) dans chaque groupe inclus dans chaque analyse et indiquer si l'analyse était «avec intention de traiter». Indiquer les résultats en nombre absolu lorsque possible (e.g. 10/20, et non 50%).
Portées et estimation	17	Pour chaque portée primaire et secondaire, un résumé des résultats pour chaque groupe, tenant compte de la hiérarchie, ainsi que l'effet estimé de la taille et de sa précision (e.g. intervalle de confiance 95%).
Analyses complémentaires	18	Prendre en considération la multiplicité en rapportant toutes autres analyses effectuées, incluant les analyses de sous-groupes et les analyses ajustées, indiquant celles qui étaient pré-spécifiées et celles qui sont exploratoires.
Évènements défavorables	19	Tous les évènements défavorables importants ou effets secondaires dans chaque groupe d'intervention
Discussion Interprétation	20	Interprétation des résultats, prenant en considération les hypothèses de l'étude, les sources de biais potentiels ou d'imprécision, et les dangers associés avec la multiplicité des analyses et des portées. **Lorsqu'approprié, une discussion de l'immunité du troupeau devrait être incluse. Si applicable, une discussion de la pertinence de l'infection défi devrait être incluse.**
Généralisabilité	21	Généralisabilité (validité externe) des trouvailles de l'essai.
Évidence globale	22	Interprétation générale des résultats dans le contexte des connaissances actuelles.

Le texte en caractère gras est une modification de la description CONSORT originale (Disponible à : www.consort-statement.org

Image from https://meridian.cvm.iastate.edu/wp-content/uploads/2017/06/french-reflect-statement-checklist.pdf retrieved 2023-10-25

O'Connor AM, Sargeant JM, Gardner IA, et al. The REFLECT Statement: Methods and Processes of Creating Reporting Guidelines for Randomized Controlled Trials for Livestock and Food Safety. *Journal of Veterinary Internal Medicine*. 2010:24:57-64. doi:10.1111/j.1939-1676.2009.0441

Writing Tips

Review anything you have already written on the subject

- You may be able to copy and paste unpublished content from grant proposals or study protocols as a starting point for your manuscript draft
  - Be alert to any changes in tense that are required
    - Grant proposals and study protocols typically use future tense
- Need to check any published material to make sure you have not self-plagiarized in the current manuscript
  - Conference abstracts are often published, do not reuse verbatim
- Posters and presentation slide decks can provide outline and bullet points
  - Presentations are often delivered in a conversational tone and text needs to be revised to suit a scholarly publications

Writing Tips

Introduction and methods sections can often be drafted before study is even started

- E.g., objectives and methods copy and pasted from protocol

Results section may rely more on tables than text

- Could prepare table templates in advance
  - May already have table format you like from previous publications

Much of discussion can be prepared in advance too

- Already know similar studies you will be discussing
  - Need to discuss how your results compare

Abstract typically written last

Writing Accountability Groups (WAGs)

What?

- Peer-facilitated group focused on process of writing, not content
  - Emphasis on accountability
    - State writing goals to the group and report back

Why?

- "Studies have reported an increase in the volume of published articles by faculty who participated in a formal WAG." (Bourgault, 2022)
- Form a writing habit
- May be particularly helpful for items without an external deadline
  - Setting self-imposed deadlines *that you report to others* may help you prioritize these items

Writing Accountability Groups (WAGs)

How?

- Meet regularly, typically weekly
  - Can be in-person or virtual
- Each attendee sets own goals to be reached by next meeting
  - Specific, measurable, achievable, and realistic
    - E.g., draft outline, write 500 words, complete items 5-8 of reporting checklist, format paper for journal, etc.
- At each meeting, attendees report on whether they met the goal, sets goal for next week
  - Many WAGs include communal writing time

Writing Accountability Groups (WAGs)

Other considerations

- How long?
  - E.g., one semester; 10 weeks; no end date
- Require commitment to attend a minimum number of meetings?
  - E.g., commit to attend at least 7 of the 10 meetings
- Restrict membership to those at similar career stage?
  - E.g., senior professors in one group, graduate students in another
- Restrict membership to those working on similar items?
  - E.g., all members working on grant proposals; all members working on journal article
- Shared document for tracking everyone's goals and progress?
- Some writing support groups critique each others' work (feedback groups)

Writing Accountability Groups (WAGs)

Example 1

- Accountability is all that most members need (Silvia, 2018)
- Focus is on accountability and goals
  - Track each group member's goals
- Meeting frequency and duration: once per week, ~20 minutes
- Meeting location: nearby coffee shop, occasionally on campus
- Meeting format
  - Group members state goals they set last week, report whether they met their goals, then set goals for next week

Silvia PJ. How to Write a Lot : A Practical Guide to Productive Academic Writing. Second ed. Washington, DC: APA LifeTools; 2019.

Writing Accountability Groups (WAGs)

Example 2

- Meeting includes time to write
- Meeting frequency and duration: once per week, ~60 minutes
- Meeting location: college conference room (went virtual during pandemic)
- Meeting format (15-30-15)
  - First 10-15 minutes: Members review weekly goal(s) and progress, set goal for current writing time; usually address barriers, brainstorm productivity strategies
  - Next 30-40 minutes: Silent writing time
  - Last 10-15 minutes: Report whether writing time goal was met; State goal(s) for upcoming week

Bourgault AM, Galura SJ, Kinchen EV, Peach BC. Faculty writing accountability groups: A protocol for traditional and virtual settings. *Journal of Professional Nursing*. 2021;38:97-103. doi:10.1016/j.profnurs.2021.12.007

Writing Accountability Groups (WAGs)

Example 3

- Meeting includes time to write
- Meeting frequency and duration: once per week, 90 minutes
- Meeting location: in-person or virtual
- Meeting format
  - First 30 minutes: Each member reports progress on weekly goal set previous week; members provide feedback on the goals, potential challenges, share strategies related to writing productivity
    - Focus of check-in is accountability and goals, not content
    - First time the group meets, each member sets goals for entire series of meetings and the weekly writing goal for the following week
  - Last 60 minutes: Silent writing time
    - Sometimes this may be only time all week a member gets the time to write

Breitenstein SM. Why and how to start a writing accountability group. *Nurse Author Ed*. 2021;31(3-4):54-57. https://doi.org/10.1111/nae2.26

Topics for Discussion

What has helped your writing productivity?

- **Share tips with the group**

What are your challenges?

- **Possible strategies to overcome these**

Any previous experience with writing groups?

- **What was the format?**
- **What worked?**
- **What would you do differently?**

Any interest in exploring a writing accountability group in the future?

- **Brainstorming what this might look like**

Recap

Writing your manuscript for submission to peer-reviewed journal

- Choose a journal
  - Know what they require before you start writing
- Use reporting checklist if available
  - Journal recommendation or Equator Network
- Look at anything you have already written on study
  - E.g., grant proposal, study protocol, abstract
- Consider a Writing Accountability Group
  - Focus on accountability, not content
  - Sample meeting format: 15 min reporting and setting goals; then 30 min communal writing time; then 15 min reporting and goal setting

Image by Kev from Pixabay

Image by Hands off my tags! Michael Gaida from Pixabay

Resources

Silvia PJ. How to Write a Lot : A Practical Guide to Productive Academic Writing. Second ed. Washington, DC: APA LifeTools; 2019.

Skarupski KA, Foucher KC. Writing Accountability Groups (WAGs): A Tool to Help Junior Faculty Members Build Sustainable Writing Habits. *The journal of faculty development*. 2018;32:47.

Bourgault AM, Galura SJ, Kinchen EV, Peach BC. Faculty writing accountability groups: A protocol for traditional and virtual settings. *Journal of Professional Nursing*. 2021;38:97-103.

Breitenstein SM. Why and how to start a writing accountability group. *Nurse Author Ed*. 2021;31(3-4):54-57. https://doi.org/10.1111/nae2.26

O'Connor, A.M., Sargeant, J.M., Gardner, I.A., et al. (2010), The REFLECT Statement: Methods and Processes of Creating Reporting Guidelines for Randomized Controlled Trials for Livestock and Food Safety. *Journal of Veterinary Internal Medicine*, 2010;24:57–64. doi:10.1111/j.1939-1676.2009.0441.

J.M. Sargeant, A.M. O'Connor, I.A. Gardner, et al The REFLECT Statement: Reporting Guidelines for Randomized Controlled Trials in Livestock and Food Safety: Explanation and Elaboration, *Journal of Food Protection*, 2010:73(3):579-603, https://doi.org/10.4315/0362-028X-73.3.579.

Equator-Network. https://www.equator-network.org/reporting-guidelines/prisma/

MERIDIAN (Menagerie of Reporting Guidelines Involving Animals): https://meridian.cvm.iastate.edu

Q&A

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This presentation will be archived on the website of the Feed the Future Innovation Lab for Livestock Systems https://livestocklab.ifas.ufl.edu

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