



## ***Practical Significance* | Episode 65: Behind the Button—Why JSM Docents Make the Difference**

**Donna LaLonde:** Welcome everyone to the May episode of *Practical Significance*. Since it's May, it's time that we're all starting to think really seriously about JSM because registration opens on May 1. And so, I'm really super excited that we have two members of the Docent Planning Committee with us today to talk about being—and to encourage some of our listeners to be—docents at JSM.

So, we're going to start, Jessica and Justin, by asking you to tell us a little bit about your day job, and then we'll jump into some questions about what it's like

to be a docent. So, Jessica, we'll start with you. Tell our audience a little bit about you.

**Jessica Kolschmidt:** Hi, I'm Jessica Kolschmidt. I teach at The Ohio State University. I like to volunteer a lot, so I do the Caucus for Women in Statistics and ASA—whatever I can find to fill my time.

So, I love teaching and leading. That's my short story.

**Donna LaLonde:** That's great. Thanks, Jessica. And Justin, over to you.

**Justin Jacobs:** Hi there. So, I'm Justin Jacobs. I am a group leader for the Spatial Statistics Group at Oak Ridge National Laboratory. I've been there for a year and a half, but I'm not a year and a half into this type of work. I've been working in the federal government space—U.S. Census Bureau, National Security Agency, Sandia National Laboratories—for over 20 years.

My background is in both mathematics and statistics, so differential geometry and statistics, primarily in nonparametric Bayesian spatiotemporal analysis. My day-to-day job is to do spatiotemporal statistics for national security problems.

But I also do some moonlighting, where I have taken time off to work in front offices of National Basketball Association teams like the Houston Rockets and the Orlando Magic, where I worked on spatiotemporal models for players and draft valuation.

And right now, I'm also working on building a historical dataset going back to the pre-play-by-play era for the NBA to try and uncover hidden characteristics of old players like Michael Jordan and Magic Johnson. So, that's my day-to-day.

**Donna LaLonde:** That's great. Thanks, Justin. And Justin, I'll stay with you because both you and Jessica are longtime docent volunteers, which we really appreciate. So, what moments do you remember from JSM that encouraged you to volunteer to be a docent?

**Justin Jacobs:** So, there are two primary areas of moments for me. The first is what convinced me to be a docent, and then what convinced me to stay as a docent.

So, Jessica and I have been docents since, what, 2015, I think—since Seattle. And when I was originally asked, I was still at the National Security Agency, and the ASA was looking for government representation because you want to be present in all aspects of the community—not just academia, but also industry and government spaces.

And I remember back in 2009—I think it was Washington, D.C.—I showed up for the first time, and I was clueless as to what I was doing. I was like, “I’m just going to show up and give my one talk.” And I showed up, and nine people were at the talk. And I’m like, “I thought there were like 5,000 people here.” It was overwhelming for me.

You know, I’m in my mid-20s. At the time, I was working but also going to school, and I hadn’t really been to a conference.

So, I missed 2010, which was Vancouver, and then 2011, if I remember correctly, was Miami. I’m going off the top of my head. And I showed back up. This time, I didn’t have to present. I’d been there before. I was like, “Okay, I can actually see what’s going on.” And I spent half the conference actually learning what was going on. So, it took me a conference and a half to get into a rhythm.

So, when this opportunity came and I was asked, “Would you like to be a docent? We’ve seen you’ve been here four or five times,” I was like, “Oh, I’m definitely doing this,” because I had about four years of lessons learned that I could condense into a couple hours. This is awesome. I wish I would have had this when I was going through it.

And a reason to keep me there is that I’ve met a lot of people who are in the same situation that I was in—the one I just described—where they’re like, “I don’t know what to do. I don’t know where to go. I’m focused on these three very specific things,” or two very specific things. Some of those people are looking for changes in jobs.

And now that I’ve worked in industry and academia—I used to be an assistant professor at Coppin State University, and I used to moonlight like that and teach a full load of courses—I’ve kind of transcended all three areas: academia, industry, and government. And I can ask, “What do you want to do?”

Now I know what the different tracks are, who’s who across the board in different areas, and how the night sessions work and how people can get integrated.

And I see people reach out to me on LinkedIn afterward and say, “Thank you so much for this help. I got a job interview with this company,” or “I transitioned into this new job,” or “I’m going back to school and picking up this new area of expertise.”

Seeing how my insight helps them navigate JSM and identify avenues to improve their careers and build their community—that just makes me want to keep doing this.

**Donna LaLonde:** That’s great. Jessica, what about you? What from a past JSM inspired you to volunteer to be a docent?

**Jessica Kolschmidt:** So, Minnesota, maybe 2005—a friend of mine had me go to the First Timers Reception, and I ran into some people and made some great connections and friends that I still have today. Because of that, even though it wasn’t my first JSM, I was encouraged to show up to that, which I’m really glad I did. And I learned a lot.

So, I got something out of it when I started, and it was a nice opportunity to come and meet people every year. And then, because I’m a yes person, when the opportunity came to be a docent, of course I was like, “Sure.”

I think I’ve missed two JSMs in 25 years, so I’ve been to a lot of them. I’m happy to share what I know and what I think.

And for a while, I worked in hematology, and those conferences have a very different feel. If you want to talk, you can’t leave. There are a lot of different cultures with conferences, so I like being able to share that kind of thing with people because people don’t always know what the etiquette is for a conference.

And I like making connections.

**Ron Wasserstein:** So, I appreciate hearing your JSM beginning stories. I went to my first JSM in 1985, and I’ve been to all of them since, but I haven’t forgotten the first one.

Nobody told me what the rules were. So, I’d go down and sit in a session, and after someone was done talking, all these incredibly rude people would get up and leave. And I had no idea that that was perfectly legitimate—that you hear a talk, then you go to some other room and hear another talk.

I thought when you’re in the room, you’re in the room.

After I got aggravated, I finally asked somebody else, and they said, “No, man, that’s just how it works.” I would have liked to have known that earlier.

So, okay, you agreed to do this. Thinking back on it now, what did you think the commitment was when you signed up, and how does that compare to what it actually turned out to be? And let's start with you, Jessica.

**Jessica Kolschmidt:** This time, I think it was what I thought it would turn out to be. I knew we should go to the First Timers Reception and meet people.

Some years we've had a button and a ribbon—not every year—and I've had a few people stop me, but it's never a huge chunk of time that takes away from your experience at the conference.

I want to be the kind of person people are comfortable stopping to talk to. I grew up in Texas, so when I would walk to campus to go to class, you smiled at everyone you walked by.

So, I like smiling at people and engaging with people when you pass them by. I hope that by having something that identifies me as someone who's willing to help, not only am I a friendly face, but I'm also someone who's happy to engage with them.

But I would say it doesn't in any way detract from your JSM experience. I think all it does is add to and enrich your life and build a network.

**Ron Wasserstein:** Thanks, Jessica. How about you, Justin? Any difference between what you thought it would take and what it's actually taken?

**Justin Jacobs:** So, a little bit. I think the first time I went into it, I was just like, "What are we doing? How does this work?"

We had a pretty good production for the First Timers Orientation, and there was a lot of good structure there. We had a docent at every single table, and they answered questions. In future years, we had trivia games where you had to meet different docents.

But I also thought there was going to be more to it. I thought, "Oh, we've got to go to the ASA help desk, and there's got to be one docent present, and we've got to rotate and be more available."

And back then, we didn't have the buttons, right? We had this little banner badge that would go with all the other banners. It would just say "JSM Docent," and I still have mine from the first few years. Well, when you have "Employer," and "We're Hiring," and all those other badges, they kind of blended in. So, people never really talked to me at first.

When we switched over to the orange buttons, now people are like, "Hey, you've got the button." And I would actually tell them, "If you ever see me with a button and you want to ask me a question, just come press the button," like a little button to say hi.

And that actually became a game last year, where people would track me down just so they could press the button. And I probably ended up answering upwards of—no joke—probably about 150 questions. I think people just wanted to keep pressing the button.

There were no extra things outside of the first two-hour period—the orientation portion—unless I wanted it to happen. And like Jessica, where she smiles and encourages people to come talk to her, I'm kind of the same way.

I would actually go and ask questions and track people down in the Expo and say, "So, do you want to know anything you're not thinking about?" or "Are there any questions you have?" And they would catch on pretty quickly that I was a docent.

You can do what you want to do with that status afterward, just to be available as a resource. And that would be the different thing that I wasn't originally set up for, but now I do know and make a big deal of it.

**Ron Wasserstein:** A few people pressed buttons when I was at JSM, but that's an entirely different kind of button pressing.

So, Justin, let's keep going in that same vein. Say a little bit more about a typical day at JSM for you. You're going to sessions, you're getting your button pressed—what's a typical day like?

**Justin Jacobs:** So, as I show up as a spectator, let's say—not as a docent, but as someone who's paid standard tuition or the admission fee and comes in typically the night before—I look through the guide, identify some of the talks that I want to go to, and kind of map things out.

I'll even pull up the Expo map and try to figure out what the easiest route is because sometimes, when you have those two-hour blocks and there are two talks back-to-back, the locations just aren't easy enough to get between.

So, I'll try and map out what I want to do. We have sessions that start as early as 8:00 or 9:00 in the morning, and they go until 6:00 p.m.

I don't like to spend the whole time in talks. I feel like seeing a series of 15 or 16 talks is going to get me fatigued at that point. So, what I like to do is pick out four or five talks that I really want to see.

I also want to carve out three different times when I'm going to go to the Expo—at least half an hour each, at a minimum—just so I can go in and see who's around, talk to different booths, and catch up with people. They sometimes cycle people out.

I'm at the point now where I know people at different booths and different groups that show up, so I get updates from them and talk to folks. I also usually try to figure out what's going on

in the evening because there's usually something happening at the Expo afterward, whether it's the dance party or the gala they have the first night when the Expo opens.

And then I try to plan out a good time to go. I don't like to stay for a whole couple of hours if it's there. I usually just poke my head in for about half an hour, see how things are going, talk to people, and catch up with folks there.

And then, if there's any type of after-hours activity with groups in the evening—special sessions, luncheons, or dinners—if I'm affiliated with those groups, or even if I'm not, I'll sometimes just ask. There's a group I'm not affiliated with, like NIST, and I'll go up to a couple people and say, "Hey, do you mind if I tag along?" And they're usually like, "Yeah, come with us. Let's hang out." And I catch up with people that way.

So, I would say probably 40% of the time is talks, and the other 60% is networking.

I get so much out of the networking aspect. But as long as I dedicate 40% of the time to seeing some of those talks, I'll gain insight into current trends and how different industries or academics are using those new trends.

**Ron Wasserstein:** Very good. So, Jessica, what does your typical JSM day look like?

**Jessica Kolschmidt:** Somehow, I run around like a chicken with my head cut off most of the time. I feel like I end up in more meetings than actually going to talks at JSM—with Council of Sections this, Council of Chapters that, and this organization and that organization.

This time, there are like four talks I must show up to, so I'll be at them.

I would say I'm usually there way earlier than I even like to be out of bed. I stop by the Expo. I'm usually helping with three of the Expo tables, so I meet people there, and I also use that as an opportunity to network with people.

I don't usually find people talk to me during talks, but in the hallways, as you're walking back and forth between talks, people will stop and chat.

Usually, I run around from like 8:00 in the morning until 10:00 at night. I probably do that for about three days and then crash.

**Ron Wasserstein:** Well, you are involved in a lot of things. I can testify to that because, in addition to this podcast, you're working on two other things with me right now. So, I appreciate all that.

**Donna LaLonde:** So, ribbons and buttons. Orange buttons. I guess I'm thinking now maybe it's time to change up the color of the button. But that's for another day—and maybe a vote.

**Jessica Kolschmidt:** Purple.

**Donna LaLonde:** I know that's a favorite of yours.

So, Justin, you said people really see the button and press the button. But Jessica, I'm wondering, if people see your docent ribbon or docent button, what questions do they ask?

**Jessica Kolschmidt:** I think it's usually directions, or "What should I go to tonight?" or "How do I network?"—besides questions like, "What's the right etiquette for JSM about talks and leaving?" and things like that.

There are so many things on the schedule socially—business mixers and other events—and I like to encourage people to show up to those. So, I try to encourage people to stop in on some of the things they're interested in because this is an opportunity to network with people you don't see in your everyday life in areas that might be interesting to you.

So, I think I try to direct people toward opportunities to network and not just listen to talks.

I do have a lot of conversations with people about how they should pick a talk they don't know much about, invited versus topic-contributed sessions. I often try to share with them the hierarchy of some of that. So, if they're just popping into things to see what talks look like, that's a good place to go.

Usually it's easy questions like, "How do I get here?" "Where's the Expo?" or "Should I go to this mixer?" or something like that.

**Donna LaLonde:** Justin, what are the questions people are asking when they're pushing your button?

**Justin Jacobs:** The funniest question I've probably ever gotten is, "Is the beer free?" And I usually tell them after the second one it's not because, you know, you don't want them to go a little hog wild.

But most of the questions are very similar to what Jessica was saying. Directions are probably the most common thing I get asked.

I've also been asked, "What are the coolest talks you've been to?" And then people will usually look up who gave those talks and try to track that person down.

Another common question is, "Which companies should we talk to that are hiring?" So, I'll usually stop by the employment section and see who's hiring and whatnot. Then I'll give them advice like, "Oh, you should talk to these people." I'll know if they have a booth because I've already been through the Expo a couple times by the time I get those questions.

And similar to what Jessica said, people ask about the difference between invited sessions and topic-contributed sessions. They're often shocked when they go to an invited session and there

are 100 people there, and then they go to a topic-contributed session and there are nine people.

And it's like, well, sometimes the topic-contributed sessions are niche graduate student work—people ironing out a new thought they've had and just getting to the publication point. It's so specialized that there are only going to be a handful of people there, and half of them might be the speakers in the session.

It's a good place for them to practice.

People will come back to me and say, "I went to this talk where the topic sounded awesome—and it probably was awesome stuff—but there were only nine people there."

And I'm like, "Yeah, that happens." So, focus on the content. You're one of nine people who can go talk to the author afterward because they're accessible.

So, those are the primary questions.

The other oddball ones are things like, "Where's the bathroom?" More directions.

And I'll leave you with a terrible story about that. One time someone asked me where the bathroom was while I was on my way there. We were in the Expo, and I said, "Are you going there now? You can just come with me."

And then we got a couple steps in, and they started following me, and I realized that was a really weird way of phrasing that. So, I had to clarify, "Now, just mind you, when we get to the bathroom, we're going our separate ways."

So, those are mainly the questions I get.

**Ron Wasserstein:** You know, one of the things I'll point out to podcast listeners—especially if they're relatively new in the profession—is that it doesn't matter if there are only a handful of people in the room at your talk.

All it takes is finding one or two people who are interested in working on the same thing you are and connecting with them.

So, the people who are there in a small group are likely there on purpose, and that makes it a great opportunity.

So, Justin, other than teaching attendees to drink responsibly, can you share a moment where you feel like you really made a difference for someone?

**Justin Jacobs:** Oh, definitely.

There was one first-time attendee who had a bio background, but I think they were doing actuarial science, and they felt like they had kind of hit a wall. So, they wanted to come to JSM to see what else they could do in statistics.

And they were like, “Okay, what can I do if I want to change my career? How would I go about doing this?”

I ended up sitting with them for probably a solid 45 minutes, just talking about things like, “What’s your background? What do you find interesting? Where in the U.S. would you want to work?”

Because if you want to do rigorous mathematics, you’re probably not going to Milwaukee, Wisconsin. That’s actuarial heaven, for all intents and purposes. You’d likely be working in quality control with a manufacturer out there.

So, they gave me a rundown, and I was like, “Okay, cool. Now that I see where you want to go, have you thought about this career or this career? What type of courses would you want to take?”

We went over to the Duke University booth—they had a booth there—and I introduced them. I said, “These people have a great data science program. This would be a good place to start.”

And the reason I introduced them to Duke was because I thought they might want to work in some sort of computational area. I also introduced them to folks at Amgen. With their biology background and the Bayesian background they could get at Duke, they would be really great working at Amgen.

Two years later, that person messaged me on LinkedIn with their Amgen account attached, telling me how that 30 to 45 minutes I spent with them—walking them through the different aspects of where all these folks were at JSM—had changed their career, and now they were where they wanted to be in life.

That, to me, is what makes being a docent worth it. That’s where I see the big changes happening—building that community and sharing information with people about how to make a career change or build up their skill set.

**Ron Wasserstein:** That’s great. Thanks.

So, Jessica, what’s one piece of advice that you give to every first-timer? Like, it’s your go-to advice. Without fail, you’re going to tell them—

**Jessica Kolschmidt:** I’m going to tell them to go to an introductory lecture, pick some invited sessions, and stop by some mixers.

**Ron Wasserstein:** Good advice. Justin, what are your go-tos?

**Justin Jacobs:** My advice is: become the extrovert that you have never been.

And I always tell them, “Make friends.” You need to meet five new people every day, and the easiest place to do that is at the Expo, particularly at the poster presentations.

It’s an easy place to meet people, and it’s not just grad students giving talks.

And I’ll give you a great example of this. I think he was a professor at Georgia State—Vic Patrangenaru. This was years ago, maybe ten years ago now. He had a poster presentation on how to georectify three-dimensional data from two-dimensional images. This was before Anuj Srivastava started doing this work with Eric Klassen.

Vic had this poster, and I started talking to him, and all of a sudden Vic started helping me with some of the work I was doing.

So, just go and make friends. Meet people.

Always make five friends each day and build out that network. I think that’s the most important thing because the papers will come out—you can read them later. You go to the talks to get the insight that’s not in the papers. That’s the way I view it.

And you might get to see it in action. Sometimes the talks move a little too fast to really see it in action. You might just see a couple pictures and not get enough of what you want, especially if it’s a new field or area for you.

But if that’s the case, go talk to the author at some point. Find them on the escalator and track them down and say, “Hey, I saw this, and I was curious. I wanted to ask you these questions.”

I did that to a poor professor from Michigan, and I think he regretted it, but he helped me as well. He gave me a lot of great insight.

So, yeah—just meet people.

**Donna LaLonde:** I love that advice, Justin. I think we’re going to make that the motto of docents: “Have you met five new friends today?”

**Donna LaLonde:** So, turning things around a little bit, you’ve talked about the things you’ve shared with folks as a docent. Now I want to ask: What have you learned either about JSM or the ASA community from being a docent? Justin, I’ll start with you.

**Justin Jacobs:** Oh, I learned that there is a lot of work that goes into all these special groups and teams and memberships—stuff that I never really dabbled with myself. And I’m sure Jessica can fill in all the details there because she does so much.

Compared to me, I do very little. I work my job, I participate in my local chapter, and I do the docent work, and that's about it. Now, I really should be doing more.

But just finding out the extent of what exists out there and how you can contribute and give back—that's something I didn't really understand the full scope of. And I still don't think, to a point, that I really do. Mainly because I haven't fully jumped in.

The other thing I've learned is the importance of networking, and I learned that from being a docent.

If we go back to my stories about how I spent my first JSM, I was a hermit. My second JSM, I was still confused, but I was starting to get the hang of it. It took me about four JSMs to really start understanding it.

And then by the time Seattle rolled around and we became docents, it was like, "Oh man, I've got the ribbon. I'm going to start talking to people."

And then next thing you know, people are applying for job postings I have. People are getting job recommendations. I'm getting offers to work on special projects with other groups.

We're building an actual academic-style community, which is awesome. I never really had that in the government sector.

So, those are the two biggest things: understanding the scope of the ASA community and learning how to network.

**Donna LaLonde:** That's great. Jessica, what about you?

**Jessica Kolschmidt:** I help run small events, and I can't even imagine the scale of what you all do with JSM and the other conferences. You all are amazing.

I think one of the things that being a docent has given me the opportunity to do is get to know a lot of you at ASA better. I think those are important relationships to have.

Some people tease me that I know everyone at ASA, and I'm like, "You just have to be human and go talk to them." You are all everywhere, and it's nice to stop by, say hi, and get to know everybody.

And I think I'm always amazed by just how many things ASA does. If you go to all the community tables at JSM, there are so many different things going on. And that's just a small fraction of the sections, special interest groups, and all those kinds of things.

So, being a docent definitely exposes you to how big the ASA is and how many opportunities there are.

One of the things about the section mixers is that if there's something you care about—some topic you're interested in—it's a great thing for first-timers to attend. You're meeting people who are interested in the same things you are, especially if you're looking for collaboration opportunities.

**Ron Wasserstein:** Thank you both. I have one more question for each of you.

Okay, so Jessica, if someone's on the fence about being a docent—they're thinking about it, they're listening to this podcast, and thinking, "Yeah, maybe this is a good idea"—what would you tell them to convince them to jump in?

**Jessica Kolschmidt:** I'd probably tell them something like this: not only are you helping first-timers at JSM, but you also get the opportunity to network with a small group of people.

There aren't a ton of docents, and we meet together beforehand. So, it's an opportunity to build your network with a small group of people who also care about helping others at ASA.

So, not only can you help new people, but you can also build your own network with new people—and with all of us who think this is important and would love for you to be part of our group helping new attendees, or really anybody who has questions.

**Ron Wasserstein:** That's great advice. To all of you sitting on the fence, you now know to go on over to the correct side of the fence.

So, Justin, what do you hope a first-time attendee will take away from their interaction with a docent?

**Justin Jacobs:** Whenever I have an interaction with a first-timer—especially during that First Timers Orientation in those first couple of hours—I want them to leave feeling like they know what they're going to do.

And chances are, they're not really going to know exactly what they want to do. They're going to think, "All right, I'm hyped up. I just got all this information."

But I want them to walk away with the confidence that they can figure it out. I want them to know they can look through the talks, use the app—that might actually be one of the most important things. They need to know how to use the app.

We spend some time during the First Timers Orientation going through the app, and I've helped to set enough of those up over the last couple of years.

But I also want them to be armed with ideas about networking—how to approach it and how to think about it—and to realize that this conference isn't just about showing up and sitting in talks.

This conference is about getting a sense of the pulse of the current statistics community: where we're going in our different research areas, what new avenues are opening up across academia, industry, and government, and identifying what aspects they may want to build into their own careers.

So, if they can leave with that knowledge—understanding the different things they can do and armed with an app that helps them find all of it—then they know what to do from that point on.

**Donna LaLonde:** That's great advice.

Just for our listeners, we'll have a link to the docent website in the show notes, and we are actively recruiting volunteers because we would actually like to get back to the place where we can have at least one docent at every table during the First Timers Orientation.

So, move over to our side of the fence for sure.

Well, we've come to the end. We really appreciate you, Jessica and Justin, taking the time to join us.

We have a tradition where we ask what's on your reading list, your watching list, and your listening-to list. So, Jessica, we'll start with you.

**Jessica Kolschmidt:** I've been reading some romance novels, but you know, that's not for everyone.

I've been listening to Disney hits on Amazon Alexa. I'm a little bit of a Disney fan.

And a lot of the movies on my "to be watched" list are Disney movies. Apparently, I'm way behind on Disney cartoons. I know the classics like *Beauty and the Beast* and *The Little Mermaid*, but there have been a gazillion since then.

So, that's on my list—to catch up on all these Disney movies that all the kids seem to know about these days.

**Donna LaLonde:** I do know you to be a die-hard Disney fan, Jessica, so I'm not at all surprised that's your watch list after the semester is over.

Justin, what about you? Reading, watching, listening—what's on your list?

**Justin Jacobs:** Well, I mentioned that I'm doing a historical play-by-play reconstruction of NBA basketball, so—oh boy—I go through about 2,000 hours of NBA game footage from the 1980s and early '90s. I've reconstructed almost 3,000 games.

So, that's a healthy dose right there. If you divide it by 365, you can see how many hours per day that averages out to.

Reading-wise, it's a lot of technical material because of the business I'm in. But when I want to reground myself, lately I've been reading *Emotionally Healthy Spirituality* by Peter Scazzero.

It's a good reminder to slow down and make sure you're taking care of things internally and not just staying busy on the outside. So, it's the kind of reading I use to reground and recenter how I think through things.

**Donna LaLonde:** That's great.

Thank you both again for sharing your docent insights with us, and I'm looking forward to seeing you at JSM.

And as listeners know, we have another tradition on *Practical Significance*, and that's Ron's Top 10. So, I'll turn it over to my colleague Ron for his Top 10.

**Ron Wasserstein:** As *Practical Significance* Podcast listeners know, we are always trying to help make things better for statisticians and data scientists. A frequent topic of discussion now is the proper use of AI in our research and writing. We have differing opinions on this topic, to be sure. But I think we can all agree that, sometimes, we really need a good proofreader. To that end, before you submit your next article, I offer the "Top Ten Signs You Should Have Had Your Article Reviewed by AI."

10. "Heteroskedasticity" is spelled three different ways in the document, none of them flagged by spellcheck.

9. There is a footnote on page 8 that reads "fix this later."

8. Figure 2 is never mentioned in the text.

7. Figure 2 is also Figure 4.

6. The blind submission still has your name in three places.

5. The abstract refers to a finding that does not appear anywhere in the manuscript.

4. The word "significant" is used to mean "large," "important," "statistically significant," and "surprising" — sometimes in the same paragraph.

3. "See supplementary materials" appears four times, but there are no supplementary materials.

2. Your institutional affiliation says "TBD."

And the number one sign you should have had your article reviewed by AI before submitting it:

1. All of this was found by Reviewer 2 in the original submission.

Well, that's it for this episode of *Practical Significance*. We look forward to continuing the conversation next month.



**MedicReS** Soundbite: EPICOS AI is an AI supported research integrity platform developed by MedicRes. EPICOS AI assists researchers, statisticians, and journal editors in identifying and preventing methodological weaknesses, statistical inconsistencies, and integrity risks during research and publication. By combining rigorous research standards with AI supported analysis, EPICOS AI strengthens transparency, validity, and reliability in scientific publishing. Visit [epicosai.com](https://epicosai.com) to learn more.