MyResearch
Graduate Seminars
Module 4 –
Getting Your Research Out

February 2017

- **Idea Development**
  - Find background literature
  - Utilize research tools effectively
  - Locate data sources
  - **Identify collaborators**

- **Funding**
  - Learn about grant seeking tools
  - Identify specific grant opportunities
  - Find alternative funding sources

- **Proposal**
  - Prepare data management plan
  - Describe data
  - **Navigate repository options**
  - Track compliance with NIH Public Access Policy

- **Conducting**
  - Manage citations
  - Review IRB and IACUC protocols
  - Conduct systematic reviews

- **Disseminating**
  - Select journals
  - Identify open access journals in field
  - Manage copyright
  - Design effective posters
  - Cite grants
  - Track research impact
  - Deposit work in digital repository

**Module 1**
**Module 2**
**Module 3**
**Module 4**
**Other library services**
Objectives

• Know about resources to help you get your research out
• Learn how to use Web of Science to find journal rankings and H-indices.
• Learn how to use Web of Science and Scopus to analyze topic results and conduct cited reference searching
• Understand the Open Access movement and its impact on research and publishing
• Discuss academic integrity and related issues
Presenting your research

Finding a conference

• Published works and calls for papers
  • COS Conference Papers Index

• Upcoming conferences:
  • Professional associations
  • Resources by subject
  • Global Events List

• Beware of “predatory conferences”!
  • http://www.huffingtonpost.ca/dr-madhukar-pai/predatory-conferences-academia_b_12467834.html
  • http://www.academicsworld.org/Conference/Kuala_Lumpur/ICEHSS/
Presenting your research

Posters and presentations

• Books on designing and delivering effective posters and presentations

• Poster templates
# Web of Science vs. Scopus

<table>
<thead>
<tr>
<th>Web of Science</th>
<th>Scopus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cited references back to 1900</td>
<td>Cited references back to 1970</td>
</tr>
<tr>
<td></td>
<td>Book-based citation analysis</td>
</tr>
<tr>
<td>Focus on coverage of high impact publications</td>
<td>Focus on wide coverage of subject areas</td>
</tr>
<tr>
<td>Poor coverage of conference proceedings</td>
<td>Better coverage of conference proceedings</td>
</tr>
<tr>
<td>Journal Citation Reports (impact factor)</td>
<td>SCImago Journal Rank (SJR)</td>
</tr>
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</table>
Citation Analysis in Web of Science and Scopus

- Journal rankings (Impact factor, SJR)
- h-index
- Analyzing topic results
- Cited reference searching
Journal rankings in Web of Science: Impact factor

- Official name: ISI Journal Impact Factors from Thomson Scientific, found in Journal Citation Reports
- Original intent: used to identify important journals to include in the Web of Science database
- Two year impact factor
- Five year impact factor
Impact factor calculation

Impact factor = \( \frac{a}{b} \)

\( a = \) the number of times articles published in 2012 and 2013 were cited by indexed journals during 2014

\( b = \) the total number of “citable items” published by that journal in 2012 and 2013

(articles, reviews, proceedings or notes are citable items; editorials and letters to the editor are not included)
• **Rule #1**
  You CANNOT compare the impact factor of journals from different disciplines!
Put the following journals in order of impact factor:

- Journal of Clinical Psychiatry
- Clinical Trials
- Nature Medicine
Analytics in Scopus: SJR

- Scopus – Analytics

![Analytics in Scopus: SJR](image)
Concerns about impact factors

- Not one size fits all
- Differences within fields or disciplines (citation density, publishing patterns, etc.)
- No difference made between laboratory studies versus human subject studies; or practice-based versus research-based material
- Moved from obscure bibliometric indicator to become the chief quantitative measure of the quality of a journal, its articles, and the researchers who wrote those papers
Citation Analysis in Web of Science and Scopus

- Journal rankings (Impact factor, SJR)
- h-index
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Impact of an author: h-index

In the scholarly world...the mantra “publish or perish” is changing to “publish, get cited or perish”.

H-index

\[ h = \# \text{ of publications} \div \# \text{ of citations/publication} \]

“\( h \) papers each cited at least \( h \) times”

Productivity and impact of published work

Evaluates the impact of the work of a particular researcher

H-index

Citation counts

• h-Index example:

Charles H Holland has an h-index of 8.

This means that he has 8 papers with at least 8 citations each.
Your (real) Impact Factor

\[
\text{Impact Factor (corrected)} = \frac{\text{# times your work is cited}}{\text{# citations that actually trash your work} - \text{# times you cited yourself (nice try)} - \text{# times you were cited just to pad the introduction section} - \text{# citations the editor pressured the author to include to increase the journal's impact factor}} + \text{# original articles you've written} + \text{# articles you were included in out of pity or politics} + \text{# not-so-original articles you've written copied and pasted}
\]
Activity! H-Index

• Find your h-index and/or the h-index of your supervisor in:
  • Scopus
  • Web of Science
“ORCID is an open, non-profit, community-based effort to create and maintain a registry of unique researcher identifiers...”

To find out more and create your own ID:

http://orcid.org/
H-index vs. Impact Factor

- Impact factor = journal
- h-index = individual

Photo Credit: <a href="http://www.flickr.com/photos/36101697408@N01/288925731/">Dano</a> via <a href="http://compfight.com">Compfight</a> <a href="http://creativecommons.org/licenses/by/2.0/">cc</a>
Consider this…

“Citation counting measures are useful, but not sufficient. Metrics like the h-index are even slower than peer-review: a work’s first citation can take years. Citation measures are narrow; influential work may remain uncited. These metrics are narrow; they neglect impact outside the academy, and also ignore the context and reasons for citation.”

http://altmetrics.org/manifesto/
Altmetrics to the rescue!

“altmetrics is the creation and study of new metrics based on the Social Web for analyzing, and informing scholarship.”

• [Altmetric.com](http://Altmetric.com) (Bookmarklet function is free)

• Other sources
Analyzing topic results

- Journal rankings (Impact factor, SJR)
- h-index
- Analyzing topic results
- Cited reference searching
Analyze topic results

Use it to find the right journal to publish your research

1. Conduct a search on your topic (you might have to go broader than your thesis topic).

2. Analyze search results

3. Look at the top journals publishing on that topic
Activity! Analyzing topic results

1. Conduct a search in your topic area
2. Analyze the results to find top journals
3. Compare the lists in Web of Science and Scopus
Citation Analysis in Web of Science and Scopus

- Journal rankings (Impact factor, SJR)
- h-index
- Analyzing topic results
- Cited reference searching
Cited reference searching

• Move forward in time from an important paper – see who has cited that paper
  • Web of Science
  • Scopus
  • Google Scholar
Activity! Cited reference searching

• How many times has the following paper been cited

“Recent advances in the diagnosis of childhood tuberculosis” in:
• Scopus
• Web of Science
• Google Scholar
“Open Access (OA) literature is digital, online, free of charge, and free of most copyright and licensing restrictions”

- Peter Suber
Current publishing model

Open Access to scholarship: why?

- Publicly-funded research ought to be available to the public
- Satisfies funding agencies
- OA ensures access to research without price barriers
- Increases the visibility of your research
Different kinds of open access

Journal content is available freely.
Different kinds of open access

Authors may post a copy of their final manuscript in a repository...
Know your (copy)rights: True or false?

- Once I’ve published I can:
  - Post my article to a personal website
  - Post my article to PubMed Central
  - Email a copy to a colleague
  - Include figures from my article in other publications
  - Share my article on social media
How can I know the policies before I submit?

- SHERPA/ROMEO
  - Database of publisher policies for self-archiving
  - [http://www.sherpa.ac.uk/romeo/index.php](http://www.sherpa.ac.uk/romeo/index.php)

- Publisher website
  - See Sections:
    - Copyright
    - Author guidelines
    - Permissions
    - Author services
    - Submission guidelines
    - Instructions for authors
    - Etc.
Archive your versions and your author agreements!

What do students want to know about the library? Using student questions to direct information literacy sessions

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Abstract
This article examines the commonly-asked questions university students have about the library and how these questions can inform librarians’ information literacy efforts. A five-month student survey activity during library workshops, students were asked to write down what they had heard about the library (e.g., “How do I borrow a book?”). The students’ responses were then analyzed and evaluated according to semester and month. Although the results are preliminary, it is suggested that librarians tailor their information literacy sessions depending on the year in which they are held.

Introduction
In recent years, there has been a growing interest in collecting and analyzing questions asked by students at academic libraries. Cataloging questions received at both the reference desk and online can allow librarians to evaluate the type and level of service provided and, potentially, improve how services are designed and delivered. Librarians have also analyzed questions to assess students’ information literacy skills and to inform teaching and learning at academic libraries. This article presents the results of a survey of students at McGill University about the library and their information needs.

Using student questions to direct information literacy work

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Abstract
This article aims to discuss an innovative, student-centered method of information literacy workshops. By using student-generated questions, students are encouraged to engage in a library session that is more relevant to their needs. Students are asked to write down what they have heard or read about the library and submit their questions to the librarian. The librarian then creates a workshop that focuses on the topics of interest to the students. This approach allows students to become more involved in their learning and helps them to develop critical thinking skills. In addition, the workshops are designed to meet the needs of the students and provide them with the information they require to succeed in their studies.

Pre-print = Initial submission
McGill Library. Everything You Need.

Post-print = Final version without layout

Publisher’s version = Final copy with layout
eScholarship@McGill

• ensures access
• increases visibility
• full-text searchable
• available to anyone with web access
• satisfies the OA mandates of funding agencies
• provides long-term access to your work
1. Any open access journal that charges a fee is predatory
   - [http://www.mcgill.ca/library/services/open-access/legitimate-journals](http://www.mcgill.ca/library/services/open-access/legitimate-journals)

2. Open access bypasses the peer review process

3. Open access requirements prohibit me from publishing in a “high impact” journal

4. Open access is “free”

5. The only way to support open access is to publish in an open access journal
Academic Honesty

- Giving credit where credit is due
- Connecting and contributing to body of knowledge
- Generation of new ideas
- Fair assessment of understanding & achievement
- Considerations as we enter the scholarly community
Issues of Academic Honesty/Integrity

- Plagiarism
- Cheating
- Research Ethics
Canada extends from the Pacific Ocean to the Atlantic Ocean. It covers 9,984,670 square kilometres (3,854,085 sq. mi.), 8.92% of which is water. Its population is 33,435,000 (2008 estimate).

Montreal is situated on the St. Lawrence River in the province of Quebec. It is known for its multicultural population and vibrant nightlife as well as for its long winters and summer festivals.

Adapted from: http://www.mcgill.ca/students/srr/honest/students/test/plagiarism
How to avoid academic dishonesty

• Keep in Mind:
  • Common knowledge (discipline-specific)
  • Discipline-specific citation styles

• Using EndNote:
  • Organize references
  • Cite While You Write
Copyright: 3rd Party Work in Your Publications

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Top policy from Endocrinology: http://joe.endocrinology-journals.org/site/misc/For-Authors.xhtml#permissions
Copyright Permissions Tips

- Think about permissions as early as possible
- Photographs, maps, charts often require permissions
- Is there an alternative source possible? Public domain or Creative Commons content?
- Read publishers’ guidelines – they do vary!
- Many publishers provide templates or forms
- **No matter what – make sure you cite and attribute properly!**
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