

Choosing an Effective Publishing Strategy – a guide for planning training

Niamh Brennan,
Programme Manager, Research Informatics
Trinity College Dublin, Ireland
14th April 2021
nbrennan@tcd.ie

Choosing an effective publishing strategy

There are many different channels for publishing research including journals articles, books, book chapters, reports and blogs. The training briefly covers book publishing, and examines journal publishing in more depth. It also looks at how researchers can maximize the impact of their research through a variety of means such as collaboration, increasing discoverability and visibility, and how to communicate, promote and monitor research output.

By the end of this training, learners should:

- Have the knowledge and skills needed to build an effective publishing strategy.

Training Outline:

- Selecting a book publisher.
- Selecting a journal.
- Maximizing the impact of your research through:
 - Ensuring you are easily identifiable
 - Ensuring your research output is visible
- Promoting & Monitoring your research outputs:
 - Social media (e.g. blogs, Twitter, social networks)
 - Tracking citations and mentions of your work

Resources for facilitators and learners

Online courses:

- “Publishing strategy”. IATUL Research Impact Things - a self-paced training program for libraries. URL: <https://iatulimpactthings.info/thing-6-publishing-strategies>

Library Guides:

- “Publish or Perish”, Cambridge Libraries, URL: <https://libguides.cam.ac.uk/publishorperish/introduction>
- “Scholarly Communications-introduction, book publishing, journal publishing”, University College Dublin. URL: <https://libguides.ucd.ie/publishing>
- “Support for Your Publishing Strategy”, University College Dublin. URL: <https://libguides.ucd.ie/publishing/support>
- “Avoiding ‘Predatory’ Publishers and Conferences”, University College Dublin. URL: <https://libguides.ucd.ie/publishing/predatory>
- “Creating author identity”, University College Dublin. URL: <https://libguides.ucd.ie/publishing/authors>
- “Scholarly Communications: Promoting publications”, University College Dublin. URL: <https://libguides.ucd.ie/publishing/promoting>
- “Scholarly Communications: Tracking publications”, University College Dublin. URL: <https://libguides.ucd.ie/publishing/tracking>

Examples of presentations or training slides:

- Michelle Dalton, “Effective Publishing Strategy”, University College Dublin. URL: https://libguides.ucd.ie/ld.php?content_id=31623346
- Michelle Dalton, “Social Media in Research: Promoting, Engaging, Discovering”, University College Dublin. URL: https://libguides.ucd.ie/ld.php?content_id=31599555

Examples of practical exercises, handouts or tip sheets:

- “Where should I publish my research”, University College Dublin. URL: https://libguides.ucd.ie/ld.php?content_id=31623185

Overview



- 1. Effective Publishing Strategy training: Resources & the EIFL Digital Research Literacy Training Outline**
- 2. Knowing your audience**
- 3. Tailoring your Effective Publishing Strategy training (disciplines, levels)**
- 4. What to cover**
- 5. Dangerous liaisons: who to work with / how to engage**
- 6. Working with others (including publishers)**
- 7. Approaches and strategies: egs EIFL Big Six; Research Impact Health Check.**

Who is your audience?

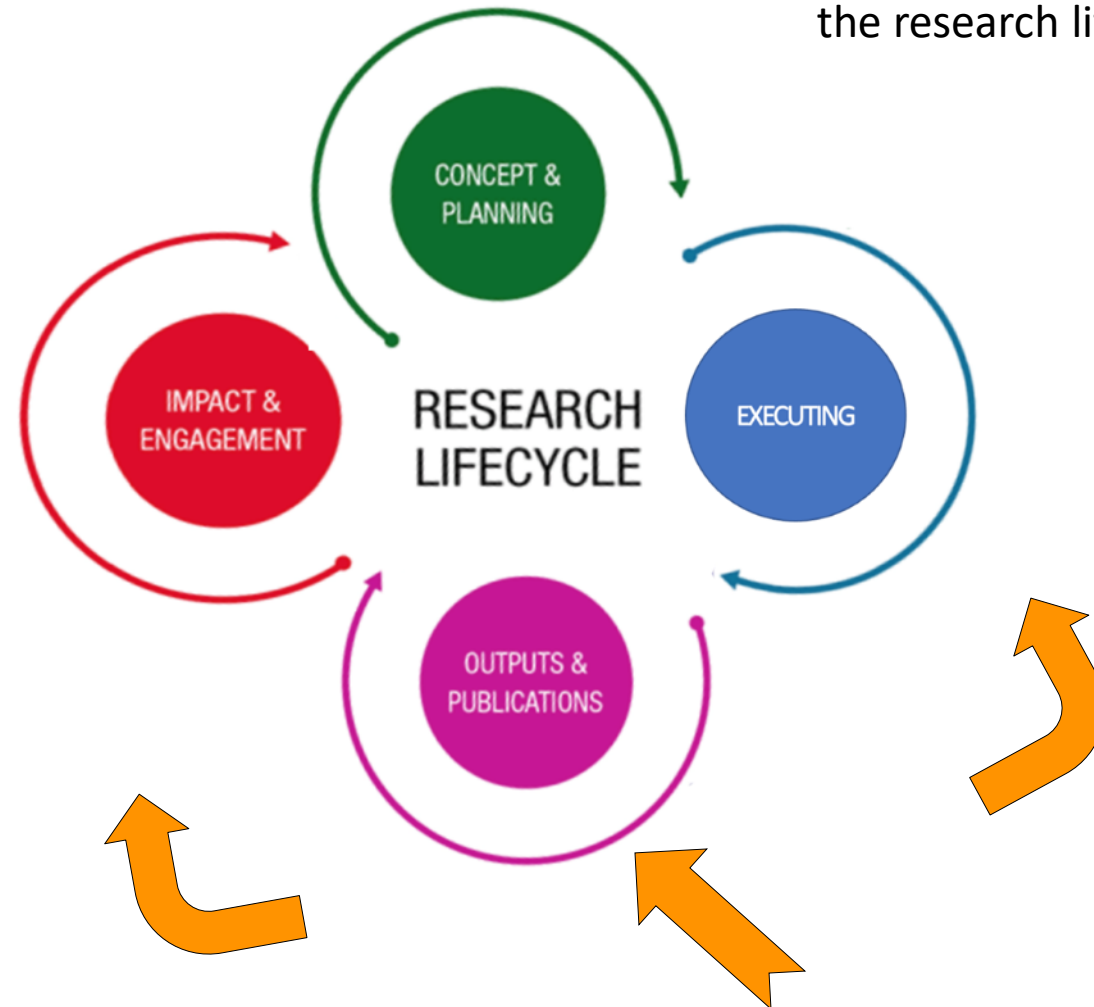
- Librarians (Faculty Liaison Librarians, Other Colleagues)
- Students (Undergraduate, Postgraduate, International, Special Groups)
- Early Career Researchers
- Established Researchers
- External groups/individuals

What are their disciplines?

- Multiple disciplines / Interdisciplinary
- Arts and humanities
- Social Sciences
- STEM (Science, Technology, Engineering, Mathematics)
- Health Sciences

The Research Life Cycle

Scholarly communication is important to all stages of the research life cycle.



First Stage Researcher (R1)

Includes individuals doing research under supervision in industry, research institutes or universities. It includes doctoral candidates. Researchers with this profile will:

- Carry out research under supervision.
- Have the ambition to develop **knowledge of research methodologies** and discipline.
- Have demonstrated a good understanding of a field of study.
- **Have demonstrated the ability to produce data under supervision.**
- Be capable of critical analysis, evaluation and synthesis of new and complex ideas.
- Be able to explain the outcome of research and value thereof to research colleagues.

Desirable competences

- **Develops integrated language, communication and environment skills, especially in an international context.**



Open Science competences:

Research integrity/ethics, Information literacy, open access, publishing/dissemination, DMPs etc.

Optimal training/learning modes & incentives.

Formal, structured, learning, standardised, accredited and badged. Use of hands-on, applied, PBL.

Mentoring by senior researchers

Integrated with Researcher Career Development.

Recognised Researcher (R2)



- ◆ Doctorate degree (PhD) holders who have not yet established a significant level of independence,
- ◆ Researchers with an equivalent level of experience and competence.

Necessary competences (*All competences of 'First Stage Researcher' plus:*)

- Has demonstrated a systematic understanding of a field of study and mastery of research associated with that field.
- Has demonstrated the ability to conceive, design, implement and adapt a substantial programme of research **with integrity**.
- Has made a contribution through original research that **extends the frontier of knowledge**.
- Demonstrates critical analysis, evaluation and synthesis of new and complex ideas.
- Can communicate with their peers - be able to explain the outcome of their research and value thereof to the research community.
- **Takes ownership for and manages own career progression**.
- **Co-authors papers** at workshop and conferences.

Desirable competences

- **Understands the agenda of industry and other related employment sectors**
- **Understands the value of their research work in the context of products and services from industry & related employment sectors**
- **Can communicate with the wider community, and with society generally**
- **Can be expected to promote technological, social or cultural advancement in a knowledge based society**
- **Can mentor First Stage Researchers**

Open Science competences: as per R1 plus impact, innovation, research evaluation level 1.

Optimal training/learning modes & incentives: Structured, accredited professional development training; Mentoring, rewards & funder incentives.

Established Researcher (R3)

Includes: Researchers who have developed a level of independence.

Necessary competences All necessary and most desirable competences of 'Recognised Researcher' plus:

- Has an established reputation based on research excellence in their field
- Makes a positive contribution to the development of knowledge, research and development through co-operations and collaborations.
- Identifies research problems and opportunities within their area of expertise.
- **Identifies appropriate research methodologies and approaches.**
- Conducts research independently which advances a research agenda.
- Can take the lead in executing collaborative research projects in cooperation with colleagues and project partners.
- **Publishes papers as lead author, organises workshop or conference sessions.**

Desirable competences

- **Establishes collaborative relationships with relevant industry research or development groups.**
- **Communicates their research effectively to the research community and wider society.**
- **Is innovative in their approach to research.**
- Can form research consortia and secure research funding / budgets / resources from research councils or industry.
- **Is committed to professional development of their own career and acts as mentor for others.**



Open Science competences: as per R2 plus impact, innovation, research evaluation level 2, funding proposals, research management.

Optimal training/learning modes:

Structured, accredited professional development training; Mentoring, rewards & funder incentives.

Leading Researcher (R4)

This is a researcher leading their research area or field. It would include the team leader of a research group or head of an industry R&D laboratory. In particular disciplines, may include individuals who operate as lone researchers.

Necessary competences (All necessary and most desirable competences of 'Established Researcher' plus:)

- Has an international reputation based on research excellence in their field
- Demonstrates critical judgment in the identification and execution of research activities.
- Makes a substantial contribution (breakthroughs) to their research field or spanning multiple areas.
- Develops a strategic vision on the future of the research field.
- Recognises the broader implications and applications of their research.
- Publishes and presents influential papers and books, serves on workshop and conference organising committees and delivers invited talks.

Desirable competences

- Is an expert at managing and leading research projects.
- Is skilled at managing and developing others.
- Has a proven record in securing significant research funding / budgets / resources.



Open Science competences: as per R3 plus impact monitoring and reporting, innovation, research evaluation level 3, funding proposals, research project reporting; communication and engagement with policy-makers, media. Open Science leadership.

Optimal training/learning modes

Integrated into accredited institutional senior management training programmes + prestigious external leadership courses. Open Science Leadership accreditation required by funders for all funded PI's. plus evidence of open access track record.

Sub-domains and descriptors	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
D2 Communication and dissemination					
1. Communication methods	<p>Constructs coherent arguments and articulates ideas clearly to a range of audiences, formally and informally, through a variety of techniques. (E2)*</p> <p>Actively engages in knowledge exchange and debate with colleagues, sometimes between disciplines/research areas.</p> <p>Appreciates the skills of rhetoric.</p>	<p>Presents work confidently.</p> <p>Able to persuade others, asking timely and appropriate questions.*</p> <p>Can communicate research effectively to a diverse and non-specialist audience.</p> <p>Recognises the value of ideas from outside academia and incorporates them where appropriate.</p> <p>Actively engages in inter-disciplinary knowledge exchange.</p>	<p>Eloquently makes the complex accessible.</p> <p>Demonstrates incisive interrogative and interview techniques.</p> <p>Actively engages in knowledge exchange with the public, business, industry, the professions and other users of research.</p>	<p>Varies approach and presents research to professional peers/expert and non-expert audience in an inspirational way.</p> <p>Produces finely honed argument rapidly.</p>	
2. Communication media	<p>Develops skills in a range of communication means, e.g. face-to-face interaction using interactive technologies, and/or textual and visual media, where useful/necessary.</p> <p>Has a web presence as a researcher.</p> <p>Uses audio-visual aids effectively in presentations.</p>	<p>Is confident in face-to-face interactions. Uses interactive communication technologies for networking, information/data sharing and promoting research presence.</p> <p>Engages with locally available media.</p> <p>Makes the complex accessible using a wide range of audio-visuals as appropriate.</p> <p>Willingly learns additional skills.</p>	<p>Confidently uses e-resources.</p> <p>Establishes and leads virtual research environments.</p> <p>Collaborates and communicates research 'virtually'.</p> <p>Uses national/international media and web media.</p> <p>Continuously seeks self-improvement in terms of media usage. Educates, advises and guides others.</p>	<p>Maintains advanced level of knowledge and skill in interactive communication technologies.</p> <p>Is aware of and engages with international media.</p>	<p>Is an institutional/disciplinary leader with global presence on key issues.</p>
3. Publication	<p>Understands the processes of publication and academic exploitation of research results. (B7)*</p> <p>Produces some publishable material in print, electronic or other format.</p> <p>Is developing awareness of the range and diversity of outlets for publications.</p>	<p>Understands how research is evaluated and published in print, electronic or other format.</p> <p>Produces publishable material of high standard; may co-author/collaborate with others.</p> <p>Disseminates in a range of research, professional and public outlets.</p>	<p>Regularly publishes and is involved in editing/may be editor of national publication.</p> <p>Aims for the most prestigious publication in academic and non-academic outlets.</p> <p>Actively seeks collaborative and/or interdisciplinary partners; is lead author on co-authored outputs.</p> <p>Supports and enables less experienced researchers to publish.</p> <p>Willingly peer reviews publications.</p>	<p>Chooses to actively publish in a variety of outlets, sometimes solicited contributions; is involved in editing/is editor of international journal or other form of dissemination.</p> <p>Targets appropriate journals/outlets to gain an extensive track record of high quality published research.</p>	<p>Internationally and publicly renowned for publications.</p> <p>Serves on influential editorial boards.</p>



Note the increasing levels of Publication expertise

- From Vitae 'Researcher Development Framework' (Commercial training site):

<https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework>

What type of training will you provide?

- Seminar / webinar
- Workshop / Bootcamp
- Lecture (face-to-face / online).
- One-off or part of a series?
- Drop in clinic
- Small group / One-to-one
- Certified /accredited?
- Assessed / graded?

Audience	Expert talk	Talk by peers	Panel session	Workshop	Group work/Break-out sessions	E-learning
Students & Academic Staff	X	X	X	X	X	X
Administrators & Librarians	X	X	X	X	X	X
Research Project Managers	X	X	X		X	X
Policy makers & Funders	X	X	X			X

1. **Expert talk:** ‘ex cathedra’ talk by an external expert on the subject, preferably followed by Q&A.
2. **Talk by peers:** experience-based talk by a peer, preferably followed by Q&A.
3. **Panel session:** panel consisting of three or more experts, preferably with audience engagement.
4. **Workshop:** informal, hands-on session lead by an expert. Can be aimed at creation of tools/policies or just include practical exercises.
5. **Group work/Break-out sessions:** informal sessions where experts and/or peers share knowledge and/or experiences.
6. **E-learning:** using online educational technologies for learning and teaching (online courses, webinars, etc.).

Who will you liaise with?

- Colleagues in the Library
- Academic faculty
- Human Resources
- Research Office
- Computing Services
- Other Academic Support services
- Funders
- Publishers
- Others





Research & E-Infrastructures



Policy Making Organisations



Researchers



Research Libraries



Research Funding Organisations



Scientific Societies & Academies



Universities & Research Performing Organisations



Publishers



Citizen Science & Public Engagement Organisations

Who else might be involved?
– You could find yourself working with stakeholders outside your institution.

Future of Scholarly Communication

All published research outputs from public funding in Europe must be made public in a way that ensures both immediate Open Access and full text and data mining rights of that content, while being sensitive to disciplinary differences*. Venues used for the publication of research outputs must ensure long-term archiving and provide clear, consistent and easily accessible and machine-readable information on their Open Science policies.

Each Member State, together with its respective stakeholders, must develop policies to guarantee compliance with the EU Open Access mandate, including both incentives and enforcement, by 2020. This needs to happen in ways that are sensitive to disciplinary differences, the financial investment required and fast-changing publishing systems.

All authors must make their data and software (i.e. excluding, if relevant, data owned by third-parties, etc) appearing in their open access publications FAIR (Findable, Accessible, Interoperable and Reusable). To this end, a key requirement is deposition in a trusted repository that adheres to FAIR principles. In addition, all publications must include a statement of FAIR compliance for the source data underpinning their claims and the licence for its reuse.

All publication venues must prominently display their Open Access and FAIR data policies.



Providing Effective Publishing Strategy Training within your institution

- **Faculty:** what are the established practices? Discuss with Faculty academic management. What do they want? Are there any areas of difference? Tread carefully.
- **Human Resources:** how does this fit with their other training?
- **Research Office:** Discuss with organisers/colleagues first. Agree on what is to be covered. Identify issues of interest or concern.
- **Student groups** (e.g. Postgraduate Students Union):
- **Library:** how does this fit with their other training? If internal Library training, what are the needs (and capacities) of colleagues at different levels?

Working with Publishers

Publishers can provide excellent workshops for researchers, BUT –

- Agree with the trainer on the topics to be covered beforehand
- Ask to see the presentations
- Make sure that their message does not go against your institution's policies e.g. on Open Access.
- Make sure to attend the publisher's workshop
- Ideally introduce the publisher and give a presentation outlining how the workshop fits with your overall skills training programme
- Provide the participants with follow-up information and where to get more training at the local level.

Working with Information providers

- Clarivate Analytics, Elsevier/Scopus, Dimensions etc. provide valuable training, online and face-to-face.
- Check out the webinars provided by these and by Altmetric.com
- The same rules apply: make sure the institutional context is clear (otherwise your researchers will get mixed messages).
- If you organize this training as part of your Effective Publishing Strategy training, you will be viewed as the contact and provider of additional information.

Effective Publishing Strategy: What will you cover?

- Publication types (books, book chapters, conference proceedings, journal articles – open research platforms)
- Quality publication criteria (provide a checklist)
- Predatory publishers (provide a checklist)
- Indexing agencies (Web of Science, Scopus, Google Scholar plus specialized e.g. EconLit etc.)
- Citation counts and the Impact Factor
- Which publisher / journal (how to select)
- Submitting to a book publisher / journal (what to watch out for).
- The peer review process. Versions of a manuscript in the publishing process.
- Copyright agreements with publishers and copyright retention
- Maximizing the impact of research through ensuring that authors are easily identifiable & research output is visible: research profiles & identifiers (ORCID, DOIs)
- promoting and monitoring research outputs,
- using social media for research (e.g. blogs, Twitter, social networks)
- tracking citations and mentions of works.
- Open access and how to use it to maximise impact

Target group	Type of course	Topics covered	Institutional locus/provider
<ul style="list-style-type: none"> • Postgraduate research students; • Early career researchers; • General research staff; • Heads of School/Research Directors; • Library staff; • Research Office staff; • Faculty administrative staff; • Human Resources staff. 	<p>Publishing and promoting your research /Effective research strategy AND incorporated into:</p> <p>Research Ethics; Research Integrity; Research Information Skills Training; Scholarly Communication Training including: research impact (evaluation, metrics, altmetrics etc); Research data management training; Digital Skills training.</p>	<p>Developing research networks How research is evaluated Bibliometrics Altmetrics Maximising research impact Tracking impact Presentation of research impact including data visualisation. Writing impact case studies (societal, economic, cultural) Creating & maintaining research profiles ORCID Copyright & data protection Research dissemination, promoting research Publishing Managing embargoes Use of available tools & resources Self-archiving & repositories</p>	<ul style="list-style-type: none"> • Faculty: School research forums • Faculty: Mentoring programmes • Library • Computing Services • Research Office • Copyright & Data Protection Office • Graduate Studies Office • Centre for Academic Practice & Student Learning • Access programmes (focused on 'non-traditional' demographic groups). Plus Disability Services • Human Resource Office • External training consultants eg Epigium, DCC etc. • National groups / consortia • Funders • Invited international experts/agencies.

Ongoing/scheduled Open Scholarship Training from Research Informatics. On demand training also provided.

Title	Partner (with Research Informatics)	Target Group	Frequency	Time	Format
New Academic Staff Induction	HR	New Academic & Research staff	Bi-Annual	September/October & March	2-hour Workshop
Master Class Programme 'Communicating Your Research'	HR	Early Career Researchers	Annual / Bi-Annual	March/April	2-hour Workshop blended with online Epigeum course 'Communicating Your Research'
Research Integrity and Impact in an Open Scholarship Era	Office of the Dean of Graduate Studies; SATLE Project eam	Compulsory course incoming doctoral students. Planned extension to other students and staff.	Ongoing	September 2018, ongoing	Online course delivered via Blackboard. 5 ECTS. Integrated with Epigeum 'Research Integrity' course. Redesign under SATLE-funded project.
'Your Research Impact Health Check'	Schools, Institutes, Research Centres/Groups.	Staff and students	On demand. Many scheduled annual fixtures associated with School research forums / away days.	Year round	Range: 20 minute seminar presentations to 1 hour lectures to 2-hour workshops.
'Research Data Management and Your DMP'	Trinity Research & Innovation	RPOs and other TR&I staff, ERC awardees, ERC potential applicants	On demand; at least once a year	Year round	Typically 1 hour face-to-face session
Horizon2020 and Open Research	Schools, Institutes, Research Centres/Groups.	EC & ERC awardees, potential applicants	On demand; at least once a year	Year round	Typically 1 hour face-to-face session
Academic Promotions/ Tenure applications	HR	Academic staff; Potential applicants	Linked to promotions cycles	Year round	HR Roadshow: 1 hour; 1-to-1 support provided on demand.
Faculty Research Metrics / research evaluation	Faculties, Schools, Institutes	Directors of Research, Academic staff, Admin staff	Linked to Quality Reviews / Evaluation exercises	Year round; Spring focus for Faculty Research Metrics	1 hour workshop; short (10 minute) refreshers..

- New academic staff induction
- Incoming doctoral student training
- Early Career Researcher Master Classes
- Library User Support Programme
- Open Access week webinar
- 30 day (or 7 day) research impact challenge
- Faculty Research Forum presentation
- Joint workshop with research institute
- Joint event with publisher/s.
- Presentation to postgraduate student research day
- More ...

Example of 'Effective Publishing Strategy' training nested within overall Research Impact Skills Training schedule: 'Your Research Impact' 'Publishing and Promoting Your Research', etc.
 Source: Trinity College Dublin

Table 10: TCD Research Informatics: research communication, impact & open scholarship training

Make it as relevant and interactive as possible...

- Survey the participants beforehand
- Check their access to the tools & resources referenced in the training
- Give them a 'prepare' task (a reflective question, a case study, a tool to access);
- Give them practical exercises to do in class and/or to take away
- Study the audience's disciplinary publishing behaviour.
- Use relevant examples (fields, publishers etc.)

Pitching your Effective Publishing Strategy training ...

- Use an attractive theme
- Position it within a broader training / impact model or framework
- Examples ...

The EIFL Big Six

The EIFL 'Big Six': Effective Publishing Strategy is embedded in several of these thematic areas



1. ORCID number



2. Research profile



3. Metrics



4. Open Access



5. Data Management



6. Impact statement

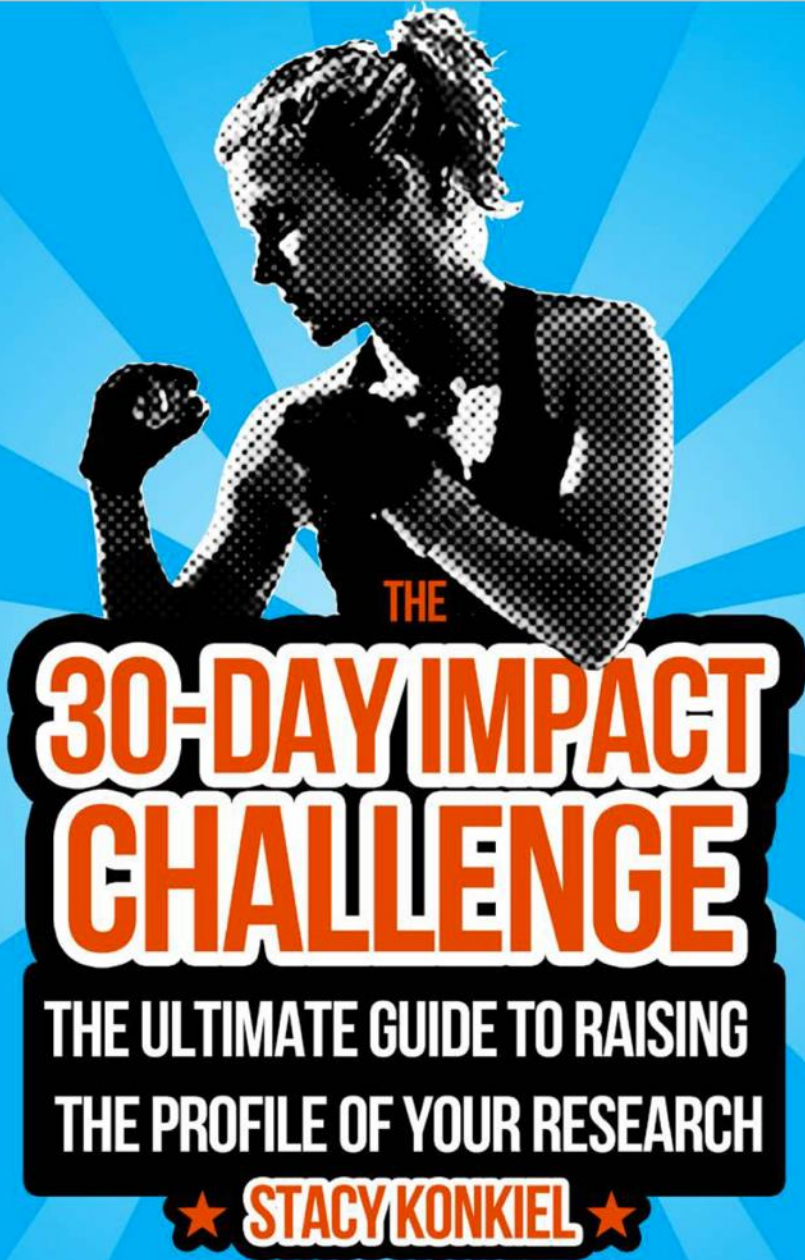


Table of Contents

[Introduction](#)

[Day 1: Make a profile on Academia.edu](#)

[Day 2: Make a ResearchGate profile](#)

[Day 3: Create a Google Scholar Profile](#)

[Day 4: Connect with other researchers on Mendeley](#)

[Day 5: Make LinkedIn work for your research](#)

[Day 6: Create an academic website](#)

[Day 7: Establish your expertise with a science blog](#)

[Day 8: Promote your research with Kudos](#)

[Day 9: Find your community on Twitter](#)

[Day 10: Explore using Facebook in a professional context](#)

[Day 11: Social media automation for academics](#)

[Day 12: Make your data discoverable on a data repository](#)

[Day 13: Share your research software on GitHub](#)

[Day 14: Slideshare for conference talks](#)

[Day 15: Publish Open Access for more citations](#)

[Day 16: Post your preprints](#)

[Day 17: Claim your ORCID identifier](#)

[Day 18: Make a video abstract for your research](#)

[Day 19: Establish your expertise with Open Peer Review](#)

[Day 20: Stay up-to-date on your colleague's work](#)

[Day 21: Stay up-to-date on your entire field](#)

[Day 22: Get your research to the press](#)

[Day 23: Make connections and promote your work on listservs](#)

[Day 24: Hustle at conferences](#)

[Day 25: Mentor other scientists](#)

[Day 26: Expand your co-authorship base](#)

[Day 27: Track your scholarly social media and website impacts](#)

[Day 29: Discover when your work is discussed & shared online](#)

[Day 30: Create a comprehensive impact profile at Impactstory](#)

The Impact Challenge: Effective Publishing Strategy-relevant topics are embedded in parts of this list – but you could use this idea and add your own topics ...

http://blog.impactstory.org/wp-content/uploads/2015/01/impact_challenge_ebook_links.pdf

Add these topics to the 30 Day or 7 day Impact Challenge (for more focused Effective Publishing Strategy training):

- Check your Scopus/Web of Science/Google Scholar profile; correct it if necessary
- Set up citation alerts to your publications; Analyse where your citations come from. Analyse the journals covering your topic: where are the citations coming from? Consider publishing in new venues.
- Check the altmetrics score on your publications (or publications of your colleagues/senior researchers). Where are the social media hits coming from? Who are the relevant bloggers / tweeters (twebs?). Follow/reach out to them.
- Develop a social media impact plan (targeted tweets about forthcoming publications – with DOIs AND OA links)
- Set up a profile on Kudos / Impact Story / Publons ... more
- Identify relevant conferences & plan papers
- Identify publishers of interest: check their websites, submission policies, read an entire issue, check peer review process

All of these activities can be workshopped!



Your Research Impact Health Check

Example of a
Training Resource
from Trinity College
Dublin

- ✓ **Create at least one research profile (and keep it up-to-date)**
- ✓ **Get an ORCID id**
- ✓ **Publish – and then make your work (posters, papers etc.) available on Open Access through TARA**
- ✓ **Use Research Professional for funding alerts**
- ✓ **Promote your work via all means**
- ✓ **Find out how research in your field is evaluated**
- ✓ **Know how to use Web of Science, Scopus etc.**
- ✓ **Set up alerts for citations to your work in WoS, Scopus, Google Scholar**
- ✓ **Help organise conferences**
- ✓ **Attend publisher workshops**
- ✓ **Study best practice & developments in the communication of research impact**

Altmetrics / next generation metrics as part of Effective Publishing Strategy training

tracking news media, social media, wikipedia references, policy paper references and more.



- Policy documents
- News
- Blogs
- Twitter
- Post-publication peer-reviews
- Facebook
- Sina Weibo
- Wikipedia
- Google+
- LinkedIn
- Reddit
- Faculty1000
- Q&A (stack overflow)
- Youtube
- Pinterest

Tips & Tricks: promoting your research online

Altmetric tracks and reports conversations and attention to your work from thousands of online sources, including mainstream news outlets, policy documents and social media.

This data is vital to securing grant funding, supporting promotion and tenure, and managing your scholarly reputation.

Click on the Altmetric donut to see who is talking about your research, where they are, and what they're saying.



How can I attract attention to my work?

Write a lay summary of your research and introduce it via relevant discussion lists and online forums.

Upload and make available data, images, posters and other files via a platform such as figshare.

Start your own blog (or contribute to an existing one) - it's a great way to build your online profile and position your research.

Reach out to key bloggers to make them aware of your work - look at the Altmetric details pages for other articles in your discipline to see who might be interested.

Include a link to your work in your email signature, online profiles or CV.

Work with the press office at your publisher or institution to announce the publication of your research.

Share links to your work via twitter and other social media after presenting at conferences.

Register for an ORCID iD and populate your profile so that others can easily discover your work.

Make your work available via Open Access wherever possible, and share links to your full text outputs on social media.



About this Attention Score
 In the top 5% of all research outputs scored by Altmetric

- Mentioned by** MORE...
- 9 news outlets
 - 1 blog
 - 122 tweeters
 - 3 Facebook pages
 - 1 Google+ user

Citations
■ 33 Dimensions

Readers on
■ 28 Mendeley

Tools
■ Open in a new tab

- SUMMARY
- News
- Blogs
- Twitter
- Facebook
- Google+
- Dimensions citations

Title Injurious Falls and Syncope in Older Community-Dwelling Adults Meeting Inclusion Criteria for SPRINT
Published in JAMA Internal Medicine, September 2017
DOI 10.1001/jamainternmed.2017.2924 [↗](#)
PubMed ID 28715566 [↗](#)
Authors Donal J. Sexton, Mark Canney, Matthew D. L. O'Connell, Patrick Moore, Mark A. Little, Conall M. O'Se... [\[show\]](#)

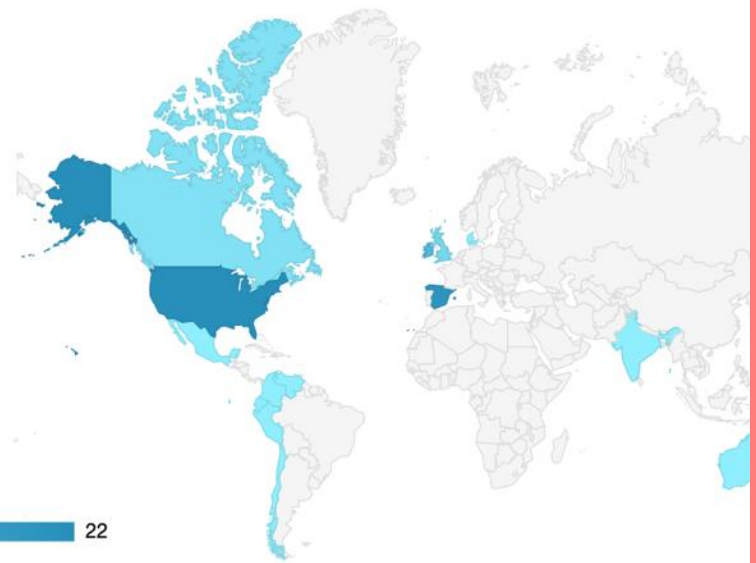
- [View on publisher site](#)
- [Alert me about new mentions](#)

TWITTER DEMOGRAPHICS

MENDELEY READERS

ATTENTION SCORE IN CONTEXT

The data shown below were collected from the profiles of 122 tweeters who shared this research output. [Click here to find out more about how the information was compiled.](#)



Geographical breakdown

Country	Count	As %
United States	22	18%
Spain	21	17%
Ireland	13	11%
United Kingdom	6	5%
Canada	4	3%
Japan	2	2%

Demographic breakdown

Type	Count	As %
Members of the public	75	61%
Practitioners (doctors, other healthcare professionals)	28	23%
Scientists	15	12%
Science communicators (journalists, bloggers, editors)	4	3%

- In your workshops, get your learners to analyse a (free*) Altmetric doughnut for a selected publication (examine Twitter mentions, blog mentions etc.)
- Ask them to create an Impact Strategy based on their analysis

* Altmetric.com doughnuts are embedded in repository publication records or on publisher webpages or use the free Altmetric.com widget.



144

About this Attention Score

In the top 5% of all research outputs scored by Altmetric

- Mentioned by
- 9 news outlets
 - 1 blog
 - 122 tweeters
 - 3 Facebook pages
 - 1 Google+ user

Citations

- 33 Dimensions

Readers on

- 28 Mendeley

Tools

- Open in a new tab

- SUMMARY**
- News
- Blogs
- Twitter
- Facebook
- Google+
- Dimensions citations

So far, Altmetric has seen **139** tweets from **122** users, with an upper bound of **845,955** followers.

Showing items 1-100

Analysing Twitter mentions on the Altmetric.com doughnut for a publication

J. Brian Byrd Lab
@thebyrdlab

RT @hswapnil: @johnwmcevoy @spjuraschek @Aoife_M_Murray @RoseAnnekenny1 @NIPCIRELAND From the linked @JAMA_current paper from @RoseAnnekenn...

12 Feb 2020

Swapnil Hiremath
@hswapnil

@johnwmcevoy @spjuraschek @Aoife_M_Murray @RoseAnnekenny1 @NIPCIRELAND From the linked @JAMA_current paper from @RoseAnnekenny1 <https://t.co/1udlBgPugH> see tables below The other exclusion from SPRINT was standing BP < 110 (apart from the RCT patients)

12 Feb 2020

Jack Connolly
@JackpotConnolly

RT @Aoife_M_Murray: Is intensive BP treatment for over 75s beneficial? Great reminder from Prof @RoseAnnekenny1 that one size doesn't fit...

11 Feb 2020

John William McEvoy
@johnwmcevoy

Very true. Surprised at the disconnect between the rct and the observational cohort in this context, certainly a sobering result- the discord is so high that I wonder about definition differences= either way... sobering

10 Feb 2020

Emer Shelley
@EmerShelley

RT @Aoife_M_Murray: Is intensive BP treatment for over 75s beneficial? Great reminder from Prof @RoseAnnekenny1 that one size doesn't fit...

09 Feb 2020

NIPC
@NIPCIRELAND

RT @Aoife_M_Murray: Is intensive BP treatment for over 75s beneficial? Great reminder from Prof @RoseAnnekenny1 that one size doesn't fit...

08 Feb 2020

Aoife Murray
@Aoife_M_Murray

Is intensive BP treatment for over 75s beneficial? Great reminder from Prof @RoseAnnekenny1 that one size doesn't fit all! #thirdage masterclass @NIPCIRELAND @johnwmcevoy #SPRINTtrial #TILDA <https://t.co/zZ8qFFwTGa> <https://t.co/MApptHfH8f>

08 Feb 2020

Sean Fleming
@Dranelik

RT @JAMAInternalMed: <https://t.co/IFQgzRQ1JC>

21 Jun 2019

How can I make sure Altmetric pick up mentions of my work?

Once your work is getting attention there are a few key things that are required for Altmetric to pick up an online mention of your research:



Always link to a page that includes your research's unique identifier (e.g. DOI, arXiv ID, PubMed ID) - for example the publisher or institutional repository abstract page.



The link needs to be in the main body of the post - unfortunately Altmetric can't pick up any links included in headers or other sections of the page.



Altmetric needs to be tracking the source that's mentioned the work. To check if the source is being tracked email support@altmetric.com.

Encourage the use of (free to individual researchers) tools for tracking impact such as Kudos.

The image shows a screenshot of the Kudos website. At the top left, the URL <https://www.growkudos.com> is visible. The KUDOS logo is centered at the top, with a red tulip icon to its right. On the top right, there are links for "register", "Sign In", and a "Menu" icon. A blue highlight box is placed over the text "KUDOS: <https://www.growkudos.com/about/researchers>". The main content area features a background image of a field of tulips, with one bright orange tulip on the right side. The text "Stand out." is prominently displayed in the center, followed by the subtext "Make sure your research gets read and applied." Below this is an orange button that says "Register for free now". At the bottom of the page, there is an orange banner with a white downward-pointing arrow icon and the text "Wherever you publish or share your work, use Kudos to make this more effective:".

<https://www.growkudos.com>

KUDOS: <https://www.growkudos.com/about/researchers>

KUDOS

register | Sign In | Menu

Stand out.

Make sure your research gets read and applied.

Register for free now

Wherever you publish or share your work, use Kudos to make this more effective:

The LSE Impact Blog

<https://blogs.lse.ac.uk/impactofsocialsciences/>

Maximising the impact of academic research



- Help your learners to keep informed about research impact.
- Encourage regular checks of the LSE Impact blot plus access to the free Impact Handbook.
- Relevant to all researchers – not just social scientists.

[Home](#) [About](#) [Latest](#) [Our books](#) [Series](#) [Resources](#) [LSE Comment](#) [Popular](#)

- Podcasting
- Twitter Guide
- Open Access eCollection
- The Handbook on Maximising Impact
- REF 2014
- Past Events



“Remember a condition of academic writing is that we expose ourselves to critique” – 15 steps to revising journal articles



Email Address



Archives

Archives

Examples of content

From:

- Ashling Hayes (formerly TCD, now University of Limerick);
- Edie Davis (TCD);
- Michelle Dalton UCD.
- Niamh Brennan (TCD).
- Emerald Publishing.

See also resources and presentations from the 'Effective Publishing Strategy' section of the EIFL Digital Research Literacy Training Outline <https://www.eifl.net/resources/eifl-digital-research-literacy-training-programme-outline-librarians>

What are you doing when you promote your research and publish your work?



Scholarly Communication

Why publish?

The Berkeley



Trinity
College
Dublin

The University of Dublin

- **Published work is a tangible result of your research**
- **Primary means of communicating the results of academic enquiry.**
- **Increasingly important for an academic career – promotions are linked to Academic Impact**



Successful publishing is similar to successful communication

Find the right audience

Publish in a format that is suitable for your discipline

Discoverability is key

Publish in a format that is suitable for your discipline and piece of research



Books
Book Chapters
Journal Articles
Conference papers
Meeting abstracts
Posters
Datasets
Peer Review is essential

Find the right audience

The Berkeley



Trinity
College
Dublin

The University of Dublin



Discoverability is key

The Berkeley



Trinity
College
Dublin

The University of Dublin



Identifying Reputable Book Publishers

Who is the editor? The best publishers have reputable commissioning editors and go through numerous edits prior to publication

What is the print run?

How many review copies?

Promotional plan?

How will the book be sold?



Often more widely read than books

- Online access
- High visibility
- Known peer- review process
- Easier to read an article than a book
- Online access

Which journal should you submit to?

- Identify a few possible target journals/series but be realistic.
- Check that your chosen journals are indexed by Scopus and / or Web of Science (even if you do not have a subscription/access to WoS / Scopus):
 - Web of Science Master Journal List: <https://mjl.clarivate.com/search-results>
 - Scopus Journal List: <https://www.elsevier.com/?a=91122>
 - Altmetric.com source info: <https://www.altmetric.com/about-our-data/our-sources/>
- Follow the Author Guidelines – scope, type of paper, word length, references style.
- Send an outline or abstract to the Editor and ask if the paper looks suitable.
- Read at least one issue of the publication – visit your library webpages for access

Identifying high quality journals

Journal rankings

- Journal citation reports – Journal Impact Factor (Clarivate Analytics)
- Scimago journal rankings – SJR (Scopus/Elsevier)

*NOTE: Journal Impact Factor (JIF): is of declining value nowadays. Use JIF if it works well for you & your field in terms of prestige but balance it with your own article-level metrics. Focus on the **actual** impact of your papers i.e. your audience and citations. Monitor the journals in which you publish & check if they are working for you and others in your area in terms of citations impact (regardless of the journal's JIF). If a journal is not resulting in citation or altmetric impact for your papers after a couple of years, you might like to look elsewhere.*

Journal quality lists

- ERIH – European Reference Index for the humanities
- ABS – academic journals in Business: quality guide for accreditation.
- Journal Quality List by Anne-Will Harzing (Economics, Finance, Accounting, Management, and Marketing)
- Directory of Open Access Journals (DOAJ)

Your own judgment

- What journals do you read?
- Where do researchers in your area publish?

Predatory Publishers



Identifying predatory book publishers

- No Editorial work/Peer Review
- No Review copies
- Not sold through academic book sellers
- Print on Demand (this is also used by reputable publishers).

Examples:

Lambert LAP publishing
VDM Verlag

Identifying predatory journal publishers

- Pay to publish
- No impact
- Not indexed by any periodical databases

Examples:

<http://www.omicsgroup.org/journals/nursing-care.php>

<http://www.ijssse.org/>

<http://www.journalofacademicperspectives.com/>

<http://scholarlyoa.com/other-pages/misleading-metrics/>

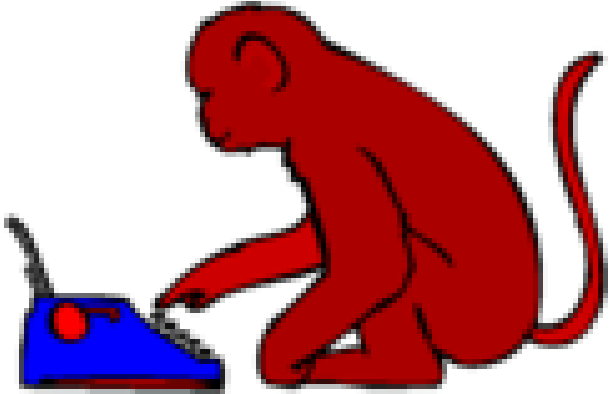
There are also Predatory Conferences – beware of persistent email invitations from unknown sources and very high fees! Block the sources in your spam filter.

Checking for 'predatory' journals

If a journal is missing some or all of the following, beware!

- **Does it have an entry in the Directory of Open Access Journals (DOAJ)?**
- **Is it indexed in scholarly databases ?**
- **Does it have a named editor and editorial board**
- **Are full contact details provided?**
- **Is there visibility of the costs associated with publishing in it?**

Getting Published



Publication Ethics

- Don't submit to more than one journal at once – competing journals regularly share information
- Don't count on referees to give you tutoring – you shouldn't submit just to get feedback on your paper
- Seek agreement between authors – make sure everyone on the research team knows about the article
- Look for a publisher supported by the Committee on Publication Ethics (COPE)



www.publicationethics.org



Allegations of misconduct

Authorship and contributorship

Complaints and appeals

Conflicts of interest

Data and reproducibility

Ethical oversight

Intellectual property

Journal management

Peer review processes

Post-publication discussions

How to handle authorship disputes: a guide for new researchers

Tim Albert, trainer in medical writing,
Elizabeth Wager, freelance writer and trainer

One of the main tasks of COPE's education committee is to reduce unethical behaviour. This involves the rather bold step of defining when people have been behaving unethically, and then providing suggestions on how they can avoid doing so in the future. To this end we have written, and tested on a group of authors, a guide for young researchers on the area of authorship, which many people agree is one of the more confused areas. But writing a document is one thing; disseminating it is another. We would therefore welcome comments, particularly on how we can use this report to change behaviour, so that it becomes not just another discussion document, but a real catalyst for change.

In theory, authorship sounds straightforward, but in practice it often causes headaches. While preparing these guidelines, we heard about several cases. In one, a deserving junior researcher was omitted from the author list; in another a sponsoring company insisted on the inclusion of an opinion leader who had made virtually no contribution to a study. And the writer of a review article found her name replaced with that of her boss, because she was on maternity leave when the final version was submitted.

Listing the authors tells readers who did the work and should ensure that the right people get the credit, and take responsibility, for the research. Although journal editors do not always agree among themselves on what constitutes authorship, many of them

subscribe to the guidance from the International Committee of Medical Journal Editors (ICMJE), also known as the Vancouver group.

extend to a dishonest and undermines itself.

We have researchers in particular in

- suggest should
- advice do arise
- a gloss

some reading lists and websites for those who wish to take this further.

Familiarise yourself with the [Vancouver Convention on Authorship](#) especially if you are co-authoring a paper with one or more others. It's important to agree on these guidelines early in a project (regardless of your discipline).

See: <http://www.icmje.org/recommendations/browse/roles-and-responsibilities/defining-the-role-of-authors-and-contributors.html>

How to reduce the incidence of authorship problems

People generally lie about authorship in two ways:

- by putting down names of people who took little or no part in the research (gift authorship, see below)
- by leaving out names of people who did take part (ghost authorship, see below).

Preventing a problem is often better than solving it and we recommend the following three principles.

(a) Encourage a culture of ethical authorship

One problem is that people who are being unethical about authorship are simply following local customs and practice. They need to be made aware of the views

Third Party Copyright

As the author, you need to ensure that you get permission to use content you have not created (to avoid delays, this should be done before you submit your work);

Supply written confirmation from the copyright holder when submitting your manuscript;

If permission cannot be cleared, your publisher cannot publish that specific content

Submission

You've identified the type of publication and the publisher you wish to submit your work to.

You've addressed all of the ethical issues associated with your submitted work.

Next ...

Read the Publisher's Author Guidelines

Good example:

http://www.emeraldgroupublishing.com/products/journals/author_guidelines.htm?id=f



Site search: Go



Home > Emerald journals > Facilities Information - Author Guidelines

Product Information: -

Journals

eJournals

Backfiles

Publish in a journal

Books

Case Studies

Open Access



Regional information

Services

Publishing Services

Resources:

Licensing Solutions

For Authors

For Editors

Facilities



ISSN: 0263-2772

Publish open access in this journal

Full text online

Content: [Table of Contents](#)

Information: [Journal information](#) | [Editorial Team](#) | [Author Guidelines](#)

Other: [Journal News \(inc. calls for papers\)](#) | [Recommend this journal](#)

Emerging Sources Citation Index CiteScore 2018: **1.47**
CiteScoreTracker 2019: **0.93** (Updated Monthly)



Author Guidelines

Submit to the journal

Submissions to Facilities are made using ScholarOne Manuscripts, the online submission and peer review system. Registration and access is available at <http://mc.manuscriptcentral.com/f>. For information and guidance on using ScholarOne Manuscripts, go to the ScholarOne help pages: <http://mchelp.manuscriptcentral.com/gethelpnow/>.

Registering on ScholarOne Manuscripts

If you have not yet registered on ScholarOne Manuscripts, please follow the

Quick index

1. [Submit to the journal](#)
2. [Review process](#)
3. [Copyright](#)
4. [Third party copyright permissions](#)
5. [Committee on Publication Ethics \(COPE\)](#)

“Many papers are rejected simply because they don’t fulfill journal requirements. They don’t even go into the review process.” – Emerald Publishing

•Identify



The right journal/book

•Follow



The author guidelines

•Find out



Where to send the manuscript (e.g. ScholarOne)

•Send



Send an outline or abstract and **ask if it looks suitable and interesting**

Your abstract

This is the advertisement of your article. Make it interesting, and easy to be understood without reading the whole article.

Be accurate and specific.

A clear abstract will strongly influence whether or not your work is further considered. Keep it as brief as possible!

Possible editorial decisions

Journal article example from Emerald Publishing

Accept

Reject

Revise (Minor/Major)

**A request for revision is GOOD NEWS!
It is the heart and soul of the scholarly process.**

What if your paper is rejected?

Journal article example from Emerald Publishing

- **Ask why, and listen carefully - Most editors will give detailed comments about a rejected paper. Take a deep breath, and listen to what is being said.**
- **Try again - Try to improve the paper, and re-submit elsewhere. Do your homework and target your paper as closely as possible.**
- **Keep trying! Everybody has been rejected at least once**

Book publishing proposals

Questions to ask yourself

- What will be the overall coverage and scope of my publication?
- Is there a current lack of resources in this area and/or what sort of potential market overlap might there be?
- Am I going to author or edit this work? If editing, will I have difficulty finding contributors?
- Do I need permissions/ release agreements for content (e.g. interview pieces, copyrighted images, etc.)?
- Will this work be enhanced from my previously published work and/or dissertation or thesis?
- Am I going to collaborate with anyone else on this project? Do I need to take on co-authors or co-editors?
- Am I prepared to seek professional copy editing for my work?
- What sort of timeline is realistic for my schedule?



Promoting your research

Pick the right journal/publisher for your work

(It's not always the highest ranked journal/publisher)

Make your work Open Access

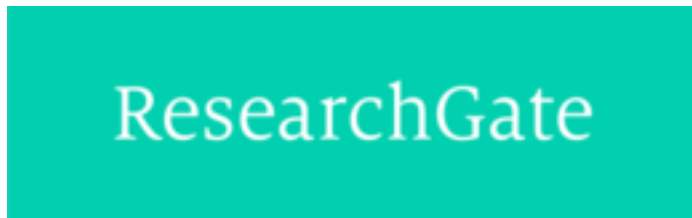
Self-Promote

- **Cite yourself (within reason and with justification; do not over-do self-citation) and cite others on your research team**
- **Attend and present at conferences – posters, papers ... it's all about making contacts (possible collaborators) and building an audience / network.**
- **Socialise online with your peers (and promote your new research)**
- **Follow the Altmetric.com guidelines [see previous slides]: when promoting your work online, provide a full citation with the DOI of the published version, add link to Open Access version).**

Contribute to your discipline online



WIKIPEDIA
The Free Encyclopedia



Make Your Publications Open Access

- **Greater visibility of your research – indexed by Google scholar**
- **Increase your citations**
- **Satisfy funders requirements**
- **Dissemination of Knowledge – a public good**
- **Permanent archiving of your work**



Your impact

