Understanding Scholarly Communication: Tools to Help Graduate Students Publish.

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Overview

- Class objectives.
- Scholarly communication cycle.
- Locating additional publications in which to published.
- Why we talk about impact.
- Alternative modes of publishing.
- Copyright education.
- Did they learn?
Class Objectives

- The purpose of the course is to:
  - prepare students to write professionally in the field of environment and society
  - actually have to do it.
- Course length and grading
- Readings, lectures and discussions
- Writing portfolio

http://works.bepress.com/charles_romesburg/1/
- Academic and Professional Societies
  - Ecological Society of America
    - http://www.esa.org/

- Professional Organizations/Associations
  - Society for Range Management
    - http://www.rangelands.org/

- Commercial publisher
  - http://www.elsevier.com

- Topical Interest Groups
  - http://www.sierraclub.org/

- Trade publications
  - http://www.fieldandstream.com/
Lesson 1  ENVS 6900

Major Discipline: ________________________________
Sub-discipline(s): ________________________________

1. **Main Societies (academic and professional)**

<table>
<thead>
<tr>
<th>Name of Society</th>
<th>Journal(s) or other publications (use * to indicate title(s) that are part of membership)</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

2. **Additional/Related Societies (academic and professional)**

<table>
<thead>
<tr>
<th>Name of Society</th>
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</tbody>
</table>

3. **Main Publications** (Ranked. Includes: society*, commercial publisher**, and professional/other publications***)

- o
- o
- o
- o

4. **Additional/Related Publications** ((Ranked. Includes: society*, commercial publisher**, and professional/other publications***)

- o
- o
- o
- o

5. **Main Conferences**

<table>
<thead>
<tr>
<th>Conference/Organized by:</th>
<th>Type of programs</th>
<th>Proposal deadline</th>
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<tbody>
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*Papers, panel discussions, posters, etc.

6. **Additional/Related Conferences**

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*Papers, panel discussions, posters, etc.

7. **List-servs**

- o
- o

8. **Repositories (preliminary or final research)**

- o
Where to Publish?

Locating journals and other periodicals

- Web of Science
- JCR (Journal Citation Reports)
- Ulrichsweb: Global Serials Directory
  - 300,000 periodicals
  - Academic and scholarly journals, e-journals, peer-reviewed titles, popular magazines, newspapers, newsletters, and more.
  - Covers more than 900 subject areas
  - Abstracting & indexing coverage
Why impact and how is it measured?

Traditional and newer sources

- Journal Citation Report
  - Impact Factor
  - Half-life
- Eigenfactor
  - Impact factor
  - Article influence
- Scimago (Elsevier SCOPUS)
  - Rank indicator
  - H - Index
- MESUR
  - Impact AND usage

Also

- Google Scholar
- EBSCO
<table>
<thead>
<tr>
<th>Measurement</th>
<th>Major feature</th>
<th>Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal Citation Report</td>
<td>Impact Factor</td>
<td>• Oldest method of measuring impact through citations only</td>
</tr>
<tr>
<td></td>
<td>Half-life</td>
<td>• Good for science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Too much emphasis on the numbers by academics</td>
</tr>
<tr>
<td>Eigenfactor</td>
<td>Impact factor</td>
<td>• Based on JCR</td>
</tr>
<tr>
<td></td>
<td>Article influence</td>
<td>• Measure impact to scientific community</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Self-citations excluded</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Includes cost-effectiveness (based on price of the journal)</td>
</tr>
<tr>
<td>Scimago (Elsevier SCOPUS)</td>
<td>Rank indicator</td>
<td>• Includes articles, reviews and conference papers</td>
</tr>
<tr>
<td></td>
<td>H - Index</td>
<td>• Measures international collaboration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Uses h-index to measure productivity as well as impact</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Also includes JCR number (cites/doc (2y))</td>
</tr>
<tr>
<td>MESUR</td>
<td>Impact Usage</td>
<td>• Still in development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Graphic representation of scholarly communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Measures impact as well as usage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Uses interactive graphical representation of data</td>
</tr>
</tbody>
</table>

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Submission and Contracts

- From the editor’s perspective (following directions)
- Know what you sign
- Interpreting contract language
- What can you do with your published research (copyright issues)
Publishing Alternatives

- **Open Access**
  - Author fees to purchase access
  - DOAJ (Directory of Open Access Journals)  

- **Institutional Repositories (IR)**
  - Institutional mandate or policy
  - Sherpa/Romeo [http://www.sherpa.ac.uk/romeo/](http://www.sherpa.ac.uk/romeo/)
Open access and impact: 
Public Library of Science

- **Publication Fees for PLoS Journals (2010)**
  - *PLoS Biology* US$2900
    - [impact factor 12.9: highest in biology]
  - *PLoS Medicine* US$2900
    - [impact factor 13.05: 6th highest in medicine, general internal]
  - *PLoS Computational Biology* US$2250
    - [impact factor 5.75: 7th highest in biochemical research method]
  - *PLoS Genetics* US$2250
    - [impact factor 9.53: 10th highest genetics & heredity]
  - *PLoS Pathogens* US$2250
    - [impact factor 8.98: 7th highest in microbiology]
  - *PLoS ONE* US$1350
    - [impact factor 4.35: 10th highest biology]
  - *PLoS Neglected Tropical Diseases* US$2250
    - [impact factor 4.69: highest in tropical medicine]

http://www.plos.org/index.php

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Copyright

As an author
- Know what you sign
  - Copyright
  - Publishing and Distribution
  - Indemnity
  - Republication?
  - Institutional repository
- Record keeping

As a teacher
- Know what, how and where you can use copyrighted material
  - Face-to-face vs. online
  - Course Management Systems
Gauge Your Risk

High Risk

Some Risk

Low Risk

- Scan Entire Book
- Post to open web
- Mass email to your class
- E-reserves
- Black Board
- Screening Movies
- Fair Use
- Streaming Media
- Scholarly Sharing
- Licensed Use
- Request Permission
- Classroom Exemption
## Did they learn?

### Pre-test & Post-test

<table>
<thead>
<tr>
<th>Student</th>
<th>Pre-test (90 pts)</th>
<th>Post test (90 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>27.50</td>
<td>75.50</td>
</tr>
<tr>
<td>Student 2</td>
<td>35.00</td>
<td>na</td>
</tr>
<tr>
<td>Student 3</td>
<td>30.00</td>
<td>82.50</td>
</tr>
<tr>
<td>Student 4</td>
<td>37.50</td>
<td>87.50</td>
</tr>
<tr>
<td>Student 5</td>
<td>40.00</td>
<td>90.00</td>
</tr>
<tr>
<td>Student 6</td>
<td>12.50</td>
<td>85.00</td>
</tr>
<tr>
<td>Student 7</td>
<td>42.50</td>
<td>85.00</td>
</tr>
<tr>
<td>Average score (pts)</td>
<td>32.14</td>
<td>84.25</td>
</tr>
<tr>
<td>% Correct</td>
<td>35.71</td>
<td>93.61</td>
</tr>
</tbody>
</table>

### Points & As in:

<table>
<thead>
<tr>
<th>Points</th>
<th>As in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No</td>
</tr>
<tr>
<td>2.5</td>
<td>Mostly no</td>
</tr>
<tr>
<td>5</td>
<td>Maybe</td>
</tr>
<tr>
<td>7.5</td>
<td>Some right</td>
</tr>
<tr>
<td>10</td>
<td>All right</td>
</tr>
</tbody>
</table>

0 - No I have no idea.
2.5 - Mostly no I have heard of this but cannot recall details.
5 - Maybe I have heard of this and have a vague idea.
7.5 - Some right I know something about this and can recall a few of the ideas/concepts correctly.
10 - All right I know this and can tell you about it.
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