

Early Stage Publication Strategies – *will they work?*

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The Speaker

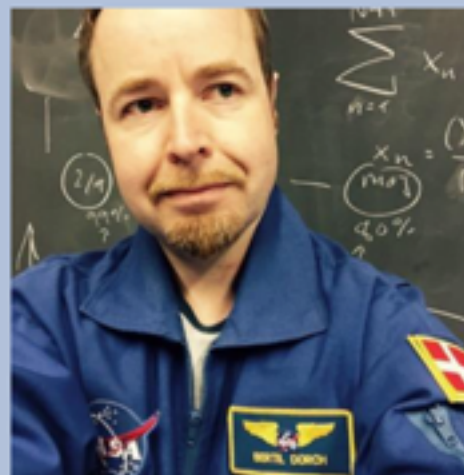
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Researcher CV:

- Ph.D. in physics 1998 (UCPH: SCIENCE)
- Post doc 1999–2002 (Swedish Royal Acad. Sciences)
- Assistant professor 2003–2004 (UCPH: NBI)
- Senior researcher 2005–2007 (Danish Royal Library)
- Honorary assoc. professor 2006–2011 (UCPH: NBI)
- Senior researcher at academic libraries at UCPH and SDU 2007–

- Experienced editor, referee and author
- Publications: ~ 130
- Citations: ~ 950 and h-index ~ 13

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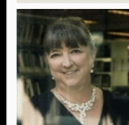


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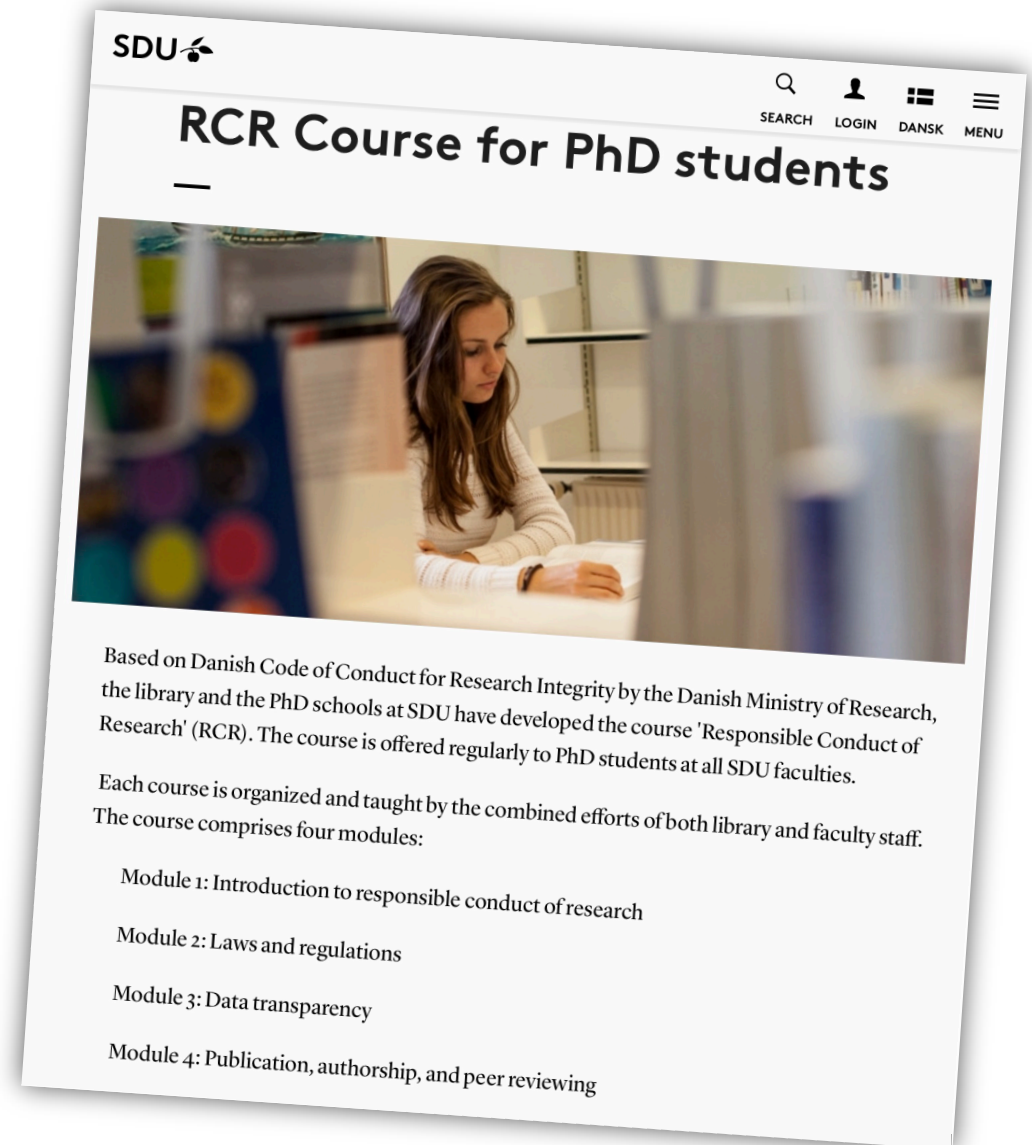
Relieving negative pressure?


Self-reflecting on publication practices in the context of Research Integrity

- *Focus point:*
Early career *Publication Strategies* in the context of teaching Responsible Conduct of Research
- *Questions:*
To what extent do PhD students 1) follow formulated strategies, and 2) what characterizes strategies that are implemented – in contrast to those that are not?
- *Case:*
Publication strategies from PhD students who followed a mandatory RCR course at SDU/HEALTH

Case: PhD course on RCR

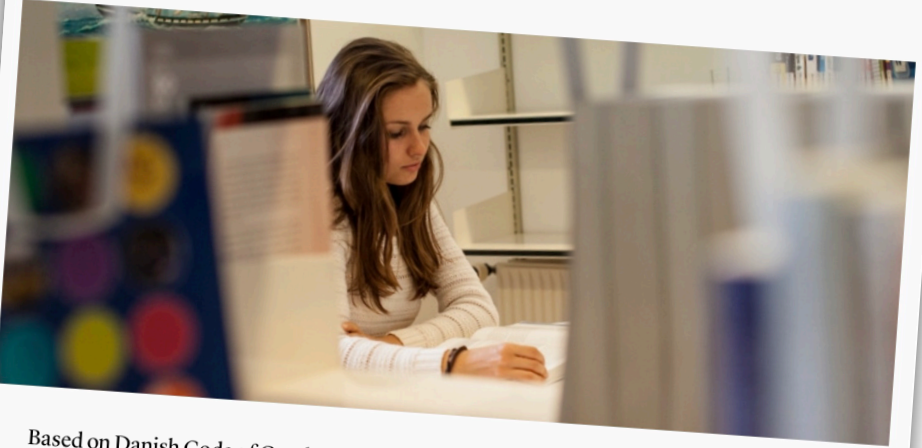
- Mandatory RCR courses for all PhD students at SDU since 2014:
 - 2 ETCS, 12 hours in the class room in total
- Four modules concluded with reflective essays:
 - "Prepare a publication strategy"
- Currently approx. 200 students per year
- Four years of experience and data ...
- Development: Open and Citizen Science



SDU 

SEARCH LOGIN DANSK MENU

RCR Course for PhD students



Based on Danish Code of Conduct for Research Integrity by the Danish Ministry of Research, the library and the PhD schools at SDU have developed the course 'Responsible Conduct of Research' (RCR). The course is offered regularly to PhD students at all SDU faculties.

Each course is organized and taught by the combined efforts of both library and faculty staff. The course comprises four modules:

- Module 1: Introduction to responsible conduct of research
- Module 2: Laws and regulations
- Module 3: Data transparency
- Module 4: Publication, authorship, and peer reviewing



Responsible Conduct of Research

Module 4

Scholarly communication: publishing, authorship, peer review

October 11th 2018

SYDDANSKUNIVERSITET.DK



UNIVERSITY LIBRARY OF SOUTHERN DENMARK

THE DANISH CODE OF CONDUCT FOR RESEARCH INTEGRITY

To ensure and strengthen high-quality research, integrity should pervade all research phases.

PRINCIPLES OF RESEARCH INTEGRITY

- Honesty** – to ensure the trustworthiness of research
- Transparency** – to ensure the credibility of scientific reasoning
- Accountability** – to ensure the reliability of research

RESPONSIBLE CONDUCT OF RESEARCH

Retraction Watch

Tracking retractions as a window into the scientific process

Graduate student in China stripped of PhD after investigation that led to a dozen retractions

On Friday we reported on the case of a group of researchers in China who have retracted at least 11 papers for various kinds of misconduct. Here's a bit more on that story, courtesy of our commenters.

First, it turns out that the retraction total is at least 12. But more significant is that the institution in question, Tsinghua University's Graduate School at Shenzhen, announced yesterday that it had stripped one of the researchers involved in the studies of his PhD and sanctioned another in the matter.



Follow

involved in the research process follows research.
Authorship
Distribution of authorship should in general be based on the four criteria in the Danish code. Retractions that do not meet the criteria for authorship should be appropriately acknowledged. Authors are responsible for the content of the retraction; however, responsibility should be placed on an author's individual role in

Shigeaki Kato up to 28 retractions, with three papers cited nearly 700 times

Former University of Tokyo researcher Shigeaki Kato has notched his 26th, 27th, and 28th retractions, all in *Nature Cell Biology*. The three papers have been cited a total of 677 times.

Here's the notice for "DEAD-box RNA helicase subunits of the Drosha complex are required for processing of rRNA and a subset of microRNAs:"
Continue reading →



Shigeaki Kato

SHARE THIS:

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Form

Lectures

1. Elements of Scholarly Publishing and Authorship
2. Understanding and performing Peer Review
3. How to publish as Open Access and in Social Media

Buzzing topics (approx. 5 – 15 minutes)

- With your “peer” (i.e. the one next to you).

Mandatory homework

- Prepare/adjust your publication strategy and discuss with supervisor
 - Register at ORCID and complete publication list: <http://orcid.org>
- ⇒ hand in max 3-page essay on publication strategy. Attach your ORCID

Homework

Exercise 1: Mandatory

- a. Prepare/adjust your publication strategy and discuss with e.g. your supervisor
 - b. Register at ORCID and complete publication list by importing from Web of Science and / or Scopus: <http://orcid.org>
- ⇒ hand in a maximum 3-page essay on your publication strategy marked by your ORCID number (deadline Oct. 22nd).

Exercise 2: Voluntary

- a. Register with a social media and upload / post an illustration, plus link to your paper
- b. Follow the “impact” over a few weeks.

7. Elements of a publication strategy

Publishing your work is an essential part of research life, and choosing where to publish is therefore an important consideration. Your choice will be influenced by traditions, decisions and preferences in your scholarly community. (from PhD on Track)

Basic considerations before publishing

- should I publish this / or should this be published at all?
- should I publish this now?
- what are my goals in publishing this?
- which type of publication should I choose to reach my goals?
- who are your co-authors and co-workers?
- **how do I avoid ending up doing FPP or QCR?**

7. Elements of publication strategy

Typical considerations when selecting a journal / series / publisher:

- Subject and **topical** aims of the journal (if any)
- The journal's main **audience**? What is your goal?
- Do you yourself **read** articles from this journal?
- Is it **peer-reviewed**?
- Perceived journal **impact**? E.g. Impact Factor ...
- How quick is the **process** of acceptance and publication?
- Journal's technical **standards**?
- Who are the **Editor(s)** and the editorial board?
- Past or perceived **experience**, with e.g. the journals referees?
- Is it an **Open Access** journal?
- Publication **fee**?
 - Can you pay – how, and how much – institutional agreements?
- Journal policy regarding author's **rights**?
 - Can you self-archive? Institutional rules and guidelines?
 - Can you re-use your material (e.g. for teaching or followup work)?
- Is the journal ranked on the Danish **BFI** Authority List? (what is this?)

DocId: 3999-0992-0418-1299

Publications strategy

How best to disseminate research results is a complex task and one that varies across disciplines and research environments. The purpose of this strategy is to provide a framework for researchers to consider when planning their research outputs. It is not intended to be a checklist of requirements, but rather a guide to help researchers make informed decisions about their research outputs.

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Responsible Conduct of Research - May 2014
 English text

DOI: 10.1002/9781118321111.ch10

Publications strategy

Jan, S., Willberg, K., Jensen, K., Sørensen, C., Nielsen, S. & Rasmussen, K.S.	Physical exercise as a supplement to cognitive treatment of alcohol use disorders - a RCT (full paper 12)	BMJ: Psychology	15.3.2015	Published
Willberg, K., Sørensen, C., Jan, S. & Rasmussen, K.S.	Review of literature on alcohol activity and alcohol treatment	Journal of Substance Abuse Research	1.6.2014	In prep
Jan, S., Willberg, K. & Rasmussen, K.S.	Does physical exercise have an effect on alcohol consumption and relapse? (full paper 12)	Journal of Substance Abuse Research	1.3.2015	
K.S., Jan, S., Jensen, K. & Rasmussen, K.S.	Self-rated health status and level of fitness of alcohol patients before and after participation in physical exercise	Journal of Sports Science and Medicine	1.3.2015	
Jan, S. & Rasmussen, K.S.	The challenges of adding physical activity to alcohol treatment - a qualitative interview study of drug and alcohol patients (full paper 12)	Qualitative Health Research	1.10.2015	
Jensen, K., Jan, S. & Rasmussen, K.S.	Willpower and Being Tired in alcohol treatment - an analysis of patients treated for 4, 8 weeks and 12 months	Journal of Sports Science and Medicine	1.3.2015	
Jan, S., Willberg, K., Sørensen, C., Nielsen, S., Rasmussen, K.S.	The challenges of adding physical activity to alcohol treatment - results of the RCT (full paper & Synopses (abstracts) - with references)	Journal of Substance Abuse Research	1.10.2014	
Jan, S. & Rasmussen, K.S.	From abstract to abstract-to-abstract: Transcription of studies	Abstracts for Practice Learning	1.10.2014	

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Publication strategy

Center for Research in Health Services, http://www.sdu.dk/10164/10164_10164_10164

Publication strategy for research in a Danish doctoral program (10.1002/9781118321111.ch10)

Notes about elements included in the publication strategy

The following paragraphs describe some of the considerations to include in a publication strategy. An in-depth publishing strategy for just one of the planned articles of the PhD project will be presented in this work. However, the elements are considered for each of the planned publications that are listed at the end of the work.

Why publish?

It is important to consider why you want to publish so that the purpose and goals of the publication is clear and you can target the publication at the right recipients of your research results. Reasons for publishing can be to make your research available and useful to others, making yourself matter (students, colleagues), for career building and improving your skills (peer review).

What to publish?

Not all results might be interesting or contributing significantly to existing published research about your topic. Therefore it is important to consider what to publish to make the most of your results and meet the purpose and goals of the publication work.

When to publish?

It might be of importance when to publish so that the publication is timed according to both other research you are doing and what other researchers have published or will publish.

Who to publish with?

Different perceptions of attributing authorship can be considered. According to the rules of the University of Southern Denmark, authorship credits are based upon substantial contribution to design, analysis and interpretation of results, drafting the article or revising it critically for important intellectual content and approval of the version to be published.

Besides such sets of rules for credit of authorship it can be considered whether to collaborate on articles with highly cited and/or international scholars to have attention drawn to your publication (peer relations).

Theoretical Framework

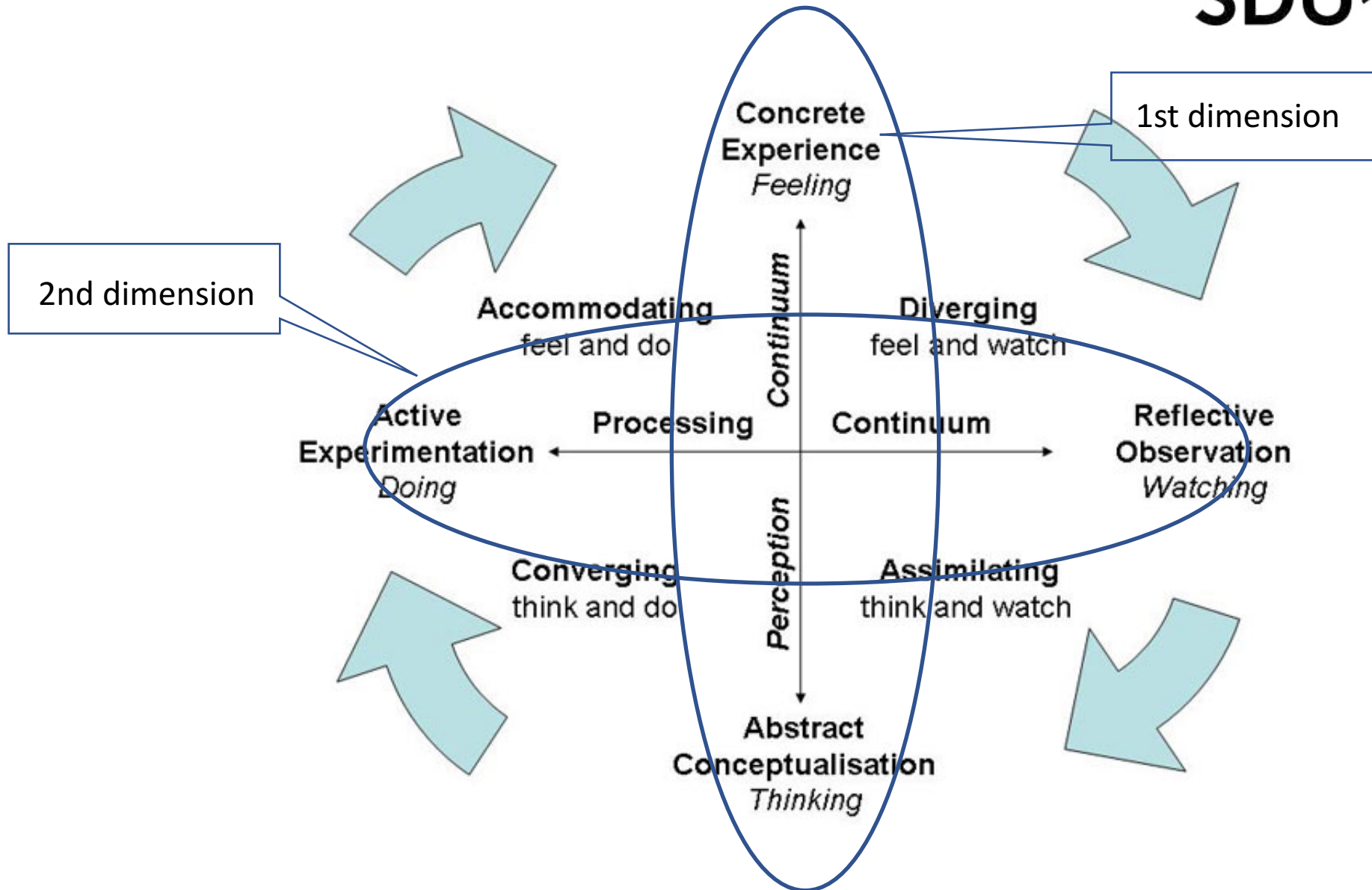
- David Kolbs' theory on experiential learning (ELT) (1984)
- Widely used and accepted theory
- Very practical and hands-on oriented
- Applicable in many different contexts
- Easily operationalized
- Useful for assessing learning processes
- And person-job interaction

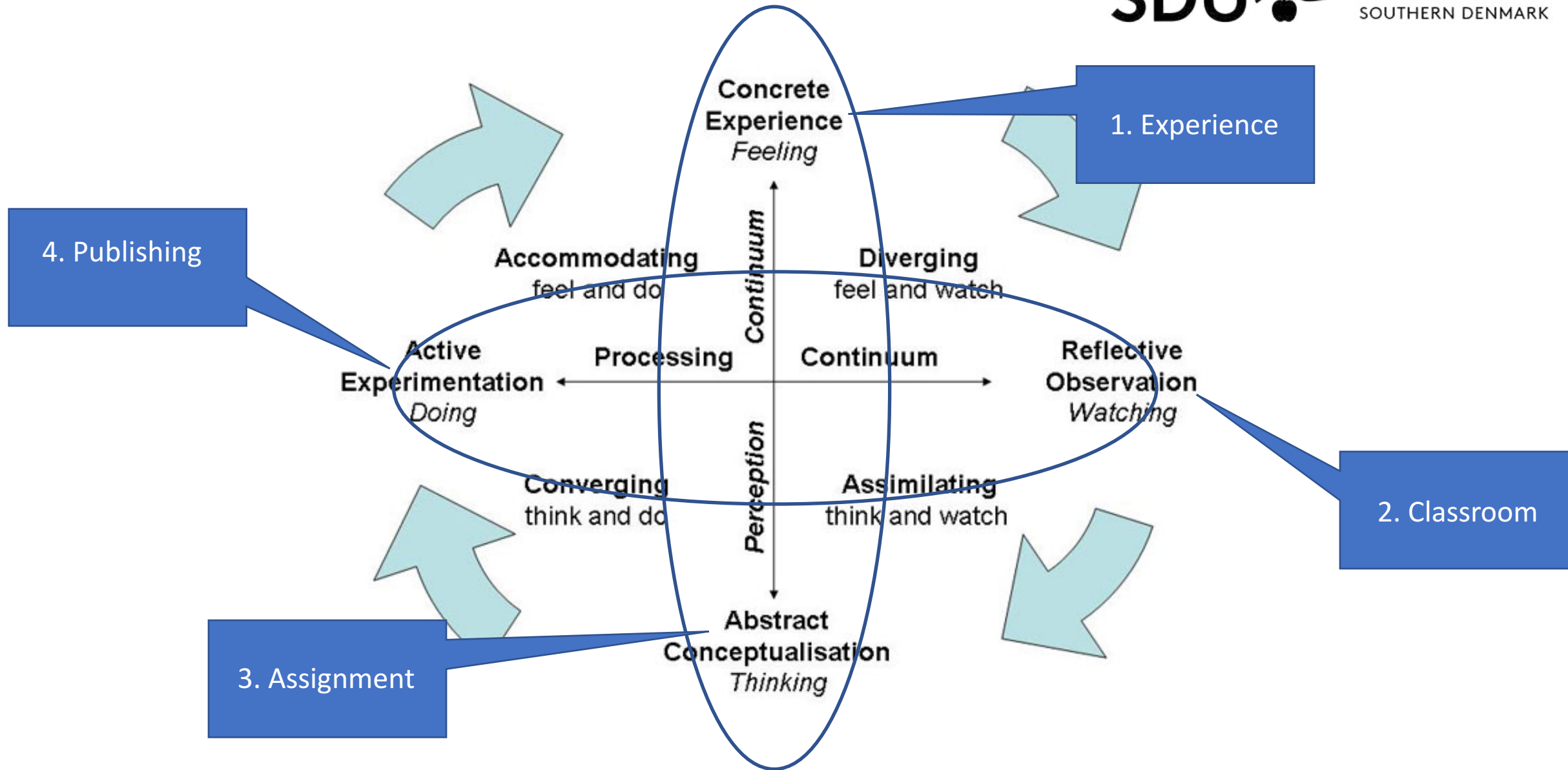
**Learning should combine experience
and reflection**



Learning is the process whereby
knowledge is created through the
transformation of experience

— David A. Kolb —





Identifying abandoned strategies

All (51) PhD publication strategies from 2014

- Only strategies containing:
 - ORCID, target journal(s), title of article(s), # of articles
 - ⇒ 25 strategies selected for analysis
- Author identified in PURE:
 - No publications \equiv abandoned strategy
 - Publications not related to strategy \equiv abandoned strategy
 - ⇒ Biases introduced: \exists ORCID, registration in PURE (all)

Matching strategies and practice

Identifying matches between strategy and publications

- Students publications looked up in PURE/WoS:
 - Suggested authors, Title words, Target journal, Subject
 - Consider only peer reviewed articles
(for simplicity, good approximation in medicine)

In depth qualitative text analysis (to be completed)

- To what degree to the strategy was followed?
- Are there areas where students follow more closely their initial strategy than others?

Preliminary results

- Out of 25 strategies, 3 were abandoned because of a clear change of career path or plain poor quality (the student not having taken the task seriously)
- 22 strategies reflected a more or less precise implementation
- One PhD student followed the strategy completely (100 percent compliance)
- Most strategies deviate wrt. target journal and / or original title.

Conclusions this far ..

- The vast majority of strategies are traceable in students' subsequent publication practices
- Most deviations are in terms of target journal and titles
- Indicates to us that the reflections of the students in practise (the abstract conceptualisation) following the RCR course is useful
- *Future work:*
 - In depth qualitative text analysis and extended sample of strategies to later years and other PhD Schools / topics
 - Consider non-peer reviewed output, public outreach, DMP's, peer review practices, Citizen Science practices etc.

Early Stage Publication Strategies

"Plans are worthless, but planning is everything" (D.D. Eisenhower, November 14, 1957)