

Scholarship with a Difference

Your Guide to
Knowledge Mobilization

v.1.0 December 2015

The Purpose of this Guide

This tool kit is intended to help scholars plan, conduct, and evaluate efforts to mobilize knowledge to different audiences. We hope that this framework will promote a systematic approach to knowledge mobilization and exchange among scholars, students, practitioners and the communities we support.

At Mount Royal, we are committed to scholarship with a difference...

Scholarship with a Difference

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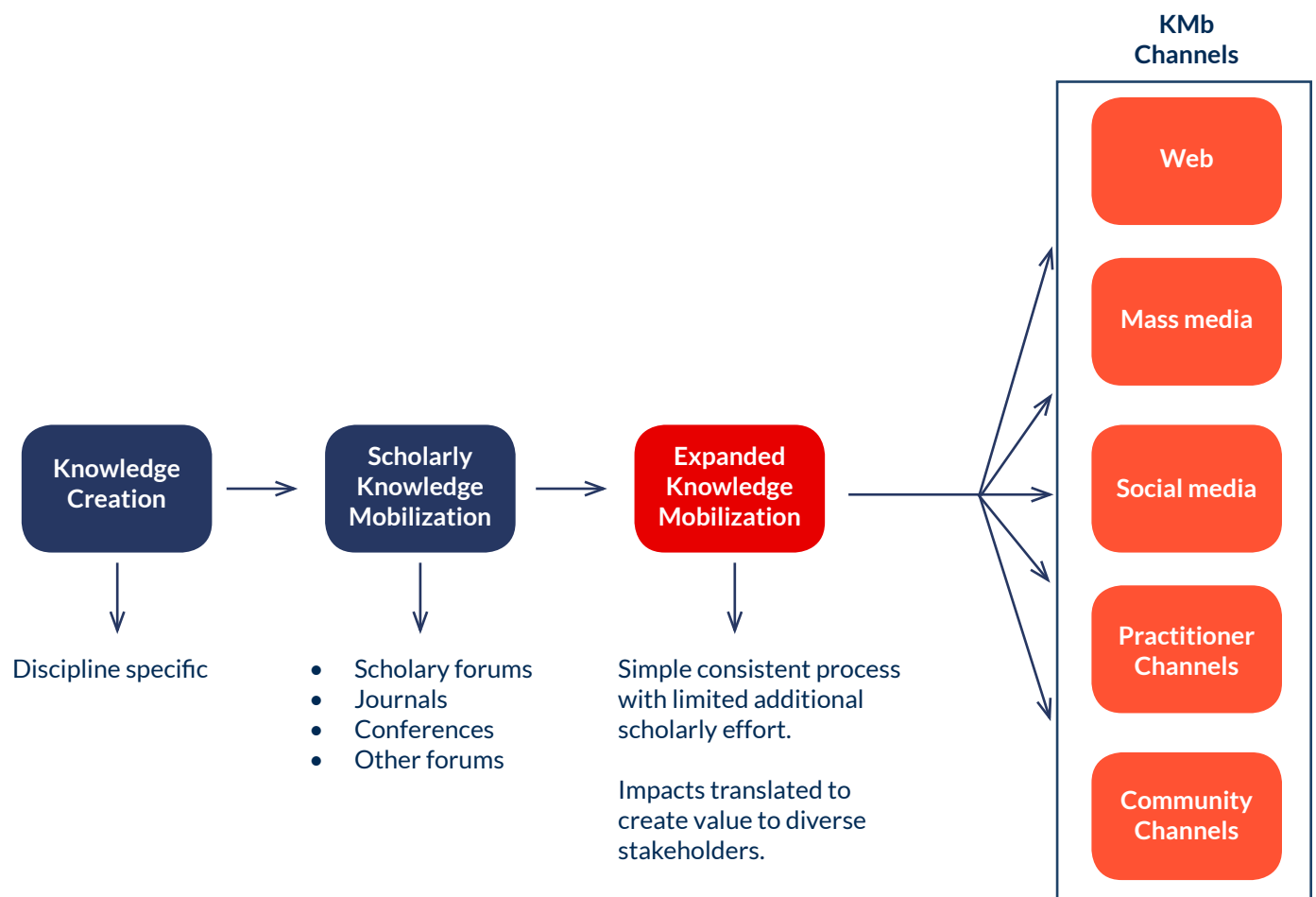
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Knowledge Mobilization - From Knowledge Creation to Impact

Knowledge Mobilization (KMb) is defined as the process of “**moving knowledge into active service for the broadest possible common good**” (www.sshrc.ca). Other terms analogous to Knowledge Mobilization include Knowledge Translation (CIHR), Knowledge Exchange (CHSRF) and Knowledge Transfer (Technology).

- KMb fosters reciprocal exchange between scholars and broader stakeholder audiences, including other scholars, students, practitioners and communities.
- KMb leverages scholarship to inform public policy, professional practice, social programs and the life of the mind.
- KMb translates scholarly discourse to communicate the values and benefits of our work to diverse audiences.
- KMb raises the profile of scholars, institutions and the pursuit of understanding as contributing to a better society.



Four Steps to Impactful Knowledge Mobilization

Step 1: Defining the audience

Ultimately, the question of influence and impact is a question of “who”. Who do you seek to influence and impact? At MRU, we value scholarship that contributes not only to our scholarly discipline, but also seeks to impact students, practice and the broader community in which we live.

Scholar KMb

- Current MRU Scholars
- Future MRU Scholars
- Domestic Scholars
- International Scholars
- Administration
- Graduate students
- Academies
- Scholarly channels

Student KMb

- Future students
- Existing students
- Alumni

Practitioner KMb

- Individuals
- Organizations
- Industry Associations

Community KMb

- General public
- Media
- Government
- Policymakers
- Funders

When assessing a target audience, be VERY specific about the audience. For example, for community, are there specific policymakers or a non-profit group that you would like to influence? Target opinion leaders and knowledge brokers in your field.

Questions for you to consider when defining your target audiences.

1. How does this impact them?
2. What are the potential benefits to them? (e.g. economic, social, health & wellness, other)
3. What action do you want them to take?
4. What is the level of engagement required by this audience?
5. What knowledge mobilization channels does this audience use?

Step 2: Defining your key message

The second step in effective knowledge mobilization must consider key messaging. The messaging must be audience specific. The impact of your scholarship may vary from students to practitioners to community audiences.

1. What is interesting to your target audience about your scholarship?
2. Can you make the context and content relevant to your target audience?
3. What is your core message? Be concise.
4. Is your scholarship actionable? What do you want audience to do?

Step 3: Aligning audiences and knowledge mobilization channels

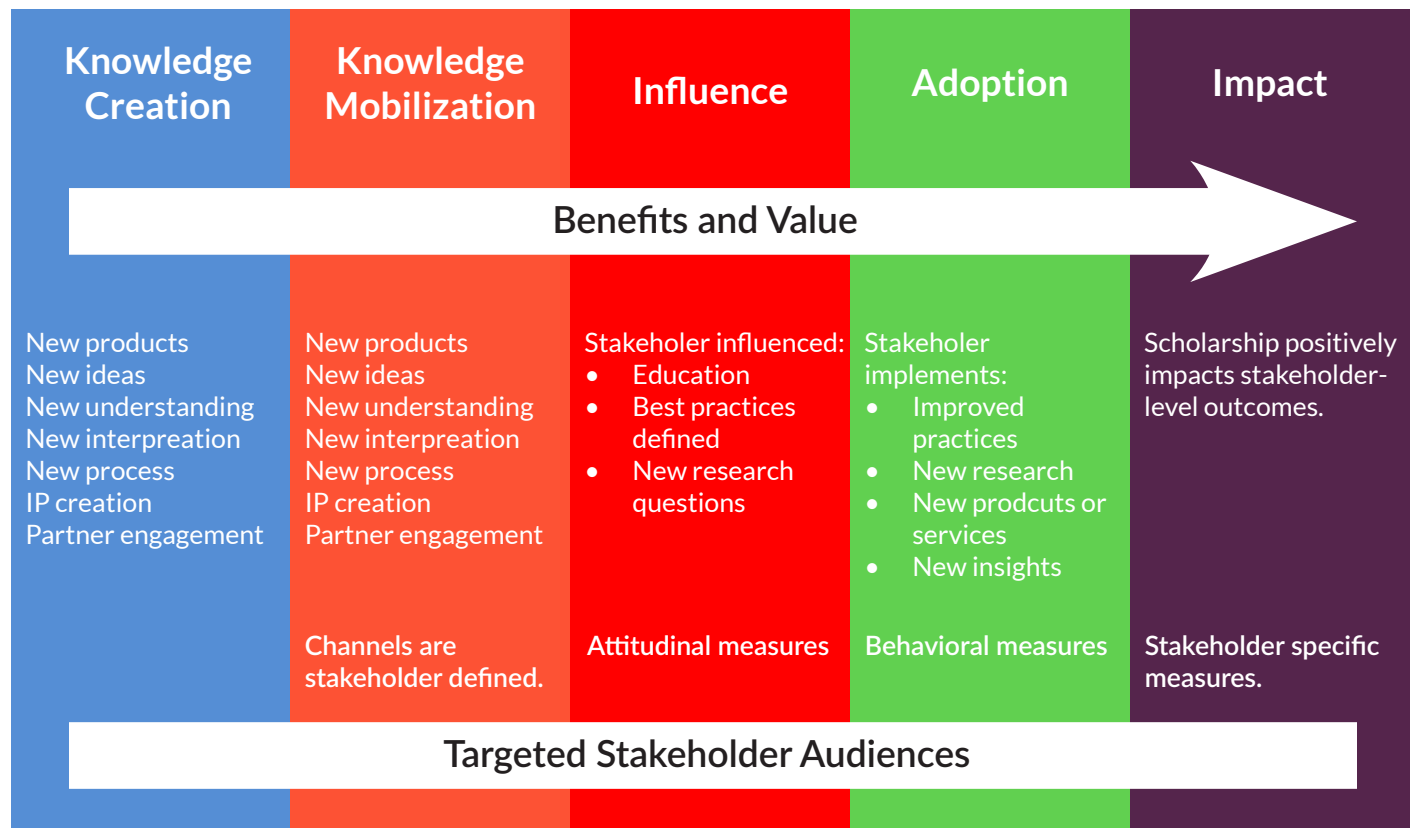
The next step is aligning your target audience with Knowledge Mobilization channels. Knowledge Mobilization channels may include both formal channels, such as refereed journals or mass media, to more informal channels such as mentoring or social media. As a rule, the influence of Knowledge Mobilization increases when you use multiple targeted channels. The table below is a sample of mapping audiences to Knowledge Mobilization channels.

Audience	Complexity of Message	KMb Channel	Value of MRU Discovery Snapshot
Scholars (in discipline)	Advanced	<ul style="list-style-type: none"> • Refereed Journals • Refereed Conferences • Communities of Practice 	Low
Scholars (outside discipline)	Intermediate to Advanced	<ul style="list-style-type: none"> • Referred Conferences • Communities of Practice • Books • Social Media/ Wikis/ Blogs • Education • Mentoring • Exchanges 	High
Students	Basic to Intermediate	<ul style="list-style-type: none"> • Books • Television/ Radio/ Magazine • Video • Social Media/ Wikis/ Blogs • Education • Mentoring • Experiential Learning 	Medium
Practitioners	Basic to Intermediate	<ul style="list-style-type: none"> • Industry Media • Video • Social Media/ Wikis/ Blogs • Education • Communities of Practice • Mentoring • Exchanges 	High
Community	Basic to Intermediate	<ul style="list-style-type: none"> • Video • Television/ Radio/ Magazine • Social Media/ Wikis/ Blogs • Education • Mentoring 	Medium

Adapted from Piktialis, D. & Greenes, K. (2008). Bridging the gap. How to transfer knowledge in today's multi-generational workplace. The conference board. Retrieved from <http://www.conferenceboard.ca/e-library/abstract.aspx?did=2663>

Step 4: Evaluation – did it influence and impact?

The ultimate goal of knowledge mobilization is to maximize the influence, adoption and impact of your scholarship on its target audiences. Therefore, the critical final stage of knowledge mobilization is the evaluation of its influence, adoption and impact. Information from this stage might be useful in compiling annual reports.



The measures used to evaluate the influence, adoption and impact of scholarship is highly contextual. However, defining these measures at the outside is essential to enable effective evaluation. Key questions to consider include:

1. What is the purpose of the knowledge mobilization?
2. What does “success” ultimately look like? Changing....Behaviours? Practice? Policy?
3. Is success about quantity or quality?

Evaluation measures are generally based on three key themes, which will vary based on your objectives.

1. **Quantity:** How many people have read or viewed your scholarship? E.g. downloads of your manuscript or views of a blogpost.
2. **Quality:** Who has viewed your scholarship? For example, is it your local newspaper or an a prestigious industry or academic publication? The definition of quality depends on your target audience.
3. **Engagement:** Is there evidence that the reader has been influenced by your scholarship? For example, did they contact you? Did they cite your research? Did they change behaviour? Are there resultant changes in policy or practice?

KMb Channel	Sample Metrics
Refereed Publications	<ul style="list-style-type: none"> • Citation metrics (academic and policy) • Download metrics • Altmetrics
Conference Presentation	<ul style="list-style-type: none"> • Attendance • Engagement (e.g. questions) • Evaluation form • Post conference engagement/ Collaboration • Altmetrics
Community of Practice	<ul style="list-style-type: none"> • Membership • Engagement metrics (e.g. # comments) • Sustainability • Altmetrics
Education/ Workshop	<ul style="list-style-type: none"> • Enrolment • Comprehension assessments
Exchange	<ul style="list-style-type: none"> • Request for participation
Books	<ul style="list-style-type: none"> • Sales • Citation metrics
Print / TV/ Radio	<ul style="list-style-type: none"> • Readership • Engagement metrics (e.g. response)
Video	<ul style="list-style-type: none"> • Views • Download metrics
Social media/ Wikis/ Blogs	<ul style="list-style-type: none"> • Page views • Engagement metrics (e.g. Favourite; Retweet) • Dashboards (e.g. Altmetrics) • Number of comments • Referred links

MRU Knowledge Mobilization Case Studies

Many individual MRU faculty already engage in innovative Knowledge Mobilization activities. However, these activities are isolated. It is important that we build on this existing foundation by developing efficient and coordinated processes for broader adoption across the institution. Below are examples of innovative MRU Knowledge Mobilization case studies for us to build on.



The Effect of Scholars' Institutional Biography on their Choices of Knowledge Transfer Channels: An Analysis of Canadian Business School Faculty

Scholar: David Finch

Audiences and their channels for mobilization:

- **Practitioners**
 - o Social Media
 - o Workshops
 - o Presentations
 - o Articles/Publication
- **PSE Administrators**
 - o Workshops
- **Funders**
 - o Mass Media
 - o Social Media
 - o Workshops
 - o Presentations
 - o Articles/Publication

BOOK SMARTS *vs.* STREET SMARTS

Do Business Schools Value Business Experience?

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David Deephouse, University of Alberta
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William Foster, University of Alberta
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Tyler Massie, Mount Royal University
Mackenzie Strong, Mount Royal University

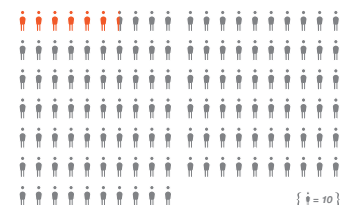
BUSINESS SCHOOLS IN CANADA — Today business schools educate one in five university students who have the primary goal to develop the business skills and knowledge to support career success. To be able to do deliver on this, it requires business schools faculty to have the expertise to blend theory and practice.

Business school students in Canada

21% — of all university students

250 000 — business school students

50 000 — graduates annually



In North America, out of the 1300 PhDs awarded in management annually by universities, only 6% of graduates have any industry experience.

PHASE 1: Biographical analysis of business school faculties in Canada

Goal:

Creating new knowledge is a central purpose of business education. However, a question of growing importance to scholars, administrators, policymakers and practitioners remains - knowledge for whom? To address this question we build on institutional theory and institutional work.

Faculty transfer new knowledge to stakeholders using different channels. We argue that the value individual faculty ascribe to different channels of knowledge transfer depends on both institutional biographical and contextual factors. The individual's biographical factors analyzed are academic socialization, practitioner socialization and alumni prestige. The contextual factors are career stage, the school's strategic orientation, and AACSB accreditation.

We empirically tested our model using a biographical analysis of 740 faculty members from 13 elite and non-elite Canadian business schools. We found that different knowledge transfer channel outcomes were anchored in faculty member's scholar's socialization and influenced by both individual and contextual factors.

In order to better bridge the divide between academics and practitioners, our results suggest it is better to have individual faculty members with both academic and professional qualifications within business schools rather than a mix of faculty in the business school with either academic or practitioner qualifications.

The Impact and Experiences of Faculty Engaging in Scholarship of Teaching and Learning

Scholar: Janice Miller-Young

Audiences and their channels for mobilization:

- **Practitioners**
 - Social Media
 - Workshops
 - Presentations
 - Articles/Publication
- **PSE Administrators**
 - Mass Media
 - Presentations
 - Articles/Publication
- **Funders**
 - Mass Media
 - Social Media
 - Presentations
 - Articles/Publication

Goal:

Engaging in the Scholarship of Teaching and Learning (SoTL) can have many benefits for faculty members and their students. However it can also be challenging, particularly for faculty who are not experienced in teaching and learning related research.

The Nexen Scholars Program was designed to support an annual cohort of scholars to develop individual research projects to be conducted in their own course. Participants in the program from 2009-2013 were invited to participate in this study, which consisted of a survey and follow-up interviews inquiring into the influence of the program on these scholars' teaching, scholarship, and career trajectories. Participants reported significant impact of both their project

SCHOLARSHIP OF TEACHING & LEARNING

Closing the Gap Between Teachers and Students

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Karen Manarin, Mount Royal University
Miriam Carey, Mount Royal University
Jim Zimmer, Mount Royal University

Scholarship of Teaching and Learning (SoTL) is an emerging trend of scholarly thought and action that focuses on the relationship between teaching and learning. This is a critical area of applied research for what we are trying to achieve at Mount Royal University. Other teaching and learning centers are interested in how we are supporting SoTL at Mount Royal University and therefore this research will contribute to our collective knowledge of best practices for supporting SoTL and establish Mount Royal as a leader in teaching and learning.

During the latter stages of transition from college to university, Mount

Royal affirmed its commitment to teaching and learning by establishing the Institute for SoTL. The institute is self-supporting and sponsors a range of programs and initiatives including research and dissemination grants, conferences and events, community outreach, writing residencies, and the Nexen Scholars Program.

The Nexen Scholars Program was designed to support an annual cohort of scholars to develop individual research projects to be conducted in their own course. Participants in the program from 2009-2013 were invited to participate in this study.

Methodology

SAMPLE

Length of study	2009 – 2013
Total scholar participants	25
Total online surveys completed	22
Total follow-up interviews	17*

* All but one (out of 25) said their original goals in participating in the program were met or exceeded. Less than half of participants originally set 'improved teaching' as a goal, yet 89% rated the impact of the program on their teaching at 4 or 5 on the Likert scale. This is identical to the proportion which reported impact on scholarship.

and the program on their teaching and scholarship, as well as changes to their teaching, demonstrating benefits to students, which extend beyond the focus of the SoTL project itself.

This project has generated and informed multiple workshops, presentations, conference presentations and articles.

Men & Sex: Exploring young men's beliefs and attitudes through men's magazine dating advice and sexual violence rhetoric.

Scholar: Scharie Tavcer

Audiences and their channels for mobilization:

- **Practitioners**
 - Mass Media
 - Social Media
 - Workshops
 - Presentations
 - Articles/Publication
- **PSE Administrators**
 - Mass Media
 - Social Media
- **Funders**
 - Mass Media
 - Social Media
 - Workshops
 - Articles/Publication

Goal:

A random selection of second and third year male students over the age 18 years, currently enrolled at Mount Royal University were invited to participate in an online anonymous survey. Participants were asked to distinguish comments made within men's magazines from those made by convicted rapists. Participants were then asked to answer questions about sexual assault and under what conditions do they believe it is "acceptable". The results were analysed to reveal themes and whether there are any distinguishing features related to age, sexual orientation, dating status, and Faculty of study.

PORNIFICATION

A Study Into Young Men's Attitudes and Beliefs Toward Dating, Sex and Sexual Assault

Dr. D. Scharie Tavcer

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Can young men distinguish between quotes from conventional magazines and quotes from convicted rapists? To what extent do young men agree/disagree with statements about dating, sex, women and sexual assault?

The purpose of this study is to contribute to the existing literature about young men's attitudes towards women and sex. This study is a partial replication of the work conducted in the United Kingdom (UK) by Horvath & Hegarty (2011) combined with a partial replication of the work conducted in the United States (USA) by Lonswey & Fitzgerald (1995).

Myths, beliefs and the attitudes of today's young men toward dating, sex, and sexual assault are also explored in this study. Similar research in the UK revealed over 60 percent of male respondents could not differentiate between dating advice in a men's magazine and quotes from a convicted rapist. Tavcer focuses on gauging the attitudes of young male students at Mount Royal University. The study mainly explores the following questions:

Methodology

Participants were asked to distinguish comments made within men's magazines from those made by convicted rapists. Participants were then asked to answer questions about sexual assault and under what conditions do they believe it is "acceptable".

SAMPLE

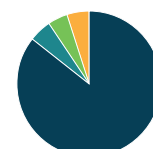
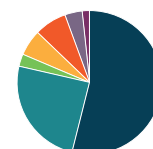
Online survey 1

Number of respondents 182

Years of age 18+

Sex male

Second and third year students at MRU



The objectives are:

- (1) To explore to what extent young men identify with sexist quotes about women taken from men's magazines versus quotes taken from convicted rapists;
- (2) To explore to what extent young men believe that under certain conditions sexual assault/rape is acceptable;
- (3) To explore any differences related to age, sexual orientation, dating status, and Faculty of study.

Simplifying Knowledge Mobilization - MRU Discovery Snapshots

Discovery Snapshots are two-to-four page, highly visual research summaries that translate complex scholarship into clear messages suitable for multiple non-scholarly audiences. The Snapshots are conceptually based on a model first developed at Mount Royal University by Design4Change.

Discovery Snapshots are about ensuring your scholarship has the widest reach and impact. Once completed, the Discovery Snapshots are yours to disseminate via a range of channels to the public, practitioners, organizations, potential funders, students or other audiences. In addition, the Discovery Snapshots can be used by the University to promote our scholars and scholarly activities internally and externally.

If you are interested in learning more about Mount Royal University Discovery Snapshots, please view the Mount Royal University Discovery Snapshot portfolio at www.XXXX.

To develop a Discovery Snapshot for your current research, you can follow the following 6 simple steps.

Step 1: Confirm funding. The cost of developing a Discovery Snapshot will range from \$200 to \$800 depending on the complexity. Sources of funding may include research grants and internal Mount Royal University funding sources (e.g. enquire about using your PD or faculty development funding). Consult with the Office of Research Services when appropriate to ensure grand funding use and required dissemination is planned accordingly.

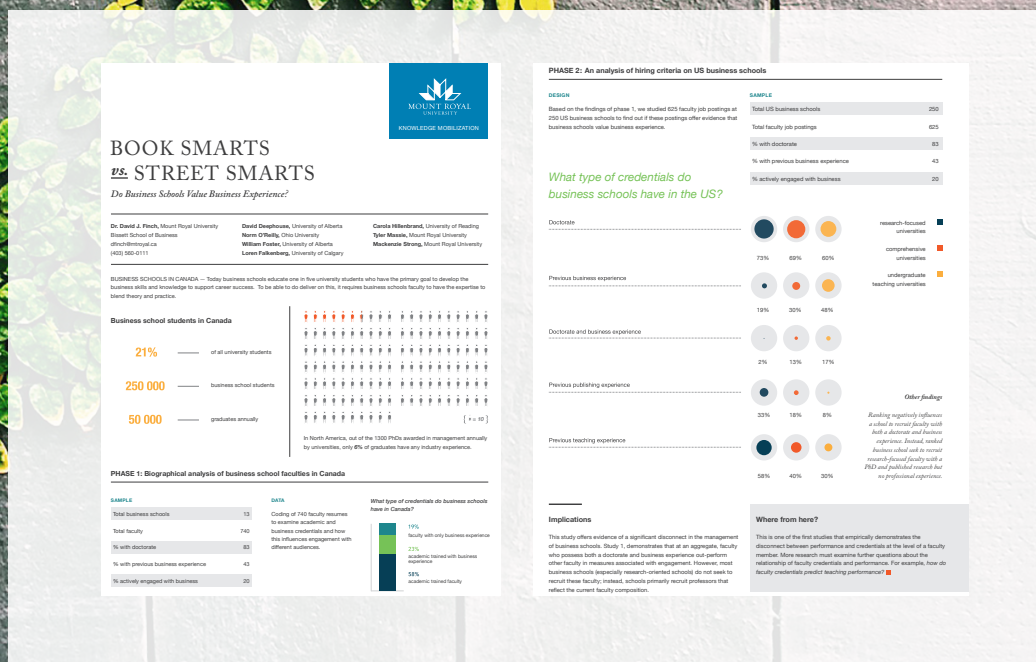
Step 2: Complete the Discovery Snapshot Questionnaire.

Step 3: Review layout mock-up with your designer.

Step 4: Consult with University Advancement (UA) about your mobilization plan. (UA can facilitate disseminating to targeted channels E.g. media, Mount Royal University website etc.).

Step 5: Sign-off the final design.

Step 6: Disseminate your Discovery Snapshot.



Making Your Work Discoverable

Knowing your rights as an author

Copyright

One of the first considerations in making your work discoverable is knowing what's permitted under copyright. For published work, start by consulting the copyright transfer agreement you likely had to complete as part of the submission. It contains important information about what you can do with your work once you've submitted it to a publisher. This includes whether you can place a version – and which version you can use – in MRU's Institutional Repository (<https://mruir.mtroyal.ca/xmlui/>).

If you find the terms too restrictive it may also be possible to negotiate more latitude that would allow you to use the articles in class, post them on your website etc. Refer to the guide from the Scholarly Publishing and Academic Resources Coalition <http://www.sparc.arl.org/resources/authors/addendum>

If you want to check the authors' rights given by particular publishers, search the publication in the SHERPA/RoMEO tool. <http://www.sherpa.ac.uk/romeo/>

Authors who publish via open access agree to right of use, allowing unrestricted distribution (reading, downloading, copying, sharing, storing, and printing) of the full-text work, so long as the original author is given credit. Authors may choose to license their works under open content licensing, such as Creative Commons. There is more information on open access publishing elsewhere in this Guide [link].

For more information on Copyright, contact the Copyright Advisor MRUcopyright@mtroyal.ca.

Using the Mount Royal University Institutional Repository – a safe place for your work

The Mount Royal University Institutional Repository (MRUIR) [linked] is a digital showcase of the scholarship, research, and intellectual contributions of the Mount Royal University community. The open access repository will collect, preserve, and publicly display a large variety of resources, and materials added to the collection are made even more discoverable through Google Scholar and other search engines. All MRU faculty are welcome to contribute.

Placing your work in the MRU IR ensures that it will be stored in a place that will be accessible to you even if your office and all your back-up drives disappear in a series of unfortunate accidents. It also means that others can find your work through links you can send out and incorporate in other materials. Finally, it means that your work will be more discoverable, through Google Scholar and other search engines. If it's more discoverable, it can be used by more people, from more places, more often.

What can you put in the MRUIR

Within the bounds of other copyright transfer agreements you have signed and agreements with co-authors and sponsors [See Copyright Section] you can put any kind of scholarly work in the Repository, including:

- articles
- books/chapters
- supplementary data
- presentations
- videos
- image sets
- theses
- Discovery Snapshots [link]

For more information, including assistance navigating copyright considerations and depositing items in the IR, please consult the MRUIR Guide (<http://libguides.mtroyal.ca/mruir>) or contact the Library

Considering open access

In a nutshell, Open Access attempts to make digital information freely available and easy to share. On a very practical level, current research indicates that Open Access materials also tend to be more highly cited, an indication that they are also more heavily used than those with paywall or subscription barriers.

Open access (OA) is a publishing model that provides an alternative to the traditional scholarly publishing model. There are different ways that open access can manifest, but for an initiative to be considered open access it must be free of price barriers such as paywalls, subscription costs to end users, or other charges/fees to access materials. OA resources must also be free of most kinds of permission barriers, such as copyright and licensing restrictions around (re)distribution of the materials. OA permissions may grant the user the right to copy, use, change, distribute or display the information, as long as the original author is given credit. OA does not change how information is created; rather, it changes how it is distributed.

More information on open access from the MRU Library is available online here.

<http://www.mtroyal.ca/Library/Faculty/ScholarlyCommunications/index.htm>

Converting your presentations to more shareable formats

There are a number of tools available to convert your presentations from PowerPoint or other tools to formats that are better suited for the web. Many of them allow you to record audio to accompany the slide deck so that those viewing your presentation get a sense of what all the bullet points mean.

A few of the most popular are listed below. Some are free for limited use but may require a fee for more features or storage.

Slideshare - <http://www.slideshare.net/>

AuthorStream - <http://www.authorstream.com/>

HaikuDeck - <https://www.haikudeck.com/>



Helping Others Discover Your Work

Developing a profile

Developing an online profile ensures that you and your research are easy to find, and give you authority control over your online presence. The tools below are all free and have different strengths. One of the key features is that these profiles allow you to bring your work together under a single name/identifier – very useful if you’ve used initials on some publications and full given names on others.

Google Scholar (<https://scholar.google.ca/citations>)

Automatically populate your publication list and see Scholar citation counts, as well as your personal impact with h-index and i10-index reports. Tracks your impact over time.

LinkedIn (<https://ca.linkedin.com/>)

This popular resource includes options to list your research pubs and presentations alongside education, skills, professional experience, and key networks. Your CV plus more.

ResearchGate (<https://www.researchgate.net/>)

Part online profile and part social networking tool, you can list your scholarly contributions and participate in community discussions on important topics in your field. Also provides view counts, helping you track impact.

Academia.edu (<https://www.academia.edu/>)

Often compared with Facebook, use this resource list your pubs, upload sharable documents, and connect with other researchers who share your interests. Also provides view counts, helping you track impact.

ORCID (<http://orcid.org/>)

Create persistent digital identifier that will connect with a variety of your other online identifiers. Allow it to talk to Scopus Author ID, Researcher ID, CrossRef, PubMed, and more, and ORCID will automatically update when your new research is published.

Mendeley (<https://www.mendeley.com/>)

Though primarily a reference management tool, Mendeley includes options for shared reading and citation lists. See when others have added your works to their reading lists, and share your works with scholars with similar research interests.

Publons (<https://publons.com/>)

Acting as a peer reviewer is a key role that researchers fill to help ensure the quality of published research. Publons seeks to reward those efforts by tracking and giving credit for your peer review contributions.

This article provides an excellent overview of the benefits of developing a profile.

Rauh, A. E., & Galloway, L. (2015, April 2). How can I use Google Scholar Citations for scholarly profiling? Wiley Exchanges Blog. Available online: <http://exchanges.wiley.com/blog/2015/04/02/how-can-i-use-google-scholar-citations-for-scholarly-profiling/>

Would your scholarship be interesting to media?

If your scholarship tells a compelling story to general audiences it may be of interest to the media. To be compelling, the information needs to be unique, timely and topical to viewers, readers and listeners of mainstream media outlets.

To discuss the possibility of a media pitch, please contact Bryan Weismiller, Media Relations Officer in Marketing and Communications at bweismiller@mtroyal.ca. The Marketing and Communications team can help to determine if it's a compelling story that would be of interest to the media. If it is, then they can also assist you in the process.

Tips for media interviews

Media have very short deadlines. Work with them.

- Success in media is about building relationships with individual reporters.
- Reporters have very tight deadlines. So always ask when their deadline is and try to be flexible to support them.
- If you become a reliable source, you will become an important source for a reporters.
- Remember, don't be offended if an interview gets canceled or rescheduled.

Be prepared.

- Always ask for the topic. It is reasonable to ask for sample questions.
- Prior to conducting the interview, it is acceptable to spend time to gather your facts and anecdotes prior to the interview.

Keep it simple.

- Avoid technical and academic jargon. Keep it simple.
- Use metaphors that translate complex ideas into something everyone understands.
- Most people find it easier to understand statistical information as natural frequencies (one-in-four) rather than as probabilities (25% chance).
- Always explain technical terms if it is required to use them.
- If you make a mistake it's ok to start over. Everything is always edited. If you discover you made an error, it is acceptable to contact a reporter after the interview.
- If you do not understand a question, ask for clarification rather than talking around it.
- If you do not have the answer, say so.
- Tell the reporter where to find the information, if possible.

Ensure the interview remains focused on your scholarship.

- Always pull the questions back to your research through statements such as: "I think the important aspect of my work is....." or "The main point here is"

Define your key messages of interest for the general public

- Only a small portion of the actual interview will be reported. In fact, TV and radio will use ONLY a 5 to 30 second clip. Keep your comments short or they will be edited.
- Do not allow yourself to get drawn off message. Repeat your points if necessary to get back on track.
- It can be difficult to move the interview back to your themes, but try to bridge back to your main themes. Bridging uses simple, concise phrases to move from an answer to a message. Flagging uses the same technique to draw attention to a critical point. Here are some sample phrases that bridge.

- "However, what is more important to look at is..."
- "However, the real issue here is..."
- "And what's most important to remember is..."
- "With this in mind, if we look at the bigger picture..."
- "If we take a broader perspective..."
- "Let me put all this in perspective by saying..."
- "If we take a closer look, we would see..."
- "And the one thing that is important to remember is..."

Provide supporting materials.

- If possible, provide written material (such as Discovery Snapshots) as this minimizes errors.
- Send this issue to the reporter in advance.

Show your passion!

- Show excitement and passion. Reporters will sense this.
- Both TV and radio reporters are looking for experts to convey complex topics with excitement to their audiences.

Be an educator.

- Don't assume the reporter is familiar with the topic or research.
- Feel free to correct a reporter if they have misinterpreted a topic.
- Offer background information when necessary but don't lecture.

Specifically for TV:

- Wear solid-coloured clothing.
- Look in a mirror.
 - Prior to going on camera, take another look at yourself.
 - The reporter may not tell you that your hair is out of place or your collar is folded over.
- Do not answer too quickly.
 - Pause briefly before answering each question to help the journalist get a "clean" sound bite. Go slow.
- Look at the reporter, not the camera.
- Stay still.
 - Avoid sitting in a chair that rocks or spins as this can cause the recorded volume to rise and fall.

Source: <http://www.queensu.ca/universityrelations/communications/mediatraining>

Developing networks

The profile sites and social media tools listed above allow you to extend and maintain your network of colleagues in the field.

Developing an online presence allows you to link up with people doing similar work and can lead to undiscovered resources, new tools and potential collaborators.

After initial set up, participation in these networks can grow your circle of colleagues, but you can help that growth along by: Follow up on the networks of those who connect to you – see who they follow or who follows them and add them to your networks.

Identify authors of interesting papers, and/or papers that cite your work and add them to your networks. Search profile sites and social media for contacts you've made at conferences, mentors from your past etc and add them. Manage your contacts through the tools in each site – e.g. you can do lists in Twitter to group the tweets that you see by category.

If you have questions about how to do this, contact the ADC or the librarian for your subject.



Using social media effectively – why and how

Using social media is an effective, relatively low cost* way to increase awareness about your work. Three of the more effective tools for disseminating academic work are Twitter, LinkedIn and blogs. For each of them, the effectiveness depends on the strength of your audience which in turn results from developing your network. For more information on any of these, check with the ADC and watch for workshops.

Twitter ([Twitter.com](http://twitter.com))

The advantages of Twitter is that it fosters brief communication and can easily incorporate links to presentations, papers, materials in the MRU Institutional Repository etc. One warning – links to materials that users can't access without a subscription generally aren't that helpful.

Blogs

These can be excellent tools for bridging academic and professional communities, opening discussion on ideas on your field and/or writing about the process. They allow for greater length and can also incorporate links to other materials, videos, images etc. It's easy to set up a blog either on the Mount Royal University site (<http://blogs.mtroyal.ca>) or with Wordpress – (<http://wordpress.com>), Blogger (<http://blogger.com>) or other sites.

See –38 Reasons why you should blog about your research
<http://sociologicalimagination.org/archives/13910>

Advice for potential academic bloggers - <http://blogs.lse.ac.uk/impactofsocialsciences/2013/01/14/advice-for-potential-academic-bloggers/>

LinkedIn ([Linkedin.com](http://linkedin.com))

LinkedIn is one of the most commonly used social media professional sites, boasting over 300 million members, but is mainly used as a platform for uploading a resume and professional networking rather than a tool for scholarly dissemination. Often overlooked are profile sections that allow scholars to upload papers, websites and presentations which invite others with similar research experience and interests to connect. Once a LinkedIn account is populated, you can use this account to populate other sites that allow LinkedIn integration (such as infographic sites like visualize.me, Accredible, Favours.me and others), which also can further the dissemination of one's research. LinkedIn also has a function that allows scholars to create private groups that can serve as a topical forum where researchers can collaborate, share their work and comment on others work.

Other resources

A to Z of Social Media in Academia - <http://www.andymiah.net/2012/12/30/the-a-to-z-of-social-media-for-academics/>

Using Twitter in university research, teaching, and impact activities - <http://blogs.lse.ac.uk/impactofsocialsciences/2011/09/29/twitter-guide/>

Margy's list of sites for Academic Communication and Social Media
<https://delicious.com/margymac1/tips%20for%20academic%20communication,dissemination,social%20media>

* Really all it takes is time

Monitoring Impact

Monitoring citations through Google Scholar

A profile on Google Scholar (<https://scholar.google.ca/citations>) automatically populates your publication list and Scholar citation counts, as well as indicating your personal impact with h-index and i10-index reports.

You can also set up Alerts through Google Scholar that will email you if something matching a search you set up enters the database – this can be a search based on a paper title or a combination of name/area of work.

Impact beyond citations

It is possible to assess the impact of scholarly work beyond article citations and bibliographies. Many of the profile sites mentioned above can provide a sense of how many times your work has been downloaded. Many journals, including Open Access titles can also provide this information about work you've published.

Other ways of measuring impact include

- Using Twitter analytics – <http://twitteranalytics.com> to monitor which of your tweets get seen, retweeted or favoured by how many people – you can also see who your most active retweeters are – another way to build your network [link]
- If you have developed a blog, consider adding a counter to it so you can see how often people visit. Some counters also track where visits are coming from
- It's relatively simple to set up media monitoring to find out when you're mentioned in mainstream media. Google News – <http://news.google.ca> allows you to set up an alert for any search and lets you know when anything matching your search shows up in thousands of media sites:
 - Do a search of your name on Google news - <http://news.google.ca>
 - At the bottom of the page look for 'create an alert'
 - Set up the alert to find what you want and deliver it to your email .
 - If your name is the same as a celebrity, you may want to add a keyword relating to your work

Ethical and Copyright Considerations

As with all aspects of scholarly work, ethical considerations apply to dissemination. In some cases, they are incorporated in the HREB approval process where you indicate how data from human participants will be described and presented. If you are using images of other people or retelling their stories, please ensure you have permission to do so. If your work involves other partners, institutions or funders there may be additional requirements or guidelines for dissemination. Also - sharing your work more publicly creates an extra expectation of acknowledging the contributions of others - whether including all team members' names in a media piece, or tweeting about a collaborative project.

Mount Royal University Research Ethics page.

<http://research.mtroyal.ca/for-researchers/research-ethics/>

The Homeless Hub - Knowledge Mobilization - some links here to ethical aspects of knowledge mobilization.

<http://www.homelesshub.ca/research/knowledge-mobilization>

Copyright and knowledge mobilization

Copyright considerations may depend on agreements you have signed with publishers and supporting agencies (including funders like NSERC, SSHRC and CIHR. For instance, you may not be able to use the same abstract illustrations, graphs, etc. you submitted as part of your article in other forms of dissemination, including tweets, blog posts or MRU Discovery Snapshots. MRU Discovery Snapshots will generally have a Creative Commons - Attribution license (CC-BY) so that others may use your work as long as they refer to you as the creator.

You may also want to check the current Collective Agreement around intellectual property and MRU policies around rights attached to student work or work commissioned or supported by other departments.

Contact the Mount Royal University Copyright Advisor mrucopyright@mtroyal.ca if you have questions about this.

