University of Phoenix
Scholarship Editorial Board (SEB)
Workshop Series

2016 Workbook
Scholarship Editorial Board – 2016

Dan Konzen
dkonzen@email.phoenix.edu
Chair

Dallas Taylor
dallas.taylor@email.phoenix.edu
DAA, Director

Angela Buer
angelabuer@email.phoenix.edu
Vice Chair

Jackie Novak
jaflahar@email.phoenix.edu
Secretary

Celeste Winters
cwinters@email.phoenix.edu
Director – Marketing/Communications

Charlotte Newman
cnewman@email.phoenix.edu
Director – Workshops

Phyllis Carbonaro
pcarbo@email.phoenix.edu
Director – Mentorship

Richard Bowman
rbowman@email.phoenix.edu
Director – Rewards/Logistics
Dear Esteemed Faculty Member,

Congratulations on pursuing your research interests and welcome to our faculty scholarship workshops.

You are about to embark upon a very rewarding journey of scholarship and this workbook is designed to serve as a collective resource guide for all of the scholarship workshops that are offered. To get your greatest experience attending any of the workshops, we encourage you to spend some time with the material in this workbook to familiarize yourself with what will be covered.

Although the scholarship workshops are set-up as a series (FS Getting Started, FS Q&A Panel, FS Library Skills for Research, FS How to Publish, and FS How to Prepare a Poster), they need not be taken in any specific order. We encourage you to attend as many times as you need and we welcome your comments and suggestions on how to improve them.

Again, welcome and we look forward to seeing you at one of the scheduled workshops and ultimately the 5th Annual Research Symposium on June 4, 2016.

Sincerely,

Dan Konzen
Campus College Chair, Information Systems & Technology
Chair, Scholarship Editorial Board

Angela Buer
Associate Director Academic Affairs
Vice-Chair, Scholarship Editorial Board

Dallas Taylor
Director of Academic Affairs
Executive Committee, Scholarship Editorial Board
**2016 Workshop Descriptions: Faculty Scholarship (FS)**

**FS Getting Started (2hrs)**
This workshop provides assistance in the following areas: Locate information regarding Scholarship – Funding – Past Symposia, Introduce Faculty to SEB Members and Mentors and their specialties, Introduction to Faculty Scholarship at University of Phoenix, Tools for researchers seeking clarity on the research process and Boyer’s Model of Research. Topics covered are Type, Scope, and How to plan your Research, Introduction on how to write an effective proposal and/or abstract, and Review of the Institutional Review Board (IRB) process.

**FS Q&A Panel (1hr)**
This workshop connects scholarship participants and interested in submitting and presenting their work with one-on-one access to a panel of subject matter and scholarship experts in various fields. Enrollment of 15 attendees is required for this workshop to run.

**FS Library Skills for Research (2hrs)**
This workshop is specifically geared towards performing effective and efficient Scholarly Research. Focus will be on Google Scholar, EBSCOhost, and ProQuest, but participants will get introductions and exposure to other research databases to research more effectively and efficiently. Although not a requisite, it is highly encouraged that faculty attend the Navigating the UOPX Library Workshop prior to attending. *Faculty are encouraged to bring their laptops*.

**FS How to Publish (2hrs)**
This workshop will expose participants to some of the available resources and tools that will help them identify publishing/presenting opportunities in academic communities. Additionally, each participant will learn how to research and write more effectively to ease the process and increase the likelihood of sharing his or her research in various academic communities. This workshop will address the following:

- Dispel the misconception that it is difficult to publish in a journal or present at a conference
- This overwhelming hesitation to start the publication process is due to a lack of knowledge and awareness of available resources and tools
- Connect with the community to glean support and guidance from others

Although not a requisite, it is highly encouraged that faculty attend the Navigating the UOPX Library Workshop 101 and 102 prior to attending. *Faculty are encouraged to bring their laptops*.

**FS How to Prepare a Poster (2hrs)**
This workshop provides researchers with the tools for effective, visual, and multimedia scholarly presentations. Included will be resources and tutorials for visually representing your research. Topics covered include: composition, design, and printing of your research symposium posters and collateral. Digital projections and multimodal presenting is introduced if there is interest. This workshop provides a list of participating vendors and print pricing for scholarship presenters.

*For any questions about the included information, please contact the Director of Workshops*

Charlotte Newman, Ed.D. at cnewman@email.phoenix.edu.
FS Getting Started TAB
Faculty Scholarship: Getting Started

FS Getting Started - Workshop Overview

This workshop prepares participants for faculty scholarship. Participants learn the domains of scholarship, how the domains align with the University of Phoenix model of scholarship, and how faculty can participate in scholarship.

Learning Objectives

**Topic 1: Domains of Faculty Scholarship**

- Distinguish among Boyer's four domains of scholarship.
- Categorize examples of scholarship.

**Topic 2: Scholarship at University of Phoenix**

- Describe University of Phoenix’s philosophy and emphasis for scholarship.
- Explain how University of Phoenix fosters and promotes faculty scholarship.
- Explain criteria for submitting a proposal for the Annual SEB Scholarship Symposium.

**Topic 3: Developing a Scholarship Plan**

- Determine domains of interest for scholarship.
- Develop personal scholarship goals.
- Create a plan for achieving scholarly goals.
- Define additional assistance and workshops to help achieve scholarly goals.

Workshop Expectations

- Understand the Boyer Model
- Create a Scholarship Plan
Assignment Overview

<table>
<thead>
<tr>
<th>Domains of Faculty Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Read</strong> the workshop overview and objectives.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scholarship at University of Phoenix</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Review</strong> Eligibility Criteria for UOPX Scholarship Editorial Board’s Handout.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Developing a Scholarship Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Complete</strong> My Scholarship Plan.</td>
</tr>
<tr>
<td>Domain</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td><strong>Discovery:</strong></td>
</tr>
<tr>
<td><strong>Application:</strong></td>
</tr>
<tr>
<td><strong>Integration:</strong></td>
</tr>
<tr>
<td><strong>Teaching:</strong></td>
</tr>
</tbody>
</table>
Matching Scholarship Examples

For this exercise, you will form groups of three or four participants and work together to match the scholarship examples to the domains they represent. You will need to complete the following:

1. Review the Scholarship Examples table and determine each domain in which the examples fall.
2. Compare your results with the class.

Scholarship Domains

<table>
<thead>
<tr>
<th>Scholarship Domains</th>
<th>Discovery</th>
<th>Application</th>
<th>Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discovery</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integration</td>
<td>Rodrigo publishes an article that details what materials, class exercises, and assignments help students learn difficult course concepts.</td>
<td>Carol develops a new process for dealing with a problem of practice.</td>
<td>Hiromi writes an article on a current disciplinary topic and has it published in a local newspaper.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Application</strong></th>
<th>Victoria directs undergraduate and graduate student research projects.</th>
<th>Jayden submits his research findings on a new theory to a granting agency.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching</strong></td>
<td>Sofia gives a presentation about new instructional techniques to her colleagues.</td>
<td>Phil develops a set of examination questions requiring higher order thinking skills.</td>
</tr>
<tr>
<td>Yuyan writes an article proposing an approach to bridge theory and practice.</td>
<td>Maria presents a paper at a conference describing her new theory.</td>
<td>Tally gives a series of lectures on a current disciplinary topic at a local community college.</td>
</tr>
<tr>
<td>Josh writes a critical book review that is published in an academic journal.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
My Scholarship Plan

In this exercise, you will complete the following:

1. Examine your current scholarship activities and identify logical connections between your work and opportunities for scholarship.
2. Select one of Boyer’s domains in which you would like to focus your scholarship activities.
3. List your personal goals for scholarship within the chosen domain.
4. Develop a calendar plan to achieve the goal within the next 12 months.
5. Identify resources that can help you to achieve your goals, either at University of Phoenix or another source.

Current Scholarship Activities

Examine your current scholarship activities and identify logical connections between your work and opportunities for scholarship.

<table>
<thead>
<tr>
<th>My Current Activities</th>
<th>UOPX Scholarship Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
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<td>3.</td>
<td></td>
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<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>
Boyer’s Domains of Scholarship

Select one of Boyer’s domains in which you would like to focus your scholarship activities.

Chosen domain ________________________________

Goals for Scholarship

List your personal goals for scholarship within the chosen domain.

1. ______________________________________________________________________
2. ______________________________________________________________________
3. ______________________________________________________________________
4. ______________________________________________________________________
5. ______________________________________________________________________
Calendar Plan

Develop a calendar plan to achieve the goal within the next 12 months.
Resources

Identify resources that can help you to achieve your goals at University of Phoenix or another source.

Resource 1: ________________________________________________________________

Resource 2: ________________________________________________________________

Resource 3: ________________________________________________________________

Resource 4: ________________________________________________________________

Resource 5: ________________________________________________________________

Institutional Review Board (IRB) information and links listed at the end of this module.
Proposal Submission Criteria:

First Name and Last name

How do you want your name to appear in the abstract book?

*Example: John Doe, Ph.D., MBA*

Email address, Phone number, University Affiliation

Brief Professional Bio (50-75 words). Professional Head Photo (optional)

**Title of Research, Abstract** (150 - 250 words)

*All accepted abstracts and authors’ professional bios will be published in the 2016 – GFM Agenda and 5th Annual Scholarship Symposium. Be sure to agree to the Apollo Consent and Release form.*

- Research has occurred within the last five years.
- Format: Abstracts must follow APA 6th edition formatting and be free of spelling and grammatical errors. Abstracts must be 150-250 words or it will be rejected.
- Abstract Presentation Limit: Researchers are limited to participation as a “Primary Presenter” in a maximum of one (1) abstract submission, but can be a “Secondary Presenter” for many submissions.
- Presenter Registration: Each researcher is responsible for presenting his/her work. Presenters who are unable to attend the 2016 – 5th Annual Scholarship Symposium /GFM must arrange for an appropriate representative to present the poster. Please notify the SEB Chair, Dan Konzen via email at Dan.Konzen@phoenix.edu should this occur.
- Participants will be notified of the abstract proposal acceptance within 10 days.
- Final Abstract Acceptance Notification: You will be notified regarding the acceptance of your abstract submission no later than May 6, 2016.
Research Category must be identified

*Discovery* (Original Research that advances knowledge)

*Integration* (Synthesis of information across disciplines, across topics within a discipline, or across time).

*Application* (Engagement, involving rigor and application of disciplinary expertise with results than can be shared with and/or evaluated by peers).

*Teaching & Learning* (Systematic study of teaching and learning processes).

2016 Fifth Annual Research Symposium Submission Link:

http://bit.ly/1ERBhFz

Call for Proposals Deadline is May 2, 2016.
Printed Poster Submission standards

Final posters need to be submitted for approval by May 23, 2016

To maintain professionalism and consistency of the posters being presented, the Scholarship Editorial Board will review printed posters to be displayed at the event. The following are minimum guidelines when designing and producing your scholarly poster at the 2016 Fifth Annual Research Symposium.

• Printed Posters should be professionally printed (no handwritten or drawn materials should be used as the primary aspect of the poster). A list of ‘preferred printers’ with negotiated prices is provided each year for all participants will preferred sizes and templates provided.

• If vinyl posters are used, they must either be vertical and sized to be displayed in a vertical poster stand (the sizes are defined on the list previously mentioned). Vinyl posters that are designed and printed horizontally must be able to hang on the wall and Director of Logistics/Rewards should be notified prior to Set Up Reception to accommodate wall space.

• Size recommendations: a minimum of 36 inches should be considered for one side of a printed poster.

• Any non-vinyl, printed posters should be mounted to foam core or board prior to the Set Up Reception.
Suggested Reading List


University of Phoenix Faculty, Students, and Staff Resources and Links

https://research.phoenix.edu

University of Phoenix IRB adopted IRBNet as the web-based system to conduct all IRB reviews in November 2014; as of January 2015, all IRB reviews have been conducted in IRBNet.

IRBNet.org website http://irbnet.org

Office of Scholarship Support: email OSS@phoenix.edu

*Note.* You will need to be logged in to eCampus to access University of Phoenix Internal Faculty Research and Scholarship Website site.
FS Library Skills for Research TAB
Faculty Scholarship: Library Skills for Research

Daniel P. Konzen
Chair, Scholarship Editorial Board
Financial Planning, Risk Management, and Economics
University of Phoenix
dan.konzen@phoenix.edu
Administrative Notes: 
This workshop addresses how to properly narrow searches with Boolean operators and delves into two of the primary databases; EBSCOhost and ProQuest, to research more effectively and efficiently. Participants are encouraged to bring their laptops to this session.

Useful software tools: Questia, Copernic Summarizer, Endnote, Papers, IOS EBSCOhost, Article Search, SEP, ISSRN, Searchit, Fastcase, Searchit, RefScan, QuickCite, etc.
www.dankonzen.com/links
www.dankonzen.com/faculty password: faculty

1. Plan Your Search
2. Organization is a key component to doing good research and from preventing efforts being replicated unnecessarily wasting valuable time.
   a. Identify concepts
   b. List Terms
   c. Specify Relationships – Venn Diagram to how they can help with the research process. The and & or concepts of searches via Venn Diagrams
3. Evaluate Resources Available
   a. What do you have access to?

Databases Available
Google, Questia, EBSCOhost, ProQuest, Phoenix Library, Government, Educations, Organizations, Countries, etc.

1. Image Search
   a. Searching for Images is a good way to find documents.
   b. Image search
      i. Size, Color, Type, Time

2. Search Tools
3. Time, Results, Location

More
Videos, Books, Places, Blogs, Flights, Discussions, Recipes, Applications, Patents

Advanced Search (Gear Icon on right)
Size, aspect ratio, colors, types, Language, Region, Last Update, Site or Domain, Terms appearing, Reading Level, File type, Usage Rights, Similar To,
Google Searches *(How many people approach research)*

Type in question that they are looking for.
*e.g. How does transformational leadership affect social change in family run organizations?*

1. **Boolean Operators**
   - a. Use operators to refine searches  Refer to Handouts
   - b. Narrow a search using Boolean Operators
   - c. Google vs Google Scholar

2. **Sample Google Search**
   - a. " " Exact Terms
   - b. AND OR
   - c. ()
   - d. @ Find Social Media Tags
   - e. + - Add terms or remove terms Also for Google+ pages
   - f. $ Find Prices
   - g. .. used to find a range (e.g. $25..$50 or 2012..2015)
   - h. ()
   - i. * Use as a placeholder for other terms, letters, etc.
   - j. ? replaces one letter in a word (e.g. child?)
   - k. ~ Thesaurus terms
   - l. site: Used to only find results from a specific site or type of site
   - m. filetype: Used to find specific document types (e.g. Doc, pdf).
   - n. year..year
   - o. define: used to define term
   - p. intitle:
   - q. author:
   - r. link: Used to find pages that are linked to another page
   - s. related: Find similar sites (e.g. Related:zappos.com)
   - t. info: Provides information on a URL
   - u. cache: Used to see what the site looked like the last time Google cached it

3. **Google Search**

Equations and conversions  *(Example conversions and math)*

What are the effects of television violence on children?  199 million results
"what are the effects of television violence on children" 75,500 results

**Problem with this search is that it typically does not bring up results we are looking for, rather it brings up narrow results that ask same question.**

Television violence children  88.7 million results
Television and violence and children  117 million
Television and violence and child*  362 million
(Television or TV) and violence and child*  223 million
site:.gov (Television or TV) and violence and child*  433k
site:.gov (Television or TV) and violence and child* 2009..2013  47,300 results
site:.gov (television or tv or video game?) and ~violence and child* 2009..2013  11,600

**Google Scholar Search**

1. Settings (Gear Icon)
   a. Results
   b. Bibliography Manager
2. Languages
   a. **Library** Links on Left  (Allows you to search UOPX library databases)

(televison or tv or video game?) and ~violence and child*  34,400 results
Since 2009  16,000 results

Down arrow in search brings up additional search options, as does the sidebar.

Cited, Related, Import, More, Cite

Import into Citation Manager (e.g. Endnote / Refworks)

Cite

**Creating Alerts**

4. **Endnote / Refworks**

Endnote –
Refworks – UOPX Library, View All Resources Alphabetically, Refworks

5. **UOPX Library**
   a. Request a specific document from the librarian

We will focus on EBSCOhost, but similar search tools are available in ProQuest as well.
   b. **EBSCO host**  **TOPIC** Transformational Leadership  then education
      i. **Personal Account**
         1. Preferences
         2. Custom Folders
         3. Add research to folder
         4. Save or Print Search History
         5. Alerts
         6. Share Folders
      ii. **Advanced Search**
          1. Fields
          2. Modes
          3. Limiters
   c. **Full Text, Scholarly, etc.**

6. **Search History**

Search ID s as search is refined

*As we refine the search it tracks each piece with an ID.*
Refine Results

Full Text, Scholarly, Available

Types
  All, Academic Journals

Subject:
  Thesaurus Term
  Major Heading
  Subject
  Publication, Company, Age, Gender, Geography, NAICS/Industry, Databases,

Save Searches / Alerts
  Save Search - Rerun
  Alert Set-up -

iPhone and Android apps

Proquest host  TOPIC Transformational Leadership  then education

Personal Account = My Research

Preferences

Account

Advanced Search vs. Subject Areas

Very similar to EBSCOhost

Custom Folders

Add research to folder

Save or Print Search History

Alerts

Advanced Search

Fields
University of Phoenix Library has contributed the following additional resources for this workshop. Thank You to Holly Rick for these contributions to the Scholarly Process and SEB.

Download here:

Cabell’s Handout.pdf
RefWorks 2.0 Advanced Features Workbook.pdf (10pgs)
RefWorks User Guide
RefWorks 2.0 Fundamental Workbook.pdf (10pgs)
FS How to Publish TAB
Faculty Scholarship: How to Publish

Daniel P. Konzen
Chair, Scholarship Editorial Board
Financial Planning, Risk Management, and Economics
University of Phoenix
dan.konzen@phoenix.edu
Administrative Notes:
*Requisite: Attendees must have attended the Advanced Library Skills Workshop.*

This workshop will expose the participant to some available resources and tools that will remove some of the misconceptions on publishing and ease the process of research and writing.

*This workshop will addresses the following:*
   - There is a general misconception that it is very hard to publish in a journal or conference.
   - This overwhelming hesitation to start the publication process is due to a lack of knowledge and awareness of available resources and tools.
   - It can be difficult to find a community of practice to get support and guidance from others.

1. Why Publish?
2. Publishing Process
   
   I. Research submits paper to journal.

   II. Editor decides if paper is potentially “interesting” and follows theme of particular issue.

   III. If selected, it is sent for “peer review” by one to several people chosen by the editor.

   IV. Paper is returned with recommendation to accept or reject.

   V. Editor makes final call, but typically defers to peer review process. Upon a split decision, the editor will make the final call.

3. Where to Begin?
   - Organization is a key component to doing good research and from preventing efforts being replicated unnecessarily wasting valuable time.

   - Backup your data!!!!
   - Dropbox, Google Drive, SkyDrive, Sharefile, Etc.

   - Golden Rule – Do not submit to multiple journals for acceptance. Choose one at a time.
• Learn how to find Journals and Conferences in the areas in which you have interest.

4. Resources and Tools to Make the Process Easier

Importance of Software Tools to Save Time and Resources

Dropbox, Questia, Evernote, Copernic Summarizer, etc.

(See list at end of document)

ENDOTE

Endnote Software – Advance Your Research and Publish Instantly
www.endnote.com

 Millions of researchers, scholarly writers, students, and librarians use EndNote to search online bibliographic databases, organize their references, images and PDFs in any language, and create bibliographies and figure lists instantly. Instead of spending hours typing bibliographies, or using index cards to organize their references, they do it the easy way—by using EndNote!

Using Endnote in MS Word – No need to Type or Format Citations and References in Papers

Easily input and track cited references in Microsoft Word in a chosen output style (e.g. APA 6th ed.): A traveling library of cited references follows the Microsoft Word document. (CWYW).

5. Getting Your Data Into Endnote

Library of Congress – Search LOC and retrieve resources.

UOPX Library – How to get references into EndNote

Example with EBSCOhost Access via UOPX Library
WikiCFP - A Wiki for Calls For Papers
www.wikicfp.com

WikiCFP is a semantic wiki for Calls For Papers in science and technology fields. There are about 30,000 CFPs on WikiCFP. Over 100,000 researchers use WikiCFP each month.

Conference Alerts – Academic Conferences Worldwide
www.conferencealerts.com

Find academic conferences worldwide to publish in and/or present at. Subscribers can customize their own event listing and receive Conference Alerts Monthly all tailored to their specific interests.

Society for Scholarly Publishing – Innovative People Advancing Scholarly Communication
www.sspnet.org

The Society for Scholarly Publishing (SSP), founded in 1978, is a nonprofit organization formed to promote and advance communication among all sectors of the scholarly publication community through networking, information dissemination, and facilitation of new developments in the field.
The Qualitative Report – Peer Reviewed Weekly Open Access Journal
www.nova.edu/ssss/QR

The Qualitative Report (ISSN 1052-0147) is a peer-reviewed, on-line bi-monthly journal devoted to writing and discussion of and about qualitative, critical, action, and collaborative inquiry and research.

Genamics Journal Seek – … research from your desktop (laptop)
www.journalseek.net

JournalSeek is the largest completely categorized database of freely available journal information available on the internet. Journal information includes the description (aims and scope), journal abbreviation, journal homepage link, subject category and ISSN. Searching this information allows the rapid identification of potential journals to publish research in, as well as to find new journals of interest in a particular field.

Allied Academies – Conferences, Journals, Proceedings
www.alliedacademies.org

A federation of 14 affiliate academies publishing a total of 17 different journals in various fields of business. They are an association of scholars, whose purpose is to support and encourage research and the sharing and exchange of ideas, knowledge and insights throughout the world. Each of the journals is double blind, peer reviewed with an acceptance rate of 25%.

Elsevier – The World’s Leading Provider of Science and Health Information
www.elsevier.com

Elsevier publishes trusted, leading-edge Scientific, Technical and Medical (STM) information – pushing the frontiers and fueling a continuous cycle of exploration, discovery and application. Elsevier works in partnership with the communities they serve to advance scholarship and improve lives. This interrelationship is expressed in their company’s Latin motto, Non Solus, "not alone".
Cabell's – Research Database of Academic Journals
www.cabells.com (Access through UOPX Library for Proxy Server)

Cabell's Directory of Publishing Opportunities contains a wealth of information designed to help researchers and academics match their manuscripts with the scholarly journals which are most likely to publish those manuscripts.

Cabell's goal is to help professors, graduate students, and researchers to publish their manuscripts in academic journals. To achieve this objective they strive to maintain current contact information and websites for a large number of journals. Cabell's searchable database provides: type of review, number of external review, acceptance rate, ISSN, submission process, and more.

**Websites**

www.allconferences.com
www.alliedacademies.com
www.cabells.com (Access through UOPX for proxy server)
www.conferencealerts.com
www.dankonzen.com/Teaching
www.dropbox.com
www.endnote.com
www.evernote.com
www.elsevier.com
www.grammarianpro.com
www.journalseek.net
www.questia.com
www.sspnet.org
www.whitesmoke.com
www.wikicfp.com

**Software Applications**

Endnote
Dropbox
Evernote
Grammarly (online)
Grammarly Lite (Add-in for Chrome, Firefox, and Safari)
SPSS
XLStat
Screens
Zinio (*City of Phoenix Library Access to Magazines*)

**Mac**
Papers  
Grammarian Pro  
PDFKey Pro  
MindMap Pro  
TotalFinder  
SMC FanControl  
StatPlus

**PC**
White Smoke  
Grammarly  
Copernic Summarizer  
Passware  
Systat and MyStat  
MiniTab  
StatTools  
NCSS  
Provalis Research
IOS and some Android Applications

Article Search
Auditorium
CFP
Dictionary
Dragon
Dropbox
EBSCOhost (Access through UOPX for proxy server)
Endnote
Evernote
Fastcase
Flipboard
GeniusScan
ISSRN
Khan
Merlin
NoteBook (Circus Ponies)
Notes Mobile (MyScript)
NotesPlus
Omnifocus
Papers
PDF Splicer
Pocket
Project
Questia
Quick Cite
QuickPlan
Refscan
Reuters’ NewsPro
Save2PDF
Screens
Searchit
SEP
Thomson Reuters
Work+
Zinio (City of Phoenix Library Access to Magazines)
FS How to Prepare a Poster
TAB
Faculty Scholarship: How to Prepare a Poster

Angela Buer

Vice Chair, Scholarship Editorial Board

College of Humanities and Sciences, College of Information Systems and Technology

University of Phoenix

angela.buer@email.phoenix.edu
1. **What information do I include - exclude? What type of poster is right for my research?**
   When you start to design your poster, before putting any information into a template, consider your specific research. Is it qualitative or quantitative? Am I finished and wish to share results? What model of research have I taken – does this information lend to a specific poster design or not? Planning is the first and most important step so that you don't waste your time making things look pretty and not have anything to say. Or maybe you are saying too much in your poster?

   Making these decisions are important to make in the beginning to save you time and energy in the end.

2. **What size do I make my poster?**
   This is really important to consider when designing your poster. I will have a few examples for you to see in the workshop, and we will look at some different formats. Remember that there is no ‘set standard’. You want your research to be legible and logical. You don’t want to stand out too much, but you also have to consider logistics: will this fit in your car, for example.

3. **Do I use Graphics?**
   Depending on the type of research in which you engage, do you have images or graphics that may better illustrate your words? In quantitative research do you have a graph that may show differences or similarities? Images are powerful to convey importance, meaning, document events, and grasp complex concepts. Make sure when you use images that you are giving credit where credit is due – just as with citing your references, you should cite your images in APA format.

4. **What are the Appropriate Type Size and Fonts?**
   Depending on the size of your poster, size of type is going to be important. We will look at the posters in this workshop to gauge a better idea of size, but definitely try to have a Headline size, a sub-head size, and a body text size. If you are using graphics, it is good to also have a smaller size for sidebar or description text.

   Fonts give us a great way to convey our ideas, but there are so many out there, it’s easy to let things get too busy or illegible. For font use, I stick to the rule of 3 (no more than 3 fonts on a page – period. With just one font you can make it bold, italicize, and size it – that’s 3 options in itself.

   Consider the **KISS** theory when designing - **Keep It Simple Silly!**
5. How do I use Color Effectively?
Just like painting a room, there are some color choices you can make that you will regret later. I have attached some information about color theory that you may or may not want to consider when choosing colors. The most important thing about color is knowing when to use it and when not.

Does white show up better on black or black on white? Design rules usually advise against this because it is easier to scan dark type on a light background. For some science behind this see some additional resources at the end of this document.

6. Designing in PowerPoint®
If you are familiar with this program, then use it to do your poster – there are templates to download, easy instructions for images, etc.

7. Should I include other collateral?
Perhaps there is something you wish to say and don’t want to ‘busy up’ your poster, what about an annotated bibliography? You definitely want your contact information for networking purposes to be available for someone to pick up – think about bringing business cards and possibly printing up additional information for the attendees (last year there were over 300).

8. Where do I go for help?

Links and Additional Information:

http://colinpurrington.com/tips/academic/posterdesign#templates

http://uxmovement.com/content/when-to-use-white-text-on-a-dark-background/
Make sure to send an email to angelabuer@email.phoenix.edu for online access to digital templates, all of these materials in digital form, PowerPoint® template files, as well as a folder to which you can upload your posters to have me take a look and give feedback.

Posters will be required to go through an approval process beginning in 2016.

This is through Dropbox.com – let me know if you have any questions/concerns
Mentorship
TAB
The ABC’s of the Mentorship Process
Phyllis Carbonaro

Why do I want a mentor?
A mentor can provide support and guidance during the scholarship journey.

How do I begin?
Complete the Mentorship Preparation form at http://bit.ly/1UEOYd2

Whom do I contact?
After completing the mentorship request, the Director of Mentorships, Phyllis Carbonaro, will

How does the process work?
A mentor will work closely with each participant to support success.

How do we work together?
The mentor provides support while mentees work to bring their own ideas to fruition.

What resources are available?
There are many workshops available to support the scholarship journey:
- Getting Started
- How to Prepare a Poster

What resources are available?
During the creation phase, the mentee will find support in two workshops:
- How to Prepare a Poster
- Library Skills for Research

How can the mentor provide continued support?
The mentor will address the needs of each participant individually.

What are the final steps for completion?
Gaining poster approval is the last step in the process. Approved scholarship posters will be displayed at the General Faculty Meeting on June 4, 2016

Roles and Responsibilities of the Mentor and Mentee

Mentor
- Contact the mentee and establish a positive collaborative relationship
- Provide support, guidance, and feedback during the scholarship process based on individual needs
- Assist mentee with successful completion of the scholarship journey
- Identify available resources and contacts

Mentee
- Communicate the purpose of the mentorship and individual needs to the mentor
- Follow through with the approved collaborative plan for successfully completing the scholarship journey
- Take initiative to ask for further support and feedback as needed
Mentorship Preparation

Mentors are available to guide you in the process of creating a scholarship poster. The mentors provide support and guidance related to brainstorming the topic, accessing available resources, and identifying the steps in the scholarship process. The responsibility of selecting the content, writing the abstract, and completing the scholarship journey are the responsibilities of the mentee.

Before placement with a mentor, we need to gather some data to inform our decisions.

Question 1. What is the topic of your poster?

________________________________________

Question 2. What is the specific problem you are interested in researching?

________________________________________

Question 3. Which Boyer domain does your research represent?

________________________________________

Question 4. What gap in the current literature will your research address, if any?

________________________________________

Question 5: What do you need from the mentor?

________________________________________

If you would like to be contacted, what is your contact information?

________________________________________

Online Link to Mentorship Webform

http://bit.ly/1UEOYd2