

Appendix: The ACUMEN Portfolio

Note. Fields not relevant to me are marked in yellow

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Part 1: Narrative and academic age calculation

Part 1a: Narrative

This portfolio represents my work in information seeking and research evaluation (bibliometrics). I have been in the PhD programme for 1½ years, which has primarily been filled with the European FP7 project ACUMEN <http://research-acumen.eu/> and fulfilling teaching and other university duties at the Royal School of Library and Information Science, Copenhagen University.

My goal as an information scientist is to improve the quality of research by studying how information science contributes to scientific evidence. Simple but very ambitious. My research is focused on the development of standards for systematic literature searches and how the search in databases supports the conclusion drawn in a literature study and evaluating research included in the papers. This interest is broadened in my PhD as here I am learning about how the quality of the published work affects the resulting evaluation of the researchers who produced the work in the first place. This is politically a very relevant study, as I am attempting to understand the role and feasibility of bibliometrics as a quantitative evaluation tool is studied. This makes my research very application-oriented, for example in Denmark the evaluation of researchers using a bibliometric point system needs revision and improvement, and information seeking standards are needed as currently searching in Google is considered "enough". My strongest expertise lies in methodological correctness and attention to detail, which is a crucial initial step in every kind of image evaluation task, before quantitative information can be robustly extracted from the objects of interest.

As an active project member of ACUMEN I successfully managed bibliometric analysis of researchers from academia from over 50 different European countries, producing a number of reports, and potential publications, that have helped form the project. This highly interdisciplinary project, with partners from around the world, taught me the importance of communication between collaborators from different fields of expertise, which will be of importance for my future career. My experience from supervising and teaching student at Copenhagen University has also helped me develop skills

for project planning, execution and dissemination. Ultimately being part of an EU-collaboration has given me insight about many aspects related to high-throughput investigations and products, and the expertise available to me now through this network provides a strong support for the future.

Part 1b: Academic age calculation	Information
<p><i>Start date of PhD: 01/09/2012</i></p> <p><i>Date of PhD defence: 2015</i></p> <p><i>Number of children raised after PhD defence: 2 children living at home (13 years and 3 years old)</i></p> <p><i>Special allowances (describe below): _____</i></p> <p>Academic Age = <i>Number of full-time years worked (count % of full time for part-time years) since PhD defence – Number of children raised – special allowances = _____ years (min. 1 year)</i></p> <p>Justification for special allowances (if any):</p> <p>NB. You can include in your Portfolio things that you did before your PhD defence.</p>	<p>The academic age calculation helps the evaluator to mentally adjust their expectations based upon someone's academic age. The minimum permitted Academic Age is 1 in all cases, even for those without a PhD.</p> <p>Part-time work means being employed on a fractional post in academia and either working outside academia in parallel or not having another job. Working as a project administrator or teacher as part of a full-time academic contract counts as full-time academic working, for example. Part-time work should not be claimed for periods in which the child-raising allowance below is counted.</p> <p><i>Number of children raised:</i> Count each child for which you were the single main responsible person during the year from their birth, and who were born after you started your PhD. This allowance can be shared between carers (e.g., 0.5 years per child), if agreed by both.</p> <p><i>Special allowances:</i> Additional special allowances can be subtracted for disability, illness-related time off work (> 6 months), carer responsibilities, non-academic jobs (e.g., military service) or other unusual cases. These must be explicitly justified by the portfolio owner. Claims are at the discretion of the portfolio owner and should be within the spirit of supporting equal opportunities. See related UK discussions: http://www.ecu.ac.uk/documents/ref-materials. No allowances are made for teaching or for management at the department level or below.</p>

Part 2: Expertise sub-portfolio

Expertise	Sub-factor	Claim and evidence [delete the help text in most cases and replace it with your text]
Scientific/ scholarly expertise	Theoretical	<p><i>Theoretical knowledge is vital in the field of information seeking and research evaluation as it contributes to our understanding of how information sciences and evaluations based on studies of a person's information behaviour affect the quality of research, the validity and reliability of results and ultimately the career of academics. My approach can be exemplified in my master thesis, that investigates the quality of medical systematic reviews why I discuss the theory of information seeking and user behavior, extended in to practice with methodological investigations of evaluation behavior, data mining, field studies, questionnaire and interview. The evaluation study involved designing and validating an instrument for evaluating the quality of systematic reviews which in turn was built on the theory of the role of systematic reviews, current recommendations and guidelines.</i></p> <p>Wildgaard, L. (2010) Instruments for the evaluation and support of search methods in medical systematic reviews: built on a comparative study of author's attitudes to the search and reported search methods. Master thesis, available at library at the Royal School of Library and Information Science</p> <p>Wildgaard, L. (2009) <i>ASSESS: et valideret instrument til evaluering søgestrategier i medicinske systematiske reviews</i>. Projekt opgave: System- og brugerevaluering. København : Danmarks Biblioteksskole, 2009. Available by contacting the author.</p>
	Subject	<p>I am working towards a subject expertise in information science contribution to evidence in the medical domain and as well as in bibliometrics & research evaluation.</p> <p>From the start of my masters education in 2008, I have investigated the communication and publication structure of the medical domain through the use of many different methods and theories. This interest continued in my working career which began at the Library of the Social Sciences, Copenhagen University, where I applied quantitative methods inherent to the medical domain in the social sciences. such as the following website, documents and book chapter:</p>

		<p>http://www.kb.dk/da/kub/fag/samf/forskerservice/infofoeg/index.html http://www.kb.dk/da/kub/fag/samf/forskerservice/infofoeg/Checkliste_DK.pdf http://www.kb.dk/da/kub/fag/samf/forskerservice/infofoeg/litteraturoeg.pdf</p> <p>Reinecker, L, Wildgaard L, Schwaggerman, E (2013) Systematic Literature Seeking (translated titel) In. L Reinecker Den gode opave. 2013 Copenhagen:Samfundslitteratur</p> <p>Link to review (in Danish) http://www.saxo.com/dk/den-gode-opgave_lotte-rienecker_haefdet_9788759315217</p>
	Methodological	<p>I am highly methodological and detail orientated. I have collaborated on systematic reviews and designed data collection protocols as well as analyse undertaken journal analysis in preparation of submitting an article. I have also taught and held lectures on the effect of methodological thoroughness on evidence in science.</p> <p>Reinecker, L, Wildgaard L, Shwaggermann E “Informationsøgning om univesitetspædagogiske emner” [trans: Information Search on university pedagogic topics] In: Lotte Reinecker, Jørgensen PS, Dolin J & Ingerslev GH (2013) Universitets Pædagogik [trans: University Pedagogic] Samfundslitteratur:Copenhagen</p> <p>Website for Denmarks University Pedagogic Network: http://www.dun-net.dk/ressourcer/universitetspaedagogik-litteraturoegning/</p> <p>Julia Steinhorsdottir, K , Wildgaard, L , Jessen Hansen, H, Horsleben Petersen, R & Wildgaard, K 2013, ' Regional analgesia for video-assisted thoracic surgery – a systematic review ' European journal of cardio-thoracic surgery : official journal of the European Association for Cardio-thoracic Surgery .</p> <p>Inspired by my knowledge of systematic reviews in the medical domain, I have recently submitted my own review to Scientometrics that attempts to collocate and rate after complexity the many bibliometric indicators used in evaluation of the individual researcher:</p>

		<p>Wildgaard, L , Larsen, B & Schneider, JW 2013, ' Bibliometric Self-Evaluation: A review of the characteristics of 114 indicators of individual performance ' Scientometrics .</p>
	<p>Originality / independence</p>	<p>I work voluntarily with researchers employed at Rigshospital Copenhagen, Denmark. My network has allowed me to take part in and learn from different projects. I have provided illustrations for the following articles (examples):</p> <p>Quantitative sensory testing of persistent pain after video-assisted thoracic surgery lobectomy. Wildgaard K, Ringsted TK, Hansen HJ, Petersen RH, Werner MU, Kehlet H. Br J Anaesth. 2012 Jan;108(1):126-33. doi: 10.1093/bja/aer325. Epub 2011 Oct 5. PMID:21980121 (free article)</p> <p>Quantitative sensory testing in patients with postthoracotomy pain syndrome: Part 2: variability in thermal threshold assessments.</p> <p>Wildgaard K, Ringsted TK, Kehlet H, Werner MU. Clin J Pain. 2013 Sep;29(9):784-90. doi: 10.1097/AJP.0b013e318277b6ea. PMID:23328341</p> <p>I have translated medical terms into “every day” English to create a translational index, defended search strategies in peer review, proof read articles and validated the questionnaires. For example I validated the questionnaire on the following:</p> <p>Chronic pain after lung transplantation: a nationwide study. Wildgaard K, Iversen M, Kehlet H. Clin J Pain. 2010 Mar-Apr;26(3):217-22. doi: 10.1097/AJP.0b013e3181b705e4.</p> <p>Pain-related impairment of daily activities after thoracic surgery: a questionnaire validation. Ringsted TK, Wildgaard K, Kreiner S, Kehlet H.</p>

		Clin J Pain. 2013 Sep;29(9):791-9. doi: 10.1097/AJP.0b013e318278d4e2.
Knowledge transfer	Reviewing	I have reviewed 1 conference article: ISSI 2013 (International Society of Scientometrics and Informetrics Conference)
Educational expertise	Courses taught or developed	<p>Last semester I taught Bibliometrics to 3rd year Bachelor students 3 hours a day, five days a week over a three week period at the Royal School of Library and Information Science. The teaching form was an interactive mix of lecture, group work and practical exercises.</p> <p>I also taught a 2 day workshop on bibliometrics at the Royal Library, Copenhagen to information specialists forming an advisory bibliometric group for researcher's affiliated the library.</p> <p>Next semester at the Royal School of Library and Information Science, I have proposed a 15 ECTS course Introduction to medical informatics, on the international master. The proposal will be approved or rejected in February 2014.</p>
	Other educational expertise	<p>As part of the student-teacher training programme at RSLIS I have supervised a Bachelor Student and students taking my Bibliometrics class as well as students studying Classification and Information Seeking.</p> <p>In my plenary lecture, I invited former students to present their experiences writing assignments and working with bibliometrics. I did this to help the new bachelor students see the relevance of studying bibliometrics for future work in private and public companies, as bibliometrics is often mistakenly seen as a stuffy, outdated library subject.</p>

Technological expertise	Methods	Write a few sentences briefly summarising your technological methods expertise. Include evidence to support your claim, such as citing a paper, project or a contract in which you used it.
	Tools + lab equipment	Write a few sentences briefly summarising your tools + lab equipment expertise. Include evidence to support your claim, such as citing a paper, project or a contract in which you used it.
	Software	In my field database knowledge is vital. I have expert ability in PubMed, Embase, Web of Science, Scopus, ProquestDialog and the command version, Publish or Perish to name but a few. I have a beginners knowledge of the statistical software SAS and continue learning something new every time I use the software.
	Data management or data curation	Write a few sentences briefly summarising your data management or data curation expertise. Include evidence to support your claim, such as citing a paper, project, or a contract in which you used it.
Communication expertise	Languages	English, Mother tongue Danish, fluent written and spoken Swedish and Norwegian are very similar to Danish. I understand and read these languages but do not speak them. German, basic reading (again it is similar to Danish). I do not speak or understand spoken German French, rusty.
	Presentations	Invited speaker: Hvidovre Clinical Research Center Monday the 18 th of November 2013. The subject of my talk was advertised as: "The government is considering investing 80 million crowns in prioritizing female scientists and getting

		<p>their research projects funded. Admittedly there is a gender difference in science, currently women make up about one third of all scientists on an European level, so of course men are more likely to get funded than women – there are simply more of them. But surely the quality of the research and making it visible is more important than the sex of the person who conducted it. This presentation looks at one of the scientific activities researchers have to do to climb the career ladder, that is getting publications recognized by the research community. Methods to enhance the visibility of publications in online repositories will be introduced, as well as ideas on how to use simple bibliometric indicators to improve the presentation of publication lists, making them more informative and memorable.”</p>
	Writing	Awards for papers (list top 3): N/A
	Public engagement (media interview and other)	Examples of video or audio media interviews (list top 3): N/A
Organisational expertise	Management	<p>I organized and hosted the following workshop and seminar:</p> <p>ACUMEN Portfolio Workshop and Open Seminar 6. apr 2013 - 8. apr 2013 Please follow the link to my article about the seminar: http://www.iva.dk/omiva/nyheder/insight/13-04-04/what-we-do-not-claim-becomes-invisible/</p>
	Advising	<p>Visits to other institutions (universities or other) and the type of advice given (list top 3): 2010-2011 Advisory position to researchers affiliated DUN network. I was the founder and leader of a project promoting systematic search methods in social science research papers, exemplified in the field of University Pedagogics. We were three information specialists in the group. This included designing a search strategy, documenting the search, validating the search terms and using a reference manager. The service was voluntary and proved so successful that the university library decided to charge for our advice.</p>

		<p>The project promptly closed as no researcher has the funds to pay for search advice.</p> <p>Wildgaard, L 2013 What we do not claim becomes invisible . [Online]. Available from: http://www.iva.dk/omiva/nyheder/insight/13-04-04/what-we-do-not-claim-becomes-invisible/ , [Accessed 04. april 2013].</p>
	Project leadership	As above
	Collaboration	<p>I have collaborated with the Royal Library, Copenhagen in bibliometric workshops, The ACUMEN collaboration and the Danish research indicator network (FIN). Working with FIN involves presenting projects at meetings, organising meetings and actively encouraging joint activities and knowledge sharing.</p> <p>I have also collaborated on the following book:</p> <p>Jensen, H (2011) Weber and Durkheim: A Methodological Comparison. Routledge http://tinyurl.com/l8ejdcl</p>
	Administration and committee work	<p>Administrative roles undertaken, including committee membership, chair or secretary roles, organising workshops or conferences, organising online discussions (list top 3):</p> <p>2010-present day:</p> <p>ACUMEN FP7 project. Team member in Work Package 5 (bibliometrics), where we are a team of three and team member Portfolio Design. http://research-acumen.eu/</p>

		2010 -2012 KUBIS researcher Service 2010 -2012 KUBIS ERFA – Bibliometric group
Other		Other types of relevant expertise not covered above (list top 3, explaining each one):

Part 3: Output sub-portfolio

Output	Sub-factor	Claim and evidence
Scholarly outputs	Books	Number of scholarly books or theses published (exclude self-published): ____ List of books published (list top 3):
	Book chapters	Number of book chapters published: 2 (as acknowledgements, not mentioned in the author byline. I feel my contribution should be mentioned as it was a lot of work) Reinecker, L, Wildgaard L, Schwaggermann E “Informationsøgning om univesitetspædagogiske emner” [trans: Information Search on university pedagogic topics] In: Lotte Reinecker, Jørgensen PS, Dolin J & Ingerslev GH (2013) Universitets Pædagogik [trans: University Pedagogic] Samfundslitteratur:Copenhagen Reinecker, L, Wildgaard L, Schwaggerman, E (2013) Systematic Literature Seeking (translated titel) In. L Reinecker Den gode opave. 2013 Copenhagen:Samfundslitteratur Link to review (in Danish) http://www.saxo.com/dk/den-gode-opgave_lotte-rienecker_haefтет_9788759315217
	Reviews	Number of book reviews published: ____

	Editorials	Number of editorials published: ____
	Journal articles	Number of refereed journal articles or fully refereed complete conference papers published: ____ List of refereed journal articles or fully refereed full conference papers published (list top 3)
	Conference papers	Number of conference abstracts, panel discussions or posters published: _1 poster/abstract(forthcoming March 2014)____ Wildgaard, L (2014) Just pimping the CV? The feasibility of ready-to-use bibliometric indicators to enrich curriculum vitae IConference 2014: Breaking down Walls, culture, context, computing. March 4-7. Berlin:Humboldt University
Communication to the general public	Press stories	Number of magazine or newspaper articles published (written by you, not about you): _1____ Wildgaard, L , M. , S-A & C , L 2012, ' Informationssøgning som brobygger mellem fagligheder ' [trans: Information seeking as a bridge between disciplines] DF-Revy , vol 35, nr. 1, s. 16-18. University Newspaper: Wildgaard, L (2013) Conference highlights important job skills for librarians http://iva.ku.dk/nyheder/conference-highlights-important-job-skills-for-librarians/
	Encyclopedia articles	Number of encyclopedia articles published (excludes Wikipedia and similar): ____ List of encyclopedia articles published (list top 3) Can give examples of contributions made to Wikipedia as part of these:
	Popular books / articles	Number of popular books or articles published: ____ List of popular books or articles published (list top 3).
Teaching	Books	See book chapters
	Online courses	List of online courses created (includes MOOCs), including creation date, type of materials generated and number of students per year (list top 3):

	Students completed	Undergraduate students supervised as main supervisor that have now graduated: <u> 1 </u> student
Web and social media academic communication	Online presence	List your online presence: Linked in http://www.linkedin.com/pub/lorna-wildgaard/6/515/22a
	Online contributions	Give examples of other online contributions to scholarly discussions that you made here. Do not repeat information given above (list top 3):
Datasets, software, tools, instruments	Datasets	Number of datasets published: <u> </u> Brief description of datasets published (list top 3):
	Software, tools, instruments	Number of software, tools and instruments developed: <u> </u> Brief description of software, tools and instruments developed (list top 3):
Registered intellectual or industrial rights	Patents	Number of patents, standards, guidelines published: <u> </u> Brief description of patents, standards, guidelines published (list top 3):
	Discoveries	Number of registered discoveries, such as animal species, celestial bodies, DNA sequences, algorithms: <u> </u> Brief description of registered discoveries (list top 3):
Funding & Grants	Funding	Number of projects funded: <u> </u> Total grant funding received (do not count funding allocated to other universities, and if there were multiple applicants in your own university, divide the funding by the number of applicants): <u> </u> Brief description of funded projects (list top 3):
Other		Other types of relevant output not covered above (list top 3, explaining each one):

Part 4: Influence sub-portfolio

Influence	Sub-factor	Claim and evidence [delete the help text and replace it with your text]
Influence on science	Total and average citations	<p>Total citations received to all publications, as listed in Google Scholar: _____ and average number of citations per paper: _____</p> <p>Total citations received to all publications, as listed in Web of Science or Scopus: _____ and average number of citations per paper: _____</p>
	Article citations	<p>Total citations to one of your top 3 articles, as listed in Google Scholar: _____, and as listed in Scopus or Web of Science: _____. Article title: _____ Publication year: _____ Authors (in order): _____</p> <p>Total citations to another of your top 3 articles, as listed in Google Scholar: _____, and as listed in Scopus or Web of Science: _____. Article title: _____ Publication year: _____ Authors (in order): _____</p> <p>Total citations to another of your top 3 articles, as listed in Google Scholar: _____, and as listed in Scopus or Web of Science: _____. Article title: _____ Publication year: _____ Authors (in order): _____</p>
	h-index	<p>h-index, as listed in Google Scholar: _____</p> <p>h-index, as listed in Web of Science or Scopus: _____</p> <p>[The h-index is the largest number h such that at least h articles have received at least h citations.]</p>

	Book citations	<p>Total citations to one of your top 3 books, as listed in Google Books: ____ Book name: _____ Publication year: ____ Authors (in order): _____</p> <p>Total citations to another of your top 3 books, as listed in Google Books: ____ Book name: _____ Publication year: ____ Authors (in order): _____</p> <p>Total citations to another of your top 3 books, as listed in Google Books: ____ Book name: _____ Publication year: ____ Authors (in order): _____</p> <p>[To find Google Books citations to a book, search Google Books for the book title and manually scan the results for genuine citations to the work.]</p>
	Age-corrected h-index	<p>m-quotient for Google Scholar: ____</p> <p>m-quotient for Web of Science or Scopus: ____</p> <p>[For this portfolio, the m-quotient is the h-index divided by academic age.]</p>
	Multi-authorship compensation	<p>To compensate for multi-authorship, either report (a) or (b) below, which the evaluator will take into account when assessing your citations.</p> <p>a) Average number of authors on publications used in the above calculations (including yourself): ____</p> <p>b) Proportion of publications used in the above calculations for which you were the first author: ____</p>
	Scholarly prizes	Scholarly prizes and awards received (local, national and international) (list top 3):
	Editing and reviewing	Your main reviewer, editor or editorial board member tasks (list top 3):
	Committees	Your main conference/program committee memberships (list top 3):

	<p>Online discussions - social web followers</p>	<p>Number of followers, if substantial, in your web presences (e.g., Academia, Blogs, Twitter) (list top 3):</p> <p>Social website name _____ Number of followers: ____</p> <p>Social website name _____ Number of followers: ____</p> <p>Social website name _____ Number of followers: ____</p> <p>Also, report up to 3 interesting web mentions of you or your work that are not already elsewhere in the portfolio:</p>
	<p>Downloads</p>	<p>Article name _____ Number of downloads: ____</p> <p>Article name _____ Number of downloads: ____</p> <p>Article name _____ Number of downloads: ____ (top 3 only)</p> <p>[Downloads can sometimes be found in publisher websites; Put N/A if not available for your top articles; Can also report downloads for electronic reports or other resources instead.]</p>
2	<p>Mendeley readers</p>	<p>Article name _____ Number of Mendeley readers: ____</p> <p>Article name _____ Number of Mendeley readers: ____</p> <p>Article name _____ Number of Mendeley readers: ____</p> <p>To count Mendeley readers, go to Mendeley.com and search for each publication, recording how many readers it has (list top 3):</p>
	<p>Invited talks</p>	<p>Number of invited keynote talks at conferences outside your country: ____</p> <p>Number of invited keynote talks at conferences inside your country: ____</p> <p>Number of invited talks at universities outside your country: ____</p> <p>Number of invited talks at other universities inside your country: ____</p>

		List of invited talks of all kinds [include name and venue] (list top 3):
Influence on society	General public	Number of magazine or newspaper articles published (written about your research, not by you): ____ Examples of magazine or newspaper articles published (about your research, not by you) (list top 3): Examples of web pages published (about your research, not by you) (list top 3, including title and who wrote them):
	Tweets or blog posts about publications.	Article name _____ Number of Tweets of it: ____ (one article only) Tweets can only be monitored in real time but can report them if they are reported in the publisher website or by the Altmetric Bookmarklet, available free at: http://www.altmetric.com/bookmarklet.php . Article name _____ Number of Blog posts about: ____ (one article only) [Blog posts can be identified via Google by searching for blog "[publication name]" but there may be many false matches, so the results need to be checked and filtered.]
	Advice	Number of times asked for specialist evidence outside academic, economic and educational contexts, including membership of non-academic, non-educational committees: ____ Examples of giving specialist evidence outside academic, economic and educational contexts, including committee memberships (list top 3):
	Professional practice	Examples of professional practice using your subject expertise (e.g., working as a lawyer, nurse) (list top 3): Librarian at the The Library of the Social Sciences (2010-2011) Librarian at The Library for Political Science (2011-2012)

	Laws, regulations, guidelines	Laws, regulations, guidelines and so forth that have been initiated, developed or amended, at least partly based on your research. Briefly explain how and refer to projects, papers and other evidence of this influence (list top 3):
Influence on economy	Income	Total 3rd stream income (money generated for commercial activities): _____
	Consultancies	Number of consultancy or advisory positions for companies: _____
	Citations from patents	Number of citations to your work from patents: _____ Names of patents citing your work (list top 3): [Citations from patents, if any, may be listed in the Google Scholar citations to a paper.]
	Citations to patents	Number of citations to your patents (if any) from scholarly documents: _____ [Citations to your patents, if any, can be found by searching Google Scholar for the patent.]
	Spin-offs	Number of spin off companies created: _____
Influence on teaching	Awards	Teaching awards, including both within and outside the host institution (list top 3):
	Online views	Number of views of your top 3 SlideShare or YouTube presentations, if substantial. Presentation URL: _____ views: _____ Presentation URL: _____ views: _____

		<p>Presentation URL: _____ views: _____</p> <p>[Could also report any similar view counts for other sites, such as Vimeo, or online learning environments.]</p>
	Syllabus mentions:	<p>Number of online syllabuses or course notes pages listing the academic's works (list top 3).</p> <p>Publication: _____ Syllabuses mentioning: _____</p> <p>Publication: _____ Syllabuses mentioning: _____</p> <p>Publication: _____ Syllabuses mentioning: _____</p> <p>[Note: Syllabuses can be identified via Google by searching for: syllabus "[publication name]" _____ or "reading list" "[publication name]" _____ where [publication name] is a key publication. Can also try different language versions of "reading list".]</p>
	Textbook sales	<p>Total sales of your textbooks: _____ copies.</p> <p>[Can also report Amazon sales ranks in comparison to similar books instead, if sales figures unavailable (list top 3).]</p>
	Invited lectures	<p>Number of invited lectures to undergraduates at other universities: _____</p>
	Dataset or software downloads	<p>Number of downloads of datasets or applications created by the portfolio owner (list top 3).</p> <p>Name of software/dataset: _____ Number of downloads _____</p> <p>Name of software/dataset: _____ Number of downloads _____</p> <p>Name of software/dataset: _____ Number of downloads _____</p> <p>[can also report citations to the software or datasets from Google Scholar, if any]</p>

Other		Other types of relevant influence not covered above (list top 3, explaining each one):
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