

Scholarly selfies in addiction: Your online professional profile

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“Scholarly selfie” is a term coined by Judit Ward for in-house use in 2014 based on the 2013 Oxford Dictionaries’ word of the year (The Oxford Dictionaries..., 2013). It was later popularized in conferences by the authors and came to be accepted in the academic librarian community. The term serves as shorthand for social media-based academic and professional profiles, which are designed to capture and depict contributions to the field as a means of increasing visibility, gaining quick access to information, and finding potential collaborators working in similar areas. This poster was designed to demystify the glut of available professional and scholarly social media profiles, such as LinkedIn, ResearchGate, Academia.edu, Google Scholar Citations, Microsoft Academic Search, MyNCBI, ORCID and others via a guided tour through the maze of these available platforms. In an attempt to understand and organize scholarly social media, the authors reviewed and classified the major academic profile platforms, highlighting the overlapping elements, benefits, and drawbacks inherent in each (Ward, Bejarano, & Dudas, 2015).

A product of both the Open Science movement and the rise of the Social Web,

scholarly social media platforms have exploded in recent years, leaving many in the field of academia and beyond overwhelmed. Much to the potential dismay of this network of communities, the decision to participate in this phenomenon is one that is often beyond their control. Ignoring one’s online presence can lead to a gross misrepresentation of one’s scholarly output and scientific contributions, reflected in both traditional and alternative metrics. On the other hand is the potential to spend far too much time with the process of selection, registration, and maintenance required to accurately portray one’s online presence.

The poster aims to ease this burden by offering an organized overview of the many options for addiction professionals to promote their online presence. The poster points out the great potential of these platforms in terms of increasing discoverability and opportunities for collaboration across geographical and disciplinary borders. Although many of these profiles are limited to users with academic affiliations, the authors make suggestions about how to overcome these limitations and guide the user to the appropriate platforms for their specific purposes. Conference

participants received an update on the new developments in scholarly social media,

useful for librarians, information professionals, and addiction specialists.

References

The Oxford Dictionaries word of the year is...(2013). Retrieved on March 18, 2015 from <http://blog.oxforddictionaries.com/2013/11/word-of-the-year-2013-winner/>

Ward, J., Bejarano, W., & Dudás, A. (2015). Scholarly social media profiles and libraries: A review. *LIBER Quarterly*, 24, 174-204. <http://liber.library.uu.nl/index.php/lq/article/view/9958>

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A scholarly selfie?	Social media in academia	The librarians' role: How can we help?	New content, discoverability	New metrics: altmetrics	
<p>"Scholarly selfie" is a term coined by Judit Ward for in-house use in 2014 based on the 2013 word of the year, but was popularized in conferences by the authors and was accepted in the academic librarian community. It refers to social media-based academic profiles created to provide a snapshot of a researcher's contributions to science. Similar to LinkedIn, these profiles are also complemented with a variety of new and old functions, all useful for researchers to increase visibility, and for the public to gain access to more valuable scientific information.</p>	<p>Social media has recently gained a new importance in scholarly academic networks. Researcher profiles in the scholarly social media follow the general practice of social media applications. Scholars have to register, create and/or claim their profile by setting up an account. Then they can boost the discoverability of their work and benefit from various services. Some platforms serve as a collaboration site with plenty of opportunities to share their research, follow other scholars' work, and offer and solicit opinions on work in progress.</p>	 <p style="text-align: center;">Navigating the maze</p>	<p>Social media networks brought about new ways of scholarly communication, since not only peer-reviewed articles, but other formats of scholarly products can be uploaded to many platforms, including a lot of non-traditional contributions to science, such as datasets, codes, working papers, negative results, conference abstracts and presentations, gray literature, and virtually anything that constitutes research. Tagging research interests provides an opportunity for discoverability and access for potential co-authors.</p>	<p>Based on all documents related to an author's research, statistical data can be monitored and collected on traditional and brand new metrics, including views, download counts, shares, or citations. The increasing popularity of social media applications resulted in new, non-traditional metrics to assess scholarly impact called altmetrics. The new, social media-based indicators are capable of measuring scholarly impact faster than traditional ones, and they also shift the focus on the reader as a perspective.</p>	
sharing files	research area	networking	researcher ID	managing citations	search engine
 <p>TAKEAWAY 1. Librarians and information specialists, working with higher educational and research institutes, play a key role to open science as institutions develop their Open Access policies. Librarians have a unique opportunity to monitor new trends in the evaluation of scholarly output across the disciplines and follow major social media platforms with scholarly performance indicators.</p>	 <p>TAKEAWAY 2. By furnishing scientists with sufficient information on the evolving new world of scholarly social media, they will be better positioned to make decisions about whether to take the opportunity offered by social media, ignoring the scholarly applications may lead to a misrepresentation of academic achievements and may come with unforeseen consequences, not only to them and their institutions, but also to their colleagues and students.</p>				
<p>The structure of the scholarly social network "could be a valuable data source to explore aspects of informal scholarly communication, especially if the new academic social websites revolutionize research as much as the Internet did" (Thebwall & Kousha, 2014, p. 729).</p>					