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WORKSHOP: EMERGING ONLINE TOOLS TO ENHANCE SCHOLARLY REPUTATION AND VISIBILITY

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ABSTRACT

Aim/Purpose	Being noticed as a scholar is becoming increasingly difficult as publication outlets proliferate and the number of scholars grows. The purpose of this workshop is to explore the use of online academic profiles to enhance the reputation and visibility of scholars.
Background	A scholar's reputation is built by garnering the attention of peer experts capable of judging the credibility of their work. Online academic profiles provide a way for scholars to increase awareness of their achievements.
Methodology	This workshop provides an overview of various online academic profile platforms, demonstrates how profiles are created, recommends best practices for profile maintenance, discusses issues surrounding profile trustworthiness, and reports future trends in the context of recent shifts among organizations sponsoring online academic profiles.
Contribution	Online academic profiles have been available for over a decade, but patterns of use are inconsistent. This workshop enables participants to leverage academic profiles to better understand and enhance their scholarly reputation.
Findings	Even though researchers express reservation about current implementations of online academic profiles, they believe these profiles are becoming increasingly important as a way for scholars to manage reputation, visibility, and recognition.
Recommendation for Researchers	To increase stature in the digital age, scholars are encouraged to create and maintain a robust online professional persona.
Impact on Society	Online academic profiles enable scholars to make themselves and their work more visible, increasing the utility of valuable research that might otherwise remain inaccessible or obscure.

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Future Research	Future research should continue to explore how scholars use online academic profiles, as well as the impact of profiles on research opportunities, collaborative exchange, recognition, and visibility.
Keywords	online academic profile, scholarly reputation, scholar visibility, academic social networks

WORKSHOP OVERVIEW

Scholars in academic informing systems inform by disseminating knowledge via a process of peer review and critique. A scholar's reputation is built by garnering the attention of peer experts capable of judging the credibility of their work (Herman, 2018). Today, however, achieving visibility is confounded by a proliferation of peer-review outlets and the sheer number of scholars. Current studies report there are more than 28,000 active peer-reviewed journals with a yearly publication output of over 1.5 million articles (Jinha, 2010). As Simon (1971) observed, a wealth of information creates a poverty of attention, greatly reducing the chance of a scholar being noticed (Herman, 2018). This workshop explores the use of online academic profiles to enhance the reputation and visibility of scholars.

Researchers have reservations about online academic profiles but believe these profiles are becoming increasingly important (Jamil, Nicholas & Herman, 2016). In the digital age, maintaining a robust online professional persona increases visibility, reputation, and stature. Emerging tools that assist scholars in establishing and managing online identity include researcher identifiers, academic search engines, and academic social networks. Common among these tools is the ability to create and share an academic profile that incorporates scholar-related metadata (e.g., name, affiliated institution, field of study) with a bibliography of scholarly works. These resources differ, however, in mission scope, approach to the attribution of scholarly work, and range of features offered. Researcher identifiers provide authors with a unique ID that can improve attribution for authors who share the same name or publish under a different version of their name. Academic search engines support the online search process by limiting results to academic and scientific sources. Academic social networks promote researcher interchange by providing a platform for collaboration and resource exchange. In this workshop, the process of creating academic profiles and embedding scholarly works will be demonstrated on various platforms, including research identifiers (ORCID and ResearcherID), academic search engines (Google Scholar and Microsoft Academic Search), and academic social networks (Mendeley, Academia.edu, and ResearchGate). A comparative analysis will be conducted, and best practices for maintaining profiles will be suggested. Moreover, the trustworthiness of online academic profiles -- how susceptible they are to 'gaming' or misrepresentation of achievements -- will be discussed. Finally, future trends will be explored in the context of recent shifts among organizations sponsoring online academic profiles.

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BIOGRAPHIES



Meg Murray is a Professor of Information Systems who holds a joint appointment in the Coles College of Business and the University College at Kennesaw State University. She holds a Ph.D. in information systems and has over thirty years of experience in academe and industry and has received several National Science Foundation grants to enhance STEM education. Dr. Murray specializes in the development and implementation of emerging technologies to meet educational, business, and societal needs. Her current work devises strategies to assess, remediate, and amplify skills needed to leverage IT in innovation, a primary driver of economic growth.



Jorge Pérez is associate vice president of academic affairs and student success at the University of Tennessee System. He was previously vice provost and professor of information systems at Kennesaw State University. Dr. Pérez has industry experience as a systems analyst, web developer, and consultant. He holds a bachelor's degree in English, an MBA, and a Ph.D. in information systems from Florida State University. Courses Dr. Pérez has taught include e-business, web development, systems analysis and design, data communications, and quantitative methods for business decisions. Digital literacy is the focus of his current research.