

Building Your Academic Research Digital Identity

Margaret Rush Dreker • Kyle James Downey
Editors

Building Your Academic Research Digital Identity

A Step-Wise Guide to Cultivating Your
Academic Research Career Online

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Foreword

It is my pleasure to contribute a foreword to this volume on *Building Your Academic Research Digital Identity*, authored and edited by Kyle Downey and Peggy Dreker. As an author/editor of a number of books and dozens of articles on some abstract topics for library and information science field—like the relationship of libraries to democracy, I have benefitted from the networks and tools described in this volume, albeit inadvertently much of the time. With Peggy and Kyle, I am also at Seton Hall as Dean of University Libraries and Associate Provost for Research and Innovation. As an academic administrator I have copious opportunities to investigate candidates' and researchers' profiles and how they present themselves because it makes a difference and colors how one views credentials and research. Like it or not, such information frames one's work. What follows are a few observations from a few decades of looking at applications, dossiers, CVs, social media and web profiles, and so on.

First, less is more. By this I mean personal information. An “about me” profile on an academic institution's web page from years ago is seared in my memory: “Pat still misses the atmosphere of Cupcake and *alma mater*, the University of Cupcake, where community, local music, and potlucks with friends abounded. To get away from the rigors of academic life, the soft sand of the beaches 2 h away beckoned, particularly lovely on fall evenings.” Fictionalized, it is a real example, and current ones are not hard to find on LinkedIn, social media, or other sources: family and relationship statuses, a penchant for Buffalo Wild Wings, Lego block arrangements satirizing academia, and complaints about anonymous reviewers are all real examples. If you absolutely must, a wall of separation between your work/scholarship and such ... shall we say expressions of identity is essential.

Second, more is more. If I must hunt down information that another academic might want and that should be reasonably public—undergraduate degree, graduate degree(s), the places and field(s) of study—then my antennae are up. Questions are raised: why is this so hard to find? Others follow: is there study and expertise behind this scholarship, or not? What else has the author published of relevance? And so on. I don't mean that these must be thrust in the face, but scholarship and academics

run on intellectual *bone fides* and trust, and these are the first (albeit highly imperfect, it will be said here) elements of them.

Third, don't bother protesting that the rules don't uniformly apply: they don't. There is a pecking order. I know that the Harvard historian and *New Yorker* contributor Jill Lepore has three sons because Professor Lepore is famous. Likewise, Paul Krugman, Imani Perry, or Danielle Allen—all scholars I (lightly) follow. We're not them. Get over it.

Finally, assuming your scholarship has merit, this works. In recent e-mails with a now-retired scholar, they were embarrassed to admit that they didn't really know how to expose their work, always just publishing where they did and assuming people would find it, if interested. The lack of coordinated information about them and easier access to their scholarship showed: this person's Google Scholar profile has half-to-one-third fewer citations than contemporaries—recently retired scholars working in the same vein, in the same field, of a similar high quality of publication.

So *nota bene* the perspectives and advice you encounter in this volume—and where/who it comes from: in a plug for my own field, librarians know and understand the plumbing—the inner workings—of these scholarly ecosystems, perhaps more than you do. Use their skills.

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John Buschman

He is the author of many publications including *Libraries, classrooms, and the interests of democracy: Marking the limits of neoliberalism* (2012, Rowman & Littlefield/Scarecrow Press). Google Scholar profile: <https://tinyurl.com/JEBSHU>.

Foreword

Mr. Kyle Downey and Ms. Peggy Dreker have fashioned an important book for academic researchers seeking to make connections and create an online presence in the modern digital age.

Research has never been more of a team sport. The days of research siloes with isolated investigators working only with their own staff are long gone. It is a time of “open” laboratories where research groups share not only space and equipment—but expertise. The move has been towards research enterprises serving as intellectual incubators—with shared resources, knowledge, and skill. Researchers must connect in the exceedingly complex digital world that exists today. That is where *Building Your Academic Research Digital Identity: A Step-Wise Guide to Cultivating Your Academic Research Career Online* comes in—it provides a road map to navigate this space. The book beautifully articulates digital tools that may be best employed to facilitate networking, collaboration, and creating an online presence that accurately describes one’s professional identity and maximizes one’s research visibility. This is important information and a must read for those engaged in trying to establish such identities.

I have been a biomedical researcher in a university/medical school setting since entering graduate school in 1987. I found the academic scholar track to be challenging—while at the same time tremendously rewarding. I supported my work through extramural funding, worked tirelessly to move research initiatives forward, and taught professional and graduate students all along the way. The academic researcher’s life is one that I have embraced and am proud to have been a part of. To grow a regional, national, and ultimately international presence/reputation, I needed to have my research considered in the best light far and wide—requiring publications, presentations, and—where possible—collaborations. This approach has worked for many investigators over the years—but times have changed.

Importantly, this book offers a how-to guide for researchers, faculty, and students, to develop strategies designed to burnish their academic brand, and craft the best possible research persona in the modern age. The strategies and insights offered are unique in many ways—there are not many collated sources available that address

this extremely important topic. I enthusiastically endorse this timely and essential guide for academic researchers and related educators.

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Stanley R. Terlecky

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First and foremost, I want to thank my coauthor and editor Peggy Dreker for her expertise and commitment to this project. I am truly grateful for her getting this project off the ground and I am honored to have had the opportunity to collaborate with someone as dedicated and knowledgeable as her. To my wife, Kristen, without your support and encouragement this would have been more difficult to accomplish. To my son Nathaniel, I hope this inspires you to challenge yourself and always express your individuality without compromise. And lastly, to my parents, who have always inspired me to publish.—*Kyle James Downey*

Words cannot express my gratitude to my coeditor/author Kyle Downey for his patience and invaluable contributions to this project. His knowledge and expertise made for the perfect writing partner. Thanks to my family who expressed doubts about my consistent refrain, “I can’t go I’m busy.” To the person who continually said you should write a book, well I did!—*Peggy Rush Dreker*

Christopher P. Duffy, MLIS, AHIP, the Associate Dean and founding Director for the Interprofessional Health Sciences Library, serving Seton Hall University and Hackensack-Meridian School of Medicine, for his leadership, encouragement, guidance, and patience.

We want to thank all the chapter authors for bringing their expertise to the table. Their commitment to this project demonstrates their dedication to the profession.

Dr. John Bushman, Associate Provost for Research and Innovation and Dean of University Libraries at Seton Hall University, and Dr. Stanley Terlecky, Professor and Chair, Department of Medical Sciences at Hackensack Meridian School of Medicine, for their leadership, guidance, and contributions to this book.

We would like to extend a thank you to Seton Hall University and Hackensack Meridian School of Medicine communities for all their support. Their encouragement allows us to share this information with our students and faculty.

We hope this book will prove helpful to our fellow colleagues and researchers in understanding the importance of research and digital identity.

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Kyle James Downey, MLIS, is Health Sciences and Nursing Librarian at Seton Hall University. He holds a Master of Library and Information Sciences from Rutgers University and a bachelor's degree in history from Rutgers University. Working at the Interprofessional Health Sciences Library in Nutley, NJ, Kyle provides library research support to students, faculty, and administration for the College of Nursing and the School of Health and Medical Sciences. Kyle provides instructional support to undergraduate, graduate, and postgraduate students as well as research support in the form of literature searching assistance, citation, and data management. Prior to working in academia, Kyle worked as a Medical Librarian at Robert Wood Johnson University Hospital, Somerset, where he provided library services to physicians, nurses, and residents. Kyle's research interests include research and citation impact, evidence-based searching skills, and library curriculum development. He has given presentations at the Medical Library Association (MLA) and has recently published an article on the integration and assessment of library instruction in a graduate Physical Therapy curriculum. Kyle continues to find ways to integrate library instruction in order to help students develop the fundamental skills that will be needed once they graduate and find work.

Contributors

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Layal Hneiny In 2007 as a graduate of Chemistry, Layal taught Chemistry in SABIS in Abu Dhabi and AlAin. She first joined the American University of Beirut (AUB) University Libraries—Jafet Library in 2008 as a Library Assistant in the Serials & Electronic Resources Department. In 2014, she joined Saab Medical Library (SML) as the assistant to the medical librarian, after attaining her MPH-HMP from AUB. She was then promoted to Medical & Health Sciences Librarian, in 2018, after earning her MLIS degree from the University of Pittsburgh. Hneiny possesses over a decade of experience at the University Libraries at AUB assisting physicians, faculty, and students. She instructs researchers on topics such as where to publish and how to increase their research impact. She has been a contributor to many health-related courses and programs at the AUB, including the Research Personnel Program (RPP) and the Fellowship and Residency Research Program (FRRP). She teaches classes on health information literacy to graduates and Ph.D. students at the medical school and Med 1 students. Layal is a Clinical Research Librarian at the University Miami - Florida.

Gerard Shea is a tenured librarian at Seton Hall University. He serves as the subject liaison to the College of Communication and the Arts and is also a co-liaison for the English Department and College of Education and Human Services. Shea received an MLS from Pratt Institute and an MA in Special Education from New Jersey City University.

His research interests include information literacy, autism spectrum disorder, and scholarly communication. His publications include four articles in peer-reviewed journals, and he was the lead author for two articles on library services for autistic college students, *Academic Libraries and Autism Spectrum Order: What Do We Know?* and *A Survey of Library Services for Autistic Students*, which were published by *The Journal of Academic Librarianship*. In 2020, Shea co-wrote an article on the circulation of print books at Walsh Library, *Read In or Check Out: A Four-Year Analysis of Circulation and In-House Use of Print Books*, which was also published in *The Journal of Academic Librarianship*. The article examines the decline in print book circulation at Walsh Library and at academic libraries in general. He additionally co-wrote the article, *Leveraging Undergraduate Federal Work Study Student Skill Sets to Support an R2 University Libraries' Research Data Services*, which was published in *College & Undergraduate Libraries* in 2021. The article discusses approaches to establishing a research data services (RDS) program at an R2 institution with a limited budget.

In his leisure time, he enjoys spending time with his family and Sheeba, their puppy, and Pixie, their Chinchilla. He also enjoys playing basketball with his two sons, Jake and Dillon. And he passionately follows the Seton Hall basketball team and the New York Yankees.

Plato L. Smith II, Ph.D. is the Data Management Librarian and an Associate University Librarian at the University of Florida in Gainesville, Florida, USA. He has over 15 years of experience in academic research libraries. Dr. Smith assists in the development of socio-technical (people, policies, technologies) relationships with diverse stakeholders and chairs the Data Management and Curation Working Group (DMCWG) at the University of Florida (UF). Prior to joining UF in 2016, he completed the 2014–2016 CLIR Postdoctoral Fellowship Program in Data Curation at the University of New Mexico. He received his doctorate in the field of Information Science from the School of Information within the College of Communication and Information at Florida State

University, Florida's iSchool. He has experience in digital libraries and data management, and his Master of Science is from the Graduate School of Library and Information Sciences at North Carolina Central University. He specializes in the study of data management and curation and its interdisciplinary synergistic implications across multiple communities of practice. His current research focuses on (a) exploring data management and curation practices of researchers across disciplines, (b) sharing faculty research data, and (c) data repositories.

Yingting Zhang is the Research Services Librarian at the Robert Wood Johnson (RWJ) Library of the Health Sciences and Adjunct Assistant Professor in the Department of Medicine of the RWJ Medical School at Rutgers University. In her work, Yingting provides research support services to researchers, faculty, students, and staff at Rutgers Biomedical and Health Sciences (RBHS) and beyond. The services she provides include but not limited to compliance with NIH Public Access Policy and NIH Data Management and Sharing Policy, Developing NIH Biosketches, Creating and Connecting ORCID iD to Rutgers NetID, citation management, research metrics and impact, scholarly publishing, systematic reviews in addition to teaching and performing health sciences information services. Yingting served on the ORCID Implementation Team at Rutgers and assists researchers with questions on ORCID. She was recognized for her outreach work by the [ORCID US Community](#) in 2022. Yingting is a distinguished member of the Medical Library Association's Academy of Health Information Professionals. She serves on the Rutgers Health Sciences Institutional Review Board (IRB) and is a member of the Executive IRB.

Abbreviations

AHRQ	Agency of Healthcare Research Quality
AI	Amnesty International
AIF	Author Impact Factor
AMA	American Medical Association
API	Application Programming Interfaces
ASNS	Academic Social Networking Sites
BMIC	Biomedical Informatics Coordinating Committee
CC	Code of Conduct
CDC	Centers for Disease Control and Prevention
CLIR	Council on Library and Information Services
CRIS	Current Research Information System
CV	Curriculum Vitae
DMP	Data Management and Sharing Plans
DOI	Digital Object Identifier
E-Index	Author Level Metric
GAP	Global Access Program
G-Index	Author Level Metric
GS	Google Scholar
HAL	Hyper Articles EN LIGNE
H-index	Hirsch Index
HMSOM	Hackensack Meridian School of Medicine
IASSIST	International Association for Social Science Information Services and Technology
IATUL	International Association of University Libraries
ICGL	International Conference on Gray Literature
ICMJE	International Committee of Medical Journal Editors
ICPSR	Inter-University Consortium for Political and Social Research
IDCC	International Digital Curation Conference
IHS	Interprofessional Health Sciences
IMLS	Institute of Museum and Library Services
IOP	Institute of Physics

IR	Institutional Repository
JaLC	Japan Link Center
NASA	National Aeronautics and Space Administration
NCBI	National Center Biology Technology Information
NIH	National Institute of Health
NLM	National Library of Medicine
NSF	National Science Foundation
NSPM	National Security Presidential Memoranda
OA	Open Access
ORCID	Open Researcher and Contributor ID
OSTP	Office of Science and Technology Policy
PDI	Persistent Digital Identifier
PLOS	Public Library of Science
PMID	PubMed Identifier
RG	ResearchGate
RIMS	Research Information Management System
ROR	Research Organization Registry
SciENcv	Science Experts Network Curriculum Vitae
SHU	Seton Hall University
STEM	Science Technology Engineering Mathematics
UF	University of Florida
UFIRST	University of Florida Integrated Research Support Tool
UH	University of Houston
UMN	University of Minnesota
UNESCO	United Nations Educational, Scientific and Cultural Organization
URL	Uniform Resource Locator
WoS	Web of Science