

From Sous-Chef to Chef de Cuisine: Establishing a Scholarly Identity

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Carlton, M., & Klein, J. (2021). From Sous-Chef to Chef de Cuisine: Establishing a Scholarly Identity. In B. Buljung & E. Bonigiovanni (Eds.), *The Scholarly Communications Cookbook* (pp. 351-354). ACRL.



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Abstract:

You have perfected your knife skills, experimented and created dishes, built skills at culinary school, now how can you distinguish yourself among the other chefs? Just as you wouldn't use a meat cleaver to slice tomatoes, using the proper tools to shape your scholarly identity is just as crucial. Not only do you want your publications to stand out, but establishing a unique identity creates metrics enabling you to get feedback and interact with your diners (readers)! This recipe shows your readers the importance of establishing their own online scholarly identity and walks them through three of the major tools for this process.

Keywords: scholarly identity

Article:

*****Note: Full text of article below**

From Sous-Chef to Chef de Cuisine: *Establishing a Scholarly Identity*

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NUTRITION INFORMATION

You have perfected your knife skills, experimented and created dishes, built skills at culinary school, now how can you distinguish yourself among the other chefs? Just as you wouldn't use a meat cleaver to slice tomatoes, using the proper tools to shape your scholarly identity is just as crucial. Not only do you want your publications to stand out, but establishing a unique identity creates metrics enabling you to get feedback and interact with your diners (readers)! This recipe shows your readers the importance of establishing their own online scholarly identity and walks them through three of the major tools for this process.

LEARNING OUTCOMES

Students who attend this workshop will be able to do the following:

- Identify the importance of establishing their own online scholarly identity.
- Establish their ORCID ID and connect it with any scholarly works they have produced.
- Establish their Google Scholar profiles.
- Perform an author search within a citation index database and recognize the importance of correcting identity issues.

NUMBER SERVED

- Up to 20 graduate students per class session
- Once the recipe is implemented and tweaked to meet the needs of the institution, it can be executed repeatedly and by different librarians who work with graduate students and are familiar with these resources.
- This workshop can be delivered as part of a graduate class, as a standalone workshop open to all graduate students, or as programming for dissertation writing groups, graduate student clubs, or research lab groups.

COOKING TIME

- 1–2 hours before the first session to prepare, plus
- 75 minutes for the session

DIETARY GUIDELINES

Establishing scholarly identity is vital to an emerging scholar. When a graduate student applies for jobs or to other graduate programs, the employers or directors of graduate studies will usually Google them. Establishing an ORCID ID and a Google Scholar profile will help the student control the results of a Google search for their name.

In addition to the potential professional benefits gained by creating one's scholarly identity, this also enables the scholar to join the scholarly conversation. The idea of Scholarship as Conversation is one of the frames of the ACRL *Framework for Information Literacy for Higher Education*. According to the dispositions for this frame, "Learners who are developing their information literacy abilities seek out conversations taking place in their research area" and "recognize that scholarly conversations take place in various venues." Setting up a Google Scholar profile can help an emerging scholar find potential collaborators or professors who may be willing to supervise graduate work. It is also important to note that the scholarly conversation is taking place in other places besides within scholarly journals, and using Google Scholar in addition to library databases and scholarly journals can lead the scholar to additional resources.

The outcomes from this lesson also fit into the UNCG Libraries Learning Goals and Outcomes. One outcome from these goals is that students will see themselves as information creators contributing to scholarly or creative conversations and identify scholarly conversations in their discipline.

Both Scholarship as Conversation and UNCG’s learning goal are relevant to this workshop because the workshop is part of the process of a scholar seeing themselves as a producer of new knowledge and a participant in the scholarly conversation, not just as an observer and consumer of existing knowledge.

INGREDIENTS & EQUIPMENT

- 1 computer for each student (either a lab computer or they can bring their own)
- Internet/wireless access
- 1 instructor station with projector/screen
- Handout with links to ORCID, directions for accessing Scopus (if that part of the activity is included), and other relevant links
- 1 copy of “Find the Scholar” worksheet cut into slips (or as many as are needed)
- Presentation slide show. (See figures 2 and 3 and ORCID ID# (ORCID ID: 0000-0001-9687-3022) for the “Find the Scholar” activity.)

PREPARATION

This session requires the instructor to have a working knowledge of ORCID, Google Scholar, and Scopus. The instructor should have a Google Scholar profile set up for the Google Yourself activity. Ideally, the instructor will already have also established their ORCID ID and Scopus Author Profile so they can show them as examples.

COOKING METHOD

1. Introduction (5 minutes)

- Ask students “What is a scholarly identity?” and allow for some brainstorming and discussion.
 - Define scholarly identity using the definition from Stephen Aguilar: “Put simply, your scholarly identity is the product of your training, areas of expertise, methodological inclination, interests, publications, research agenda, reputation and anything else that may be important in your field” (2018, para. 2).
 - Ask participants, “Do you have an online scholarly identity?” Allow for some discussion.
2. Google Yourself (5–7 minutes)
- Ask each participant to open a browser on their computer and search for their own name on Google in quotation marks (such as “Mary Jones”).
 - Lead a discussion asking questions such as the following:
 - What did you find?
 - Did it surprise you?
 - Did you find yourself?
 - Will these results impact your identity as a scholar?
3. Setting up a Google Scholar profile (5 minutes)
- Have attendees go to scholar.google.com
 - Click on “My Profile” and fill out the information. (Note that an institutional email address is required to create a profile, but this can be updated or change if the researcher’s affiliation changes.)
 - Have attendees verify their institutional email addresses.

Find the Scholar

J. Smith	James Smith	James J. Smith	James Smith Australia Microbiology	J. Smith Queensland University of Technology	James Smith	James J. Smith	James Smith Australia
J. J. Smith Australia	J. Smith Microbiology	Smith Antarctica Microbiology	J. Smith Microbiology	J. Smith Australia Environmental Science	James Smith Australia	Smith Antarctica Microbiology	J. Smith Microbiology
J. Smith Queensland University of Technology	James Smith Antarctica Microbiology	James J. Smith	James Smith Australia	J. Smith Environmental Science Microbiology	James Smith	James J. Smith	James Smith Australia

Figure 1. Find the Scholar slips

- Ask attendees who have publications to add them to their profile.

4. Scopus (20 minutes)

- Find the scholar activity.
 - Have students draw a prompt from the slips of paper (figure 1: Find the Scholar slips).
 - Instruct students to use the Scopus author search to try to find the author on the slip of paper.
 - Students may go back and get additional slips of paper as needed.
- Discuss with students which information was the most helpful to find the correct author. Possible answers include:
 - Institution
 - Subject of research
- Display the author's ORCID ID: 0000-0001-9687-3022 and have students find the author using this number in the appropriate search box on Scopus's author search page.
- Ask if anyone found this scholar using the information provided on the slips of paper during the activity.

5. ORCID (20 minutes)

- Discuss how students searched in Google (with their name).
 - Show figure 2, authors named Wang, to prompt discussion.
 - Ask, What could go wrong with this strategy?
 - Have you always gone by the same name?
 - What variations of your own name have you used?
- Brainstorm some solutions to the problem of name disambiguation.
- Show figure 3: Stand out in the sea of researchers as a possible solution.
- Show introduction video: What is Orcid? (5 minutes)

6. Set up an ORCID ID (5 minutes)

- Have students register at ORCID.org
- Demonstrate the four ways to add works to your ORCID record yourself:
 - Add works by direct import from other systems to import links to your publications and other works to your ORCID record from other databases. This is the recommend-

ed process because it reduces or eliminates errors and enables a reliable connection between your ORCID iD and your works.

- Add works using an identifier.
- Import works from a BibTeX file.
- Add works manually.

7. Wrap-up (5 minutes)

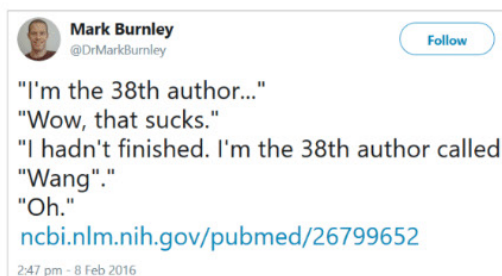
- Review main concepts.
- Answer any remaining questions.

ALLERGY WARNINGS

If there will be more than 7 participants in the workshop, it is advisable to have a second librarian to walk around the room and assist individual participants as needed.

CHEF'S NOTES

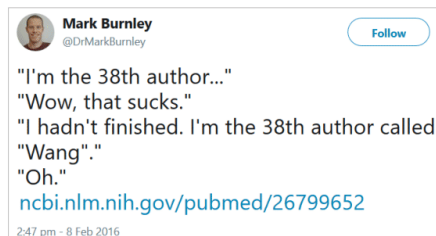
This workshop can be done as a presentation to a large audience or in an online webinar format without the hands-on portions. If this is done, a website, Libguide, or handout should be made with step-by-step instructions on how the participants can set these up after the session is over.



Vyas JM, Waeber C, Walker CL, Walker MJ, Walter J, Wan L, Wan X, Wang B, Wang C, Wang CY, Wang C, Wang C, Wang C, Wang D, Wang F, Wang F, Wang G, Wang HJ, Wang H, Wang HG, Wang H, Wang HD, Wang J, Wang J, Wang M, Wang MQ, Wang PY, Wang P, Wang RC, Wang S, Wang TF, Wang X, Wang XJ, Wang XW, Wang X, Wang X, Wang Y, Wang Y, Wang Y, Wang YJ, Wang Y, Wang Y, Wang YT, Wang Y, Wang ZN, Wappner P, Ward C, Ward DM, Warnes G,

Figure 2. Authors named Wang

Stand out in the sea of researchers



Vyas JM, Waeber C, Walker CL, Walker MJ, Walter J, Wan L, Wan X, Wang B, Wang C, Wang CY, Wang C, Wang C, Wang C, Wang D, Wang F, Wang F, Wang G, Wang HJ, Wang H, Wang HG, Wang H, Wang HD, Wang J, Wang J, Wang M, Wang MQ, Wang PY, Wang P, Wang RC, Wang S, Wang TF, Wang X, Wang XJ, Wang XW, Wang X, Wang X, Wang Y, Wang Y, Wang Y, Wang YJ, Wang Y, Wang Y, Wang YT, Wang Y, Wang ZN, Wappner P, Ward C, Ward DM, Warnes G,

The Scholarly Commons - principles and practices to guide research communication

Jeroen Bosman, Ian Bruno, Chris Chapman, Bastian Greshake Tzovaras, Nate Jacobs, Bianca Kramer, Maryann Martone, Fiona Murphy, Daniel Paul O'Donnell, Michael Bar-Sinai, Stephanie Hagstrom, Josh Utley, Lusie Veksler

<http://orcid.org/0000-0002-7049-0610>

Figure 3. Stand out in the sea of researchers

As our institution subscribes to Scopus, the citation index database, we recognize that this could differ by institutions. Alternatives that non-Scopus institutions could use is Web of Science or Dimensions.

ADDITIONAL RESOURCES

Aguilar, S. (2018, July 26). Establishing your scholarly identity. *Inside higher ed*. Retrieved from [https://www.insidehighered.com/advice/2018/07/26/shaping-scholarly-identity-helps-you-do-](https://www.insidehighered.com/advice/2018/07/26/shaping-scholarly-identity-helps-you-do-what-you-want-academe-opinion)

what-you-want-academe-opinion

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org/10.23640/07243.5493118.v5

ORCID ID introduction video. What is Orcid? Retrieved from <https://vimeo.com/97150912>

ORCID ID outreach resources. Retrieved from <https://members.orcid.org/outreach-resources>

UNCG Libraries Learning Goals and Outcomes. Retrieved from <http://go.uncg.edu/libsls>