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Google Scholar & LinkedIn: Supercharge Your Researcher Profile

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Google Scholar & LinkedIn: Supercharge Your Researcher Profile

UCI Libraries' Open Access Week Drop-in Session

Shu Liu

Digital Scholarship Services Librarian

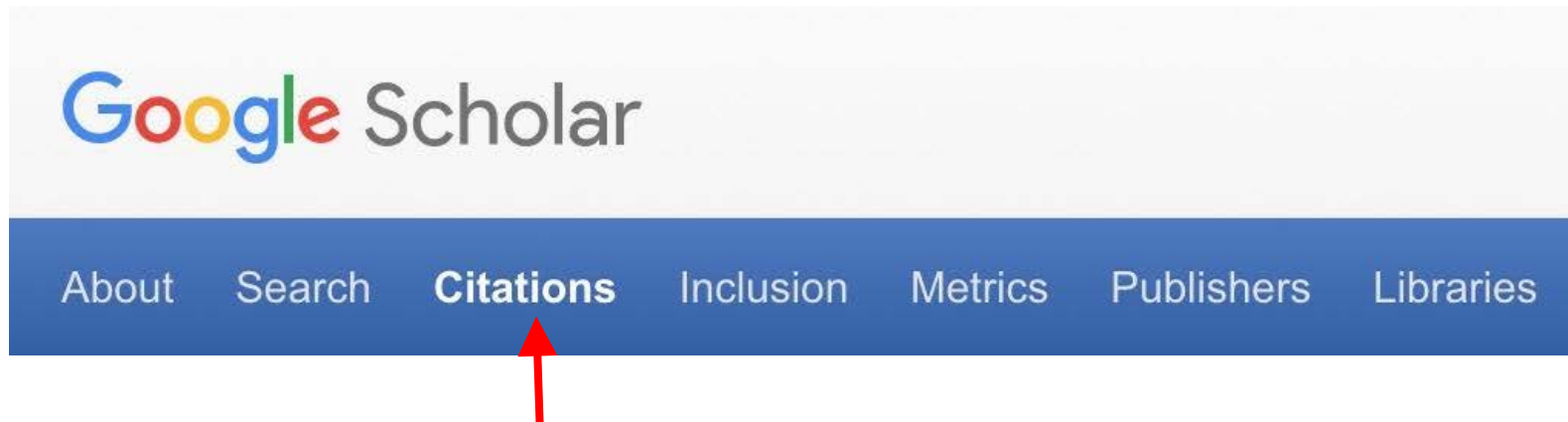
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2017-10-25

What is Google Scholar Author Profile?

A.K.A. [Google Scholar Citations](#) -

A simple way for authors to monitor and display online **citations to their articles** and **citation metrics**, based on what is found within the Google Scholar search engine.



Why Create a Google Scholar Profile?

A Google Scholar Profile allows you as a scholar to:

- **keep track of article use** and **see who is citing** your publications
- **follow other researchers** and **their publications** in your field
- authorize Google to **update your article list automatically** or choose to **update manually**
- **monitor and make corrections** to your list of publications
- decide whether or not to **share your profile publicly** and have your profile included in **Google Scholar search results**
- **promote yourself professionally** at no cost



Paul Dourish

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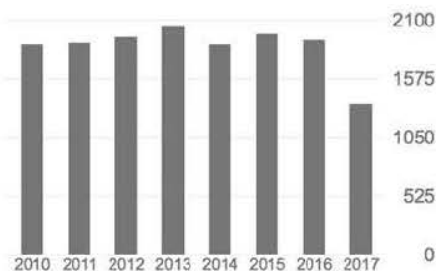
Human-Computer Interaction Social Informatics Ubiquitous Computing
 Science and Technology St... Software Studies

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TITLE	CITED BY	YEAR
Where the action is: the foundations of embodied interaction P Dourish MIT press	3972	2004
Awareness and coordination in shared workspaces P Dourish, V Bellotti Proceedings of the 1992 ACM conference on Computer-supported cooperative ...	3071	1992
What we talk about when we talk about context P Dourish Personal and ubiquitous computing 8 (1), 19-30	1630	2004
Re-place-ing space: the roles of place and space in collaborative systems S Harrison, P Dourish Proceedings of the 1996 ACM conference on Computer supported cooperative ...	1454	1996
Portholes: Supporting awareness in a distributed work group P Dourish, S Bly Proceedings of the SIGCHI conference on Human factors in computing systems ...	1299	1992
Unpacking privacy for a networked world L Palen, P Dourish Proceedings of the SIGCHI conference on Human factors in computing systems ...	1013	2003

Cited by VIEW ALL

	All	Since 2012
Citations	27953	11133
h-index	68	47
i10-index	151	118



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-  **W. Keith Edwards**
Professor, Georgia Tech >



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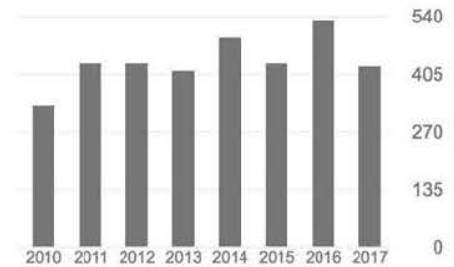
Cancer Biology Wnt Signaling Stem Cells Cancer Stem Cells

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TITLE	CITED BY	YEAR
The TAK1-NLK-MAPK-related pathway antagonizes signalling between β -catenin and transcription factor TCF T Ishitani, J Ninomiya-Tsuji, S Nagai, M Nishita, M Meneghini, N Barker, ... Nature 399 (6738), 798-802	617	1999
The TAK1-NLK mitogen-activated protein kinase cascade functions in the Wnt-5a/Ca2+ pathway to antagonize Wnt/ β -catenin signaling T Ishitani, S Kishida, J Hyodo-Miura, N Ueno, J Yasuda, M Waterman, ... Molecular and cellular biology 23 (1), 131-139	533	2003
[beta]-catenin-sensitive isoforms of lymphoid enhancer factor-1 are selectively expressed in colon cancer K Hovanes, TWH Li, JE Munguia, T Truong, T Milovanovic, JL Marsh, ... Nature genetics 28 (1), 53-58	457	2001
A thymus-specific member of the HMG protein family regulates the human T cell receptor C alpha enhancer. ML Waterman, WH Fischer, KA Jones Genes & development 5 (4), 656-669	380	1991
Diversity of LEF/TCF action in development and disease. L Arce, NN Yokoyama, ML Waterman	373	2006

Cited by VIEW ALL

	All	Since 2012
Citations	6380	2730
h-index	39	28
i10-index	57	47





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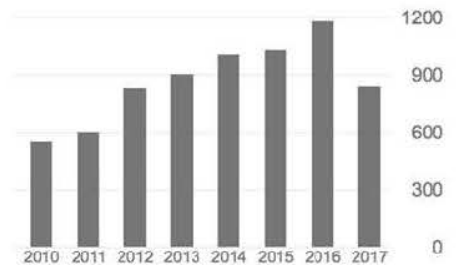
reading literacy language dialect technology

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TITLE	CITED BY	YEAR
<p>Links between behavioral regulation and preschoolers' literacy, vocabulary, and math skills. MM McClelland, CE Cameron, CMD Connor, CL Ferris, AM Jewkes, ... Developmental psychology 43 (4), 947</p>	929	2007
<p>Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide.(NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, US Department of Education R Gersten, D Compton, CM Connor, J Dimino, L Santoro, ... National Center for Education Evaluation and Regional Assistance, Institute ...</p>	418	2008
<p>Preschool instruction and children's emergent literacy growth. CMD Connor, FJ Morrison, L Slominski Journal of Educational Psychology 98 (4), 665</p>	391	2006
<p>The age at which young deaf children receive cochlear implants and their vocabulary and speech-production growth: is there an added value for early implantation? CMD Connor, HK Craig, SW Raudenbush, K Heavner, TA Zwolan Ear and hearing 27 (6), 628-644</p>	362	2006
<p>Beyond the reading wars: Exploring the effect of child-instruction interactions on growth in early reading</p>	351	2004

Cited by VIEW ALL

	All	Since 2012
Citations	8230	5817
h-index	42	41
i10-index	77	72



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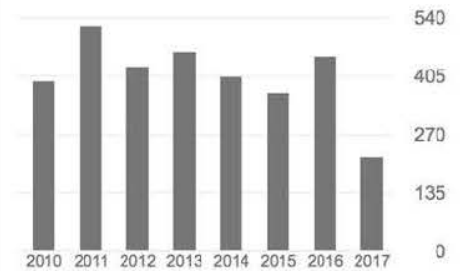
Law Intellectual Property Biotechnology Patent Cyberlaw

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TITLE	CITED BY	YEAR
Policy levers in patent law DL Burk, MA Lemley Va. L. Rev. 89, 1575	1050	2003
Federalism in Cyberspace DL Burk Conn. L. Rev. 28, 1095	829 *	1995
Is patent law technology-specific? DL Burk, MA Lemley Berkeley Technology Law Journal, 1155-1206	499	2002
The patent crisis and how the courts can solve it DL Burk, MA Lemley University of Chicago Press	458	2009
Fair use infrastructure for rights management systems DL Burk, JE Cohen Harv. JL Tech 15, 41	407	2001
Anti-circumvention misuse DL Burk Technology and Society Magazine, IEEE 22 (2), 40-47	274	2003

Cited by VIEW ALL

	All	Since 2012
Citations	7482	2326
h-index	37	22
i10-index	76	37



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- Mark Lemley**
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- Sara Boettiger**
 UC Berkeley >

Two Indices Explained

- **h-index:** a scholar with an index of ***h*** has published ***h*** papers, each of which has been cited in other papers at least ***h*** times. This index:
 - reflects both the number of publications and the number of citations per publication
 - works most properly for comparing authors' publishing in the same field
- **I10-index:** the number of publications with at least **10** citations. This index:
 - is very simple and straightforward to calculate
 - is used only by Google Scholar

Setting up a Google Scholar profile

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Supercharge your Google Citations Profile

1. Use your permanent email - personal Gmail account
2. Make yourself approachable with a photo
3. Add appropriate keywords (“areas of interest”) to see who’s publishing in your field
4. Monitor and clean up your data - keep it current & believable
5. “Follow” yourself - create article and citation alerts
6. Make it public
7. Link to your website

Google Scholar Citations: Useful Resources

- <https://scholar.google.com/intl/en/scholar/citations.html> (intro & FAQ's)
- <http://guides.library.ucla.edu/impact/author/googlescholar> (intro & how-to's)
- <http://blog.impactstory.org/impact-challenge-day-3-google-scholar/> (create profile)
- <http://blog.impactstory.org/make-google-scholar-better/> (improve profile)
- <http://icis.ucdavis.edu/?p=462> (use in scholarly workflows)
- <http://ideophone.org/some-things-you-need-to-know-about-google-scholar/> (good vs. bad comparison)
- <https://scholarlykitchen.sspnet.org/2012/12/12/gaming-google-scholar-citations-made-simple-and-easy/> (gaming the system)
- http://hlwiki.slais.ubc.ca/index.php/Author_impact_metrics (metrics comparison)

What is a LinkedIn profile?

“Your profile is your LinkedIn page that describes your **career history**, **education**, and **other related content** you may want to **publish**. We have a variety of features that leverage your profile or others' profiles to help you **meet your objectives**. A complete LinkedIn profile can help you **connect with opportunity**.” - [LinkedIn](#)



LinkedIn Audience in the US

A LOOK AT THE WORLD'S LARGEST PROFESSIONAL NETWORK

LinkedIn reached out to a sample of its **over 50 million US members** to learn about who they are and what they do on LinkedIn.



212 million business leads generated in 2011 via LinkedIn.



3 out of 4 use LinkedIn to keep up on business news or research companies.

LinkedIn's audience of professionals is one of the **most influential, educated and affluent** on the Web.



Members turn to LinkedIn for a variety of reasons:



76% Networking

with other professionals



72% Fostering

their professional identity



46% Following

current industry discussions



43% Learning

about companies

8 out of 10

LinkedIn members drive business decisions.

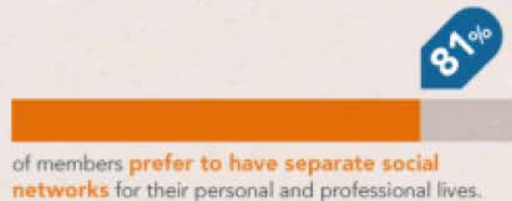
93%

More likely to be college graduates than the average adult online.

\$86k

Average household income, **23% higher than the US general population.**

LinkedIn members deeply value our brand as a **professional, trusted, and remarkably different social environment.**



of members **prefer to have separate social networks** for their personal and professional lives.



say LinkedIn helps them **develop relationships and grow new business.**

73%



Members are **more** confident in the professional information on LinkedIn.

35%



Twitter

35%



Yahoo! Groups

25%



Facebook

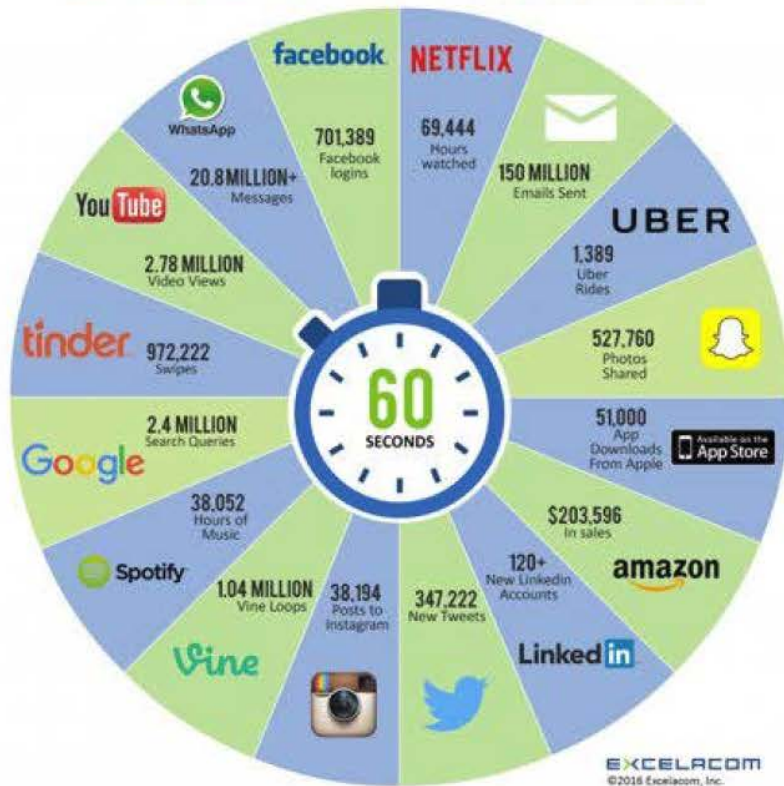


LinkedIn

Source: LinkedIn US Audience 360 Study, August 2011. LinkedIn US audience member count as of November 2011. The Nielsen Company @Plan Rel 4 2011.

marketing.linkedin.com

2016 What happens in an INTERNET MINUTE?



2017 This Is What Happens In An Internet Minute

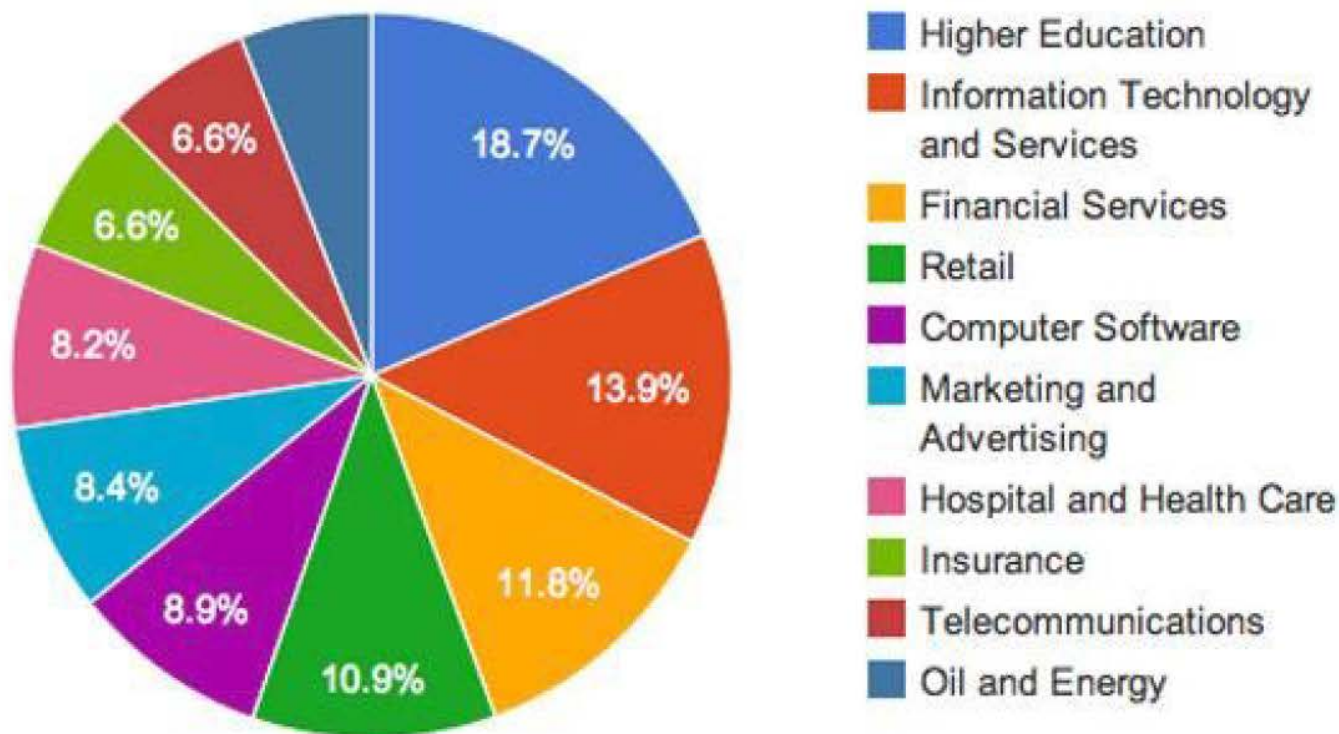


Silicon Alley Insider



Chart of the Day

Industries Represented By LinkedIn Users



Source: zoomsphere.com

Why should Scholars use LinkedIn?

- ★ Showcase your work - online portfolio
- ★ Make and maintain connections
- ★ Expand your professional network
- ★ Get endorsements and recommendations
- ★ Get noticed and contacted by recruiters
- ★ Job hunting and application made efficient

I'm currently on LinkedIn...
about to endorse
the shit out of you



somee cards
user card



LinkedIn  for **HIGHER EDUCATION**



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Create LinkedIn Profile: Questions to Consider

- **Who** will look at your online profile?
- **What** do you want people to know about you?
- **Where** will they use this information?
- **Why** is your profile important?
- **When and how often** do you update your profile?
- **How** will you use your profile to your advantage?

Supercharge your LinkedIn Academic Profile

1. Make your profile public and yourself easy to find (customize your profile URL)
2. Use your headline as an “elevator pitch”: 3 keywords + 1 value proposition = headline success
3. Put a face to your name (add a professional photo)
4. Hook your audience with a compelling summary section: be specific, be upfront about what you want, prove your value
5. Make your profile a “trailer”: differentiate from your CV; be selective
6. Add some eye-catching content: showcase your work

LinkedIn for Academics: Useful Resources

- <https://university.linkedin.com/> (LinkedIn for higher ed professionals & students)
- <https://www.slideshare.net/suebeckingham/enhancing-your-academic-online-presence-using-linkedin-55599504> (why & how)
- https://blogs.shu.ac.uk/profiles/cases-2/?doing_wp_cron=1508267265.4958009719848632812500 (case studies with guidance)
- <http://blog.impactstory.org/7-tips-to-supercharge-your-academic-linkedin-profile/> (improve profile)
- <http://blog.impactstory.org/linkedin-networking/> (networking on LinkedIn)
- <https://www.linkedin.com/pulse/20140903084304-182168546-linkedin-for-academics> (study of LinkedIn for education)

“Social media gives more people a voice and provides a powerful tool for **value creation** and **competitive differentiation.**”

- *Advanced Human Technologies, 2010*

