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INTERNET CONNECTION

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Reputation has always been important in academia, but given the rise of social media, it has become a much more complex topic. Professional reputation, based upon factors like publications, might now be influenced by personal reputation, based upon factors like tweets and Facebook posts. Nowhere is this interaction more visible than in the recent decision of LinkedIn, a professional networking site best known as a job-hunting tool, to buy Pulse, a news aggregator (Isaac 2013). The purchase potentially obliterated the line between news-gathering and social networking, uniting the two into a single concept. LinkedIn users will not be using social media to locate news so much as they will find news integrated into social media. For LinkedIn users, there probably will be no easy way to separate one's online persona (or one of one's online personas) from one's news consumption.

While LinkedIn is not an academic institution, the trend is occurring across academia. Witness the rise of Academia.edu, a social networking site for academics and their work. There is also a social component to many citation management tools, like Mendeley, citeulike, and Zotero. Not to mention the social element that's a part of products like Commons in a Box, a closed, self-hosted social network product for universities. Although it's thought of as a private industry issue, social media is an increasingly important part of life in the academy.

This is evident in the rise of the altmetrics movement, which is attempting to measure the reach of scholarly work using newer social media tools, rather than traditional methods, like citation impact and Hirsch number. A 2012 editorial from *Nature Materials* examined the phenomenon, announcing "although spontaneous reviews from readers and novel altmetrics are welcomed complimentary evaluation tools, they will not replace a thorough scientific quality assessment of papers and scientists through a

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selected-expert peer review any time soon" (907). While the precise future of altmetrics cannot be predicted, there is a growing body of literature exploring its potential. Roemer and Borchadt's (2012) overview is especially complete, exploring a wide range of specific altmetrics tools. Without repeating their work, in general, altmetric tools track article mentions across social media and the open Web, capturing conversations and mentions outside of formal citations. This can mean anything, from something particularly informal, like Facebook and Twitter mentions, to more serious, straightforward metrics, like work bookmarked via sites like citeulike, or article downloads from institutional archives. All of these are metrics that aren't captured in traditional bibliometric measurements.

Within academia, there is interest in tracking faculty impact via altmetrics. The University of Pittsburgh recently concluded a pilot with Plum Analytics (http://www.plumanalytics.com), an altmetrics tool that is still in beta as of this writing (Enis 2013). If more institutions become interested in capturing this kind of usage data, faculty might find themselves developing a social presence in order to promote their work. In the current model of evaluating scholarship, authors are limited in their ability to get their work cited by other academics. There are basic things faculty members can do to make themselves, and their work, more visible, but getting a citation still requires someone other than the author to write something citing the article. Social media is less complicated. For instance, faculty can tweet links to articles or can post their work on sites like Academia.edu and Facebook. No second, citing author is required, although the hope is that the work will gain readers and generate conversation through social media exposure. Savvy faculty can use social media to create favorable analytics for their work in a way that could be easier than it is to do with traditional bibliometrics. And of course, malicious faculty can figure out ways to game the system, as Lopez-Cozar, Robinson-Garcia, and Torres Salinas (2012) showed when they were able to manipulate Google Scholar citation metrics by uploading fake documents to an educational domain.

This shift to social media, as subtle or as overt as it might be, depending upon the perspective of the viewer, has implications for faculty. Academia could be heading toward a path where it's no longer enough for faculty to simply publish high-quality work in high-quality journals and then wait for it to get cited by other academics. The altmetrics movement has the potential to change how institutions and faculty think about the dissemination of scholarship, but it also has the potential to change how faculty members think about social media. Any growth of altmetrics will mean a larger, professional role for social media. Some faculty will be forced to maintain a social presence of some sort. As we saw with LinkedIn, news consumption and social media are converging. With altmetrics, we see knowledge production becoming linked to social media.

Regardless of the extent to which the academy embraces altmetrics, social media is already a part of scholarly production. Sugimoto and Thelwall (2013) looked at how online video impacted citations and found that as a whole, there was no impact, although a few videos did generate academic citations. However, they also found that online videos, especially the popular TED Talks (TED is a conference that broadcasts the best of its presentations), were found on syllabi and mentioned in course documents. Eventually, this curricular infusion could lead to citations from students who encounter the videos in their coursework. Depending upon the course level of the students exposed to the videos, that might take quite a while.

Eysenbach (2011) examined tweets, trying to determine whether they predict citations, coining the term tweetation, which refers to a tweet containing a journal article link. Eysenbach found a correlation but cautioned against using tweetations to replace traditional bibliometric measures: "Tweetations should be primarily seen as a metric for social impact and knowledge translation (how quickly new knowledge is taken up by the public) as well as a metric to measure public interest in a specific topic (what the public is paying attention to), while citations are primarily a metric for scholarly impact."

All of this shows how it's getting more difficult for any academic to avoid maintaining a social presence of some sort. And users who have not cultivated some kind of social presence are seemingly on a more challenging path.

Librarians are in an interesting position in this rapidly changing academic landscape. Historically, many librarians have been called upon to help explain the various mechanisms of scholarly publishing, from peer review to strength of citation. As the metrics change, or even, to be more accurate, as the conversation around the metrics change, librarians are rooted in the traditional measurements, but are also usually tapped into some of the more social trends that are being discussed as potential ways to evaluate the reach of scholarship. Librarians can assist colleagues in understanding the commonalities within these metrics, but also the differences that might be especially significant to faculty who are not yet tenured.

For instance, librarians might help colleagues prepare their careers for a more social-media-driven environment by explaining basic social networking best practices, which might include something as basic as a profile on a site like Academia.edu, or any other publicly available site that allows users to list their publications. For example, Google Scholar has a component that allows users to claim articles and build a profile, with the option of keeping the profile private, although that would seem to defeat the purpose of these new analytic tools, that seek to measure public engagement.

There are also many sites and services that help users to claim their work by identifying them with a unique identifier. ResearcherID (www.

researcherid.com) is a free product from Thomson Reuters. ORCID (www.orcid.org) is a not-for-profit organization. These tools are another way for researchers to present their work in a more public manner. They can also make it easier to transition into gathering altmetrics, since they unite work in a single place.

These online tools help researchers to make their work publicly available. The challenge is that not all work can be made public at the discretion of the author. Many times, the publication options are controlled by the publisher. So even if an author wants her or his work to be publicly viewable and publicly accessible, the publisher might have restrictions on how the work can be shared, limiting the exposure.

This is another challenge of these new kinds of socially-driven article analytics. They depend upon access. Users sharing on social networks are used to sharing and reading freely accessible materials. Subscription-based material is harder to share, though, especially since access depends upon local institutional subscriptions, or personal ones. This is where Open Access comes into play. Open Access work is publicly available to anyone via the Internet. It has become an important issue in librarianship, especially as periodical subscription costs have increased. Open Access is a complex issue, but for the purposes of social media, it's important because it makes it very easy for work to be shared. If altmetrics do become more widely adapted, faculty with more accessible work might find themselves with an advantage over other faculty whose work is behind subscription-based paywalls.

Academia moves very slowly, so there's no need for anyone to worry that their next review will be based upon how many likes their most recent publication received on Facebook. But scholars and institutions are starting to change the way they think about the dissemination of scholarly information, and, for some, that change is rooted in social media. Social media is becoming an important part of information consumption and creation. Fewer and fewer people, within the academy, but also within private enterprise, have the option of avoiding it. Librarians do not need to stake an opinion on or chart a course within the future of bibliometrics, but they should help to prepare patrons for a future more oriented around social media than the present. Librarians do not need to tell patrons to start tweeting their publications, but patrons should understand that there are different bibliographic metrics that are being discussed and that social media profiles are becoming more of a standard, professional tool, very much like a business card.

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