

TIS The Independent Scholar

A peer-reviewed interdisciplinary journal

www.ncis.org

ISSN 2381-2400

Volume 8 (forthcoming 2021)



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EDITORIAL BOARD

Tula Connell (Ph.D. American History; M.A. European History) is an historian of the United States focusing on 20th century labor and social movements, and author of *Conservative Counterrevolution: Challenging Liberalism in 1950s Milwaukee* (University of Illinois Press, 2016), in the series, "The Working Class in American History". Connell is a writer, editor and media professional with more than 20 years' experience in labor communications. She serves on the board of the Labor and Working Class History Association, where she co-chairs the Committee on Independent Scholars.

Joan Cunningham (Ph.D. Public Health: Epidemiology) is a cancer epidemiologist, recently retired from the Medical University of South Carolina. She holds an MSc (Biology: aquatic eco-embryology) from the University of Guelph, Ontario, Canada and Ph.D. (Public Health: epidemiology) from the University of Texas School of Public Health (Houston). Her work focuses on racial disparities in breast cancer, and non-pharmacological mitigation of cancer treatment side effects. She also gives invited lectures on cancer epidemiology to the graduate program at the University of Texas Health Science Center at San Antonio, Texas.

Amanda Haste (Ph.D. Musicology; Dip.Trans.IoLET) is a British musicologist and academic translator whose research interests include identity construction through music and language. She is a member of the Chartered Institute of Linguists and teaches courses in Translation and in English for Specific Purposes at Aix-Marseille University, France. Her research has been published in leading journals and books by major editors, and she co-authored *Constructing Identity in an Age of Globalization* (Paris: Ex Modio, 2015); and her awards include the Louise Dyer Award for research into British music, and the Elizabeth Eisenstein Essay Prize (2018).

Annie Rehill (Ph.D. Modern French Studies, MFA) specializes in the literature and history of Francophone Canada, focusing on intercultural expressions and implications. Most recently she has studied Métis literature and art. Previous work in ecocriticism centered on representations of the Canadian *coureur de bois* figure, and on Francophone Caribbean writings. Her publications include "Le Travail dans la nature canadienne: L'Équilibre (et le déséquilibre) humain tel qu'il est représenté par Louis Goulet et Joseph-Charles Taché" (2018); "An Ecocritical Reading of Joseph-Charles Taché's *Forestiers et voyageurs*" (2018); *Backwoodsmen As Ecocritical Motif in French Canadian Literature* (2016); and "Inscriptions of Nature from Guadeloupe, Haiti, and Martinique" (2015).

Laurence Dana Schiller (Ph.D. History) is a retired Adjunct Professor from Northwestern University, from which he holds a Ph.D. in African History, and was also the Head Fencing Coach there for 38 seasons. He has authored several papers on East African history, including "Female Royals of the Lake Kingdoms of East Africa: An Examination of Their Power and Status" but is now primarily engaged in writing on the American Civil War. He has produced works on cavalry tactics including the Blue Gray Education Society monograph, *Of Sabres and Carbines: The Emergence of the Federal Dragoon*.

Shelby Shapiro (Ph.D. American Studies), the General Editor of *The Independent Scholar*, served for many years as the English-language editor of *Tsum punkt/To the Point*, the magazine of Yiddish of Greater Washington, as well as for its predecessor publication. He is currently Associate Editor of *Records of the State of Connecticut*. His Ph.D. dissertation dealt with acculturation and American Jewish women in the Yiddish press; he is a Yiddish-English translator, and his research interests include Jazz and Blues (having presented jazz radio programs for nine years), the labor movement, the First World War, and immigrant anarchism.

Patricia Silver (Ph.D. Anthropology) is a sociocultural anthropologist whose research has centered on the Puerto Rican diaspora in the U.S. states. Her publications have appeared in *American Ethnologist*, *CENTRO Journal of the Center for Puerto Rican Studies*, *Identities: Global Studies in Culture and Power*, *Op. Cit.: Revista del Centro de Investigaciones Históricas*, *Southern Cultures*, *Memory Studies*, and *Latino Studies*. Her book, *Sunbelt Diaspora: Race, Class, and Latino Politics in Puerto Rican Orlando* was published in 2020.

Tim Woolley (Ph.D. Theology) is a British Methodist minister and adjunct lecturer at Cliff College, tutor for the Methodist E-Academy and the Oxford University Department of Continuing Education, and research associate of Wesley House, Cambridge. He researches 19C British Methodism, the Holiness Movement, Revivalism and Nonconformity and has co-written *Mission Shaped Intra* (2nd ed.) for Fresh Expressions of Church and *Talking of God and Worship: Leading and Preaching* for The Methodist Church in Britain.



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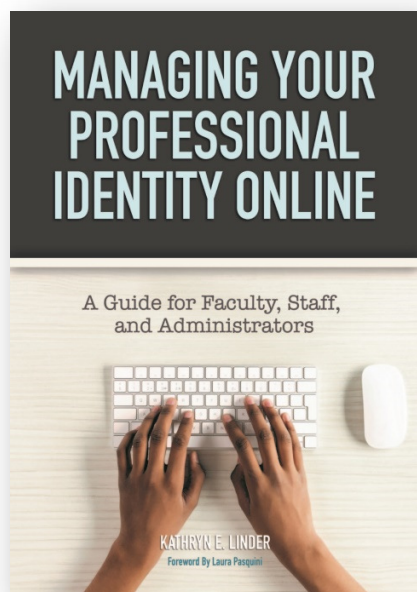
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Managing Your Professional Identity Online: A Guide for Faculty, Staff, and Administrators

Kathryn E. Linder

Stylus Publishing, eBooks.com (2018)

With Glossary, References, Index.

Hardback \$135.00

ISBN: 9781620366684

Paperback \$32.50

ISBN: 9781620366691

E-Book \$32.50

ISBN : 9781620366714

<https://styluspub.presswarehouse.com/browse/book/9781620366691/Managing-Your-Professional-Identity-Online>

Review by Marie-Eve Monette. First published online 2 February 2021 and will appear in Volume 8 of *The Independent Scholar*.

Whether we are academics or independent scholars, most of us are public intellectuals now, because we are connected digitally. As Katie Linder explains in *Managing Your Professional Identity Online: A Guide for Faculty, Staff, and Administrators*, most of us use online platforms and tools to connect in synchronous and asynchronous ways in order to network, to highlight and exchange pedagogical practices, and/or to disseminate knowledge. Since the beginning of the pandemic, the need for participating in virtual forums has become more important than ever, making this book a crucial tool to think about the ways in which we are shaping our online identities, and about where we fit in the ever-changing digital landscape. Katie Linder shares strategies and steps to take to improve our presence and interactions online, including ways to overcome the discomfort and time restraints that may have impeded us from investing in our online identities before now.

The introduction to *Managing Your Professional Identity Online* presents these ideas, and concludes

with a section about how to use the book, which is where the traditional scholarly book format ends. Rather than provide a linear order of the chapters, Linder makes suggestions about where the reader can start, depending on their interests in and needs to develop their online identity. She recommends that the reader consider the reasons for reading this book in the first place and, depending on their answers, that they select the chapters that will address their questions and concerns. For instance, to learn about what makes an online identity professional, Linder suggests reading chapters 1 and 3, and to know more about how a reader can prioritize where to be online and how to represent themselves, she points to chapters 2 and 8. Throughout the chapters, she refers to previous and upcoming chapters that are relevant to the current one, in case the reader wishes to go back or jump ahead to those linked chapters and complement their reading.

The different chapters of the book continuously refer to the six criteria of a strong digital identity: consistency, accuracy, organization, professionalism,

Review: Linder – *Managing your Professional Identity Online*. First published online 2 February 2021.
To be published in a forthcoming issue of *The Independent Scholar*.



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quality, and finally, representativeness. In order to ensure that these pillars of the reader's online identity are strong, Linder invites them to harness their training as researchers, to evaluate their own presence online according to the six aforementioned criteria, and to research and evaluate the features, strengths and limitations of different platforms, tools and apps necessary to update and manage their online identity. For those less familiar with the options she provides, many chapters include lists of platforms, tools and apps to look into, with brief descriptions and links to each. A Glossary listing them all can also be found at the end of the book.

Additionally, Linder provides guidance with regards to the ways the reader can build their professional branding. On the one hand, a few chapters are dedicated to content. For instance, an entire chapter focuses on the different components of online CVs and résumés, another shares information about building a professional website, and yet another proposes strategies for creating and sharing content with large audiences. On the other hand, Linder offers chapters that highlight different forms of online engagement – from finding existing communities and building new ones, to tweeting, blogging, and podcasting. One chapter approaches the challenging subject of responding to conflict online, and ways of seeking support from colleagues and institutions when conflict arises. For both content and forms of online engagement, chapters include tables with exercises and questions the reader can complete as they explore the different ways in which they want to professionally represent themselves online.

Managing Your Professional Identity Online would be incomplete without the inclusion of the voices of several professionals whose roles as academics, alt-acs, and post-acs provide clear examples of the varied ways to develop an online identity. Emphasizing the social nature of our online presence, each chapter becomes a conversation between Katie Linder and the directors of centers for learning and teaching excellence, associate professors, higher education consultants, podcasters, entrepreneurs, coaches, and others whose experiences and knowledge are shared in complementary boxes embedded within the main text. This way, the reader sees concrete examples of the ways in which these professionals have intentionally built their online presence, experimented to find the right online spaces, used professional websites to start conversations, engaged in various communities to model behavior for

students and to build connections and host conferences, blurred the lines between the professional and the personal, and taken digital sabbaticals. While these examples are extremely helpful, Linder also recommends that the reader visit the online profiles of other academics, alt and post academics, to get an even more diversified idea of different strategies and intentions behind presenting oneself and interacting with others online. Finally, in the spirit of reinforcing the interactive nature of online identities, Linder's book closes on the words of three scholars: one whose active digital presence has opened doors to opportunities never before imagined, another whose numerous tweets led to a job and career change within academia, and finally, the last who refuses to develop an online identity over concerns of individualism and the commodification of academic intellectual production.

While the book seems mostly aimed at faculty, staff and administrators, it is also a trove of information for independent scholars. *Managing Your Professional Identity Online* is not just a book about platforms, apps and tools. It is about negotiating who we are as professionals. As Linder explains in the introduction, she intends this book "to be as much a 'how-to-be-online' guide as it is a 'how-to-be-yourself' reflective experience" (8). Leaving academia can be an extremely challenging decision, and rearticulating our identities as independent scholars, especially when we lack institutional affiliation, can prove difficult and frustrating. Linder's book may not provide the solution to resolving that challenge, but it can certainly serve as a road map. Following its guidance, we can start thinking about our online identities as independent scholars, improve our connections to research networks, and enhance the visibility of our own independent work.

Marie-Eve Monette is a Latin Americanist with specializations in Andean Studies and Film Studies. She holds a Ph.D. in Hispanic Studies and is a former Assistant Professor of Spanish at the University of Alabama. She is currently working on her first monograph, and has published in the *Journal of Latin American Cultural Studies* and the *Bulletin of Hispanic Studies*. She currently owns Viewing the Andes, partnering with Andean filmmakers, researchers and nonprofits to support Andean audiovisual (AV) initiatives, and produces films about Bolivian histories and realities, and with Peruvian nonprofits to use AV methods of assessment of development programs.

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