SOCIAL MEDIA: UNCOVERING OPPORTUNITIES FOR HIGHER EDUCATION

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A Letter from Amit Mrig
President, Academic Impressions

Social Media: Uncovering Opportunities for Higher Education

Organizations in every sector face pressure to establish a presence in social media, and colleges and universities are no exception. Whether that pressure is real or perceived, many institutions have jumped into creating Twitter accounts, Facebook pages, and YouTube channels — but in the rush to embrace new and popular technologies, there is a risk of making investments without understanding their implications or without planning to maximize their value for student recruitment, engagement, learning, or philanthropy.

There are still pressing questions about social media. How hard should leaders push for ROI? Which tools serve which purposes? What new risks are posed by these media and how far should institutions go to manage them?

At Academic Impressions, we’ve looked outside the walls of the higher education industry to see what the top thinkers are saying about social media. New research is emerging that debunks several myths about social media and presents exciting opportunities for institutions. Rooted in this research, we’ve looked at the implications for the entire campus to identify real and compelling opportunities for using social media to help move the needle on key objectives.

We hope this unique and comprehensive look at social media and higher education will help inform your own internal dialogue on how your institution can maximize the value of these new media.

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CONTRIBUTORS

Andrew Careaga, Director of Communications, Missouri University of Science and Technology
A veteran blogger and social media junkie, Andrew contributes to Missouri S&T’s research blog, Visions (visions.mst.edu), and blogs frequently on his personal site, Higher Ed Marketing (highered.prblogs.org). He also is involved in coordinating the university’s social media presence on Facebook, Twitter, and YouTube. Andrew's professional involvement includes service with CASE (the Council for the Advancement and Support of Education) as chair of CASE District VI (1998-2000) and a three-year term on the CASE Communications and Marketing Commission (2002-2005). He also served on the CASE Commission on Opportunity and Equity from 1994-96.

Andrew Gossen, Senior Director for Social Media Strategy, Alumni Affairs and Development, Cornell University
Andrew came to Cornell in early 2010 to spearhead the integration of social media and mobile technology into the division’s strategic plan. Previously, Andrew spent eight years with the Princeton University Alumni Association in a number of diverse roles. He sits on the CASE Commission on Alumni Relations, co-chairs the CASE Task Force on Social Media, and will chair the 2011 CASE Social Media & Community conference. Andrew holds a bachelor’s degree from Princeton and a doctorate in social anthropology from Harvard University.

Ben Jarrett, Assistant Director, Advancement, Georgetown University
Ben leads Georgetown's student and young alumni giving effort and manages a regional major gifts portfolio. He has integrated social media into his work on pipeline development, young alumni engagement, and donor retention. Ben previously served Georgetown as the institution’s assistant director for fundraising volunteer management. In 2009, he was awarded a Venture Fund by the Council for the Advancement and Support of Education to plan the Alumni Life Continuum Conference for CASE District II institutions.

Stephen Jendraszak, Operations Manager, Marketing and Communications, Ball State University
Stephen plays a key role in the authorship and enforcement of university communications policies, including a social media policy that has generated significant interest among higher education institutions and trade publications because it is one of first of its kind in the industry. He recently spoke on social media policy development at the Public Relations Summit of the Independent Colleges of Indiana.
Tanya Joosten, Interim Associate Director, Learning Technology Center, University of Wisconsin-Milwaukee

Tanya manages several emerging technology projects, including the University of Wisconsin-Milwaukee social media emerging technology grant project. She has extensive experience teaching technology-enhanced, blended, and fully online courses and leads several online and blended programming initiatives.

Tanya’s publications include chapters and articles on various emerging technologies. Most recently, her work on social media has been highlighted by The Chronicle of Higher Education, Ed Tech Magazine, eCampus News, and EDUCAUSE Quarterly. She serves as a member on the EDUCAUSE Evolving Technologies steering committee, Sage Publication Digital Media advisory board, EDUCAUSE Quarterly review committee, and the Sloan-C Blended conference steering committee. She also leads the EDUCAUSE social media constituent group.

AJ Kelton, Director of Emerging Instructional Technologies, College of Humanities and Social Sciences, Montclair State University

AJ is very involved in virtual worlds for education – he founded EDUCAUSE’s Virtual Worlds Constituent Group, and he is the founder and chief moderator of the Virtual Worlds Education Roundtable (http://www.vwer.org). He also recently co-founded the EDUCAUSE Games and Learning Constituent Group. AJ is a doctoral student in the Educational Communication and Technology program at New York University and can be found tweeting @sorry_afk.

Cindy Lawson, Assistant to the Chancellor for Marketing and Communications, University of North Carolina Wilmington

With more than 25 years of public relations experience in higher education and with a Fortune 500 company, Cindy’s work has included marketing, public relations, institutional research, integrated marketing, strategic planning, issues management, crisis communications, media relations, event planning, publications, Web communications, visitor centers, and speaker bureaus. Prior to taking her post at the University of North Carolina Wilmington, Cindy served as the vice president for communications and strategy development at the University of North Carolina system. During the 1999 bonfire tragedy at Texas A&M University, in which 12 students died and 27 others were injured, she was the executive director of university relations.

Cindy provides consulting services to cities and municipalities regarding their communication preparedness in response to terrorism. She has authored a crisis communications chapter for the recently published book Campus Crisis Management: A Comprehensive Guide to Planning, Prevention, Response, and Recovery as well as Effective Crisis Communications, a set of instructional materials for the National Response and Recovery Center.
CONTRIBUTORS (CONTINUED)

Jeremiah Owyang, Partner of Customer Strategy and Industry Analyst, Altimeter Group
Hailing from enterprise Web management, Jeremiah, a former industry analyst, consults and speaks on the topics of disruptive technologies for brand-related customer strategies. He authors the popular blog Web Strategy and has hosted workshops, events, and community tweet-ups across the globe. He’s active with the Twitter community and has more than 52,000 followers and growing. Previously, Jeremiah was a senior analyst at Forrester Research, focused on social computing for the interactive marketer. Before that, he served as director of corporate media strategy at PodTech Network, a podcasting and online video startup.

Patrick Powers, Interactive Media Manager, Webster University
Patrick is responsible for all online marketing efforts at Webster University and established and maintains the institution’s Facebook, Twitter, YouTube, and LinkedIn presences. He is an expert on social media content management, social media strategy for admissions, Web analytics, and social media policy.

Ray Schroeder, Professor Emeritus of Communication, and Founding Director of the Center for Online Learning, Research, and Service, University of Illinois Springfield
Ray has numerous national presentations and publications in online and technology-enhanced learning to his name, and he has published the popular Online Learning Update and Educational Technology blogs for the past decade. Ray was a Sloan Consortium Distinguished Scholar in Online Learning 2002-03, recipient of the 2002 Sloan-C award for the “Most Outstanding Achievement in ALN by an Individual,” University of Southern Maine “Visiting Scholar in Online Learning” 2006-09, and co-founder of the New Century Learning Consortium. Most recently, he was named the inaugural 2010 recipient of the Sloan Consortium’s highest individual award – the A. Frank Mayadas Leadership Award. Ray is an inaugural Sloan Consortium Fellow.

Andy Shaindlin, Founder and Consultant, Alumni Futures
Andy is the founder of Alumni Futures, a consultancy that helps organizations understand and deploy social technologies. His focus is on trends in online engagement, especially as they apply to educational institutions. A 22-year veteran of education management, Andy was most recently executive director of the Caltech Alumni Association and currently chairs the Commission on Alumni Relations for CASE (the Council for Advancement and Support of Education). In addition to consulting with schools, colleges, universities, and other nonprofits, Andy advises start-ups in the social technology and mobile sectors.

Jason Simon, Director, Marketing and Communication Services, University of California System
Jason joined the University of California system in 2009, managing the reorganization of its communication group. He oversees the system’s marketing efforts and manages a group tasked with branding, advocacy, recruitment, and Web/outreach strategies. Prior to joining the UC system, Jason was the executive director of marketing and creative services at North Carolina State University. There he oversaw the launch of an integrated branding campaign, a new enrollment strategy, and the launch of a billion-dollar capital campaign.
CONTRIBUTORS (CONTINUED)

Teresa Valerio Parrot, Vice President, Higher Education, Widmeyer Communications  
Teresa draws on extensive experience designing and implementing strategic media and marketing efforts aimed at enhancing institutions’ image, reputation, and brand. Previously, Teresa was vice president of media relations and crisis communications for SimpsonScarborough, and she has nearly 10 years of experience with the University of Colorado system. This includes an officer-level appointment as assistant secretary of the university, in which capacity she assisted the board on policy and media/PR issues over two years filled with athletic and academic controversy that drew national and international headlines.

Norm Vaughan, Assistant Professor, Faculty of Teaching and Learning, Mount Royal University  
An educator and researcher with interests in blended learning and faculty development schooling, Norm’s teaching background includes graduate and undergraduate courses in educational technology, K-12 education, technical training, and English as a second language. He recently co-authored the book Blended Learning in Higher Education and has published a series of articles on blended learning and faculty development. Norm is the co-founder of the Blended Online Learning Design Network, a member of the Community of Inquiry Research Group, and the associate editor of the International Journal of Mobile and Blended Learning, and he is on the editorial boards of the International Journal of Excellence in e-Learning, Canadian Journal of Learning and Technology, the Journal on Centres for Teaching & Learning, and the Learning Communities Journal.

Brad Ward, CEO, BlueFuego, Inc.  
Brad is the co-founder of BlueFuego, Inc., and has spoken around the globe at over 75 higher education conferences and workshops, including recent events in Dubai, Singapore, Malaysia, Canada, and Australia. His work has been featured in magazines and websites such as Campus Technology, University Business, The Chronicle of Higher Education, Inside Higher Ed, Wired, CNET, New York Times, and more. He holds an MBA with a concentration in leadership from Butler University. Prior to starting BlueFuego, Ward was the electronic communication coordinator in the Office of Admission at Butler.

Gail Werner, Media Relations Manager, Marketing and Communications, Ball State University  
Gail oversees Ball State’s internal e-mail messaging service, known as the Communications Center, and has played a lead role in the development and implementation of the university’s social media policy. Additionally, she manages Ball State’s official presence on Facebook and Twitter.
MAKING INFORMED INVESTMENTS IN SOCIAL MEDIA

Daniel Fusch, Academic Impressions

With more colleges and universities pursuing ad hoc investments in social media (whether to recruit students, engage students, improve learning in the classroom, or cultivate young alumni), it’s critical to separate the hype from the reality and both understand how your constituents are actually using social media and how social media tools can best be used to move the needle on critical operational objectives such as student recruitment, engagement, and philanthropy.

Jeremiah Owyang, industry analyst with the Altimeter Group, warns that organizations that start with implementation — rather than with research and strategy — are at risk of engaging large numbers of their constituents and then proving unable to either deliver on the promise of that engagement (due to inadequate planning and constrained resources) or make the most of that engagement to bolster their objectives. Drawing on research into what is working not only in the nonprofit world but also in the corporate sector, Owyang offered last month a matrix of questions that need to be addressed early in the decision-making process before investing in new social media tools.

MOVING THE NEEDLE

The most successful colleges and universities have clearly defined their goals, then identified the tools that will be of the most help in meeting those goals ... regardless of which social media technologies are “hot.”

Patrick Powers, Webster U

Those organizations — whether in higher education, health care, government, or information services — that have seen the most success in using social media have kept their focus on the goals, not the tools. They start not by asking “How can we catch up and use Facebook?” but by asking “How can we build loyalty in our constituency?” and then checking to see if Facebook (and other tools) offer opportunities for doing so. Consider these examples from outside of higher ed:

- IBM wanted to build its brand by promoting both the breadth and depth of its expertise, so it became one of the first entities to encourage employee blogging on a wide scale; though by today’s standards its index of staff blogs is less user-friendly than other similar examples, IBM saw significant traffic for its “menu of expertise and insight from a passionate crowd” which purported to offer “business and technology expertise you can’t get from anyone else.”

- While few recent political campaigns have ignored social media channels, President Barack Obama’s campaign for the White House saw unprecedented success in using social media to back a very intentional communications strategy; for example, the candidate’s weekly YouTube videos and direct addresses to his constituency allowed him to reiterate his campaign promise, answer challenges from the opposing party, and build loyalty through regular and direct communication with a key demographic.

- In 2006, the American Red Cross assigned staff to monitor social media networks as a reputation management strategy; the Red Cross quickly realized, however, that given the candor and openness of conversations on them, social media channels offered market research opportunities to help meet goals around improvement of services; the Red Cross’s social media strategist regularly documents stories shared on social media and distributes them to key internal staff as discussion starters.

As these examples from social media adopters in other sectors demonstrate, what’s important is for each institution to start with core objectives and then investigate how particular tools might be used in ways that meet those objectives. For example:

- A small private college with the desire to raise the visibility of its music school might turn, as part of its strategy, to YouTube to promote its concerts and publish online video interviews with music faculty and students.
• A regional public institution trying to build alumni engagement amid declining state support might include a social media “mashup” on its website to highlight events, top news, and stories of alumni who are making a difference.

• A flagship university with a high student-to-faculty ratio and the strategic objective of improving student persistence and academic success might make an impact on student learning and engagement in packed undergraduate lecture halls by setting up a Twitter feed in each class and having students tweet the points in the lecture that they find “muddy”; the instructor can monitor the live feed and clarify confusing points in realtime.

Matching the right tool to the objective will require research into not only which social media tools your constituents are using but also how your constituents are using those tools.

**REVIEWING THE RESEARCH**

The sheer volume of talk about social media and the material written on it can prove to be an impediment to identifying what investments make sense and how your institution can get the most value out of them. To chart an informed course, it’s critical to review the research on:

- How are students and other constituents using social media to connect with their social network?
- How are students and other constituents using social media to share and disseminate information?

To help address these questions, we would like to turn to the ethnographic research of danah boyd (sic), a social media researcher with Microsoft Research New England, a fellow at Harvard University’s Berkman Center for Internet and Society, and a key thought leader on the uses of social media. boyd’s findings can help clarify how high school students and the traditionally college-aged in particular are using social media. We will also draw on the insights of social media experts Jeremiah Owyang (industry analyst with the Altimeter Group), Patrick Powers (interactive media manager with Webster University), and Brad Ward (CEO of BlueFuego, Inc.).

Let’s debunk a few common myths and false assumptions and take a look at which facts about social media use are most important for guiding decisions at your institution.

**MYTH #1: SHARING WHAT THEY HAD FOR BREAKFAST**

One of the most enduring social media myths is that the college-aged use social media sites for sharing largely frivolous content (kegger photos for a social network site, status updates about what they ate at their last meal for Twitter). “Most of what they share might be pure gossip,” boyd notes in her April 2009 speech at Penn State, “but teens also share links, references, ideas, and original content.”

For example, consider that according to ComScore, as early as August 2008, YouTube surpassed Yahoo! as the site with the second-highest search traffic in the US. According to Patrick Powers, youth are searching online videos not only for entertainment but also for information about everything from how to repair a car to what college to attend.

More broadly, it’s crucial to be aware that many of the college-aged will arrive at your institution used to sharing information and resources with their peers on a daily basis. There is an incredible potential to leverage that information-sharing for educational — and in the long run, philanthropic — purposes. To cite a few examples:

- The University of California system recently began using online videos to disseminate tutorials on the FAFSA and the admissions process to prospective students and applicants.
- A few institutions, among them Georgetown University, have begun encouraging their alumni to “donate” their status updates during key times of the year (homecoming, commencement, holidays, etc.) to deliver targeted messages or gift requests to their social networks.
- Some instructors are using social bookmarking to facilitate sharing of research among undergraduates within a specific course or program.

We’ll take a closer look at these and other examples later in this issue.
MYTH #2: YOUTH USE THE SAME SOCIAL MEDIA THAT OLDER ADOPTERS DO

Another common assumption is that the college-aged use the same social media and use them in the same ways that older adopters do. This can lead campus officials to make investments that ultimately do not make sense for the institution. It’s important to know which tools are being used by which demographics. For example, let’s look at Twitter.

According to the Pew Internet & American Life Project’s December 2010 study of Twitter usage, those demographics most likely to use Twitter are:
- age 18-29
- minorities
- urban
- have some college education

Only 5 percent of high school graduates (compared with 18 percent of the college-educated) use Twitter; Twitter usage increases as individuals acquire more college education, but then tapers off sharply after age 29. This suggests that Twitter by itself will not provide any “silver bullet” for recruiting either traditional-aged students or nontraditional adults beyond their twenties. Smart uses of Twitter or related status update tools for college students will be highly focused on a specific objective (such as fast turnaround on questions from applicants, giving feedback to an instructor during a lecture, or learning exercises designed to reach a specific goal).

However, the data from Pew suggesting that Twitter use is more common among the college-educated, when combined with the rapid percentage increase in Twitter usage (while only 8 percent of internet users in the US are currently using Twitter, 44 percent of Twitter users joined in the last year), suggests that while Twitter may have limited uses for recruiting, it will be a useful tool for the advancement office to consider in communications with young alumni. Twitter can also be useful for specific communications with other groups that are already connected with your institution (for example; to answer admits’ FAQs, or to have students provide realtime feedback to an instructor).

It’s also important to recognize that not all youth within the same generation use the same social media. For example, consider Facebook and MySpace. Colleges have tended to avoid MySpace in favor of Facebook, in part because of a stigma attached to MySpace, in part because college faculty and staff are more likely to use Facebook already, and in part assuming that they would find their constituents on Facebook — not MySpace.

But this may be an issue if your institution has set as a priority the recruitment, engagement, and retention of first-generation students from lower-income families. boyd’s ethnographic research — see Taken Out of Context: American Teen Sociality in Networked Publics (2008) — finds that the majority of net-savvy teens from lower-income communities are not to be found on Facebook; they’re on MySpace. Not only is this important to know because of the implications for where to look to find these youth; it’s also important to know because if your faculty are using Facebook in their classes, they may not be aware that Facebook may be a new and unfamiliar environment to their lower-income students ... or that their choice of a social network site may have socioeconomic implications.

MYTH #3: YOUTH USE SOCIAL MEDIA IN THE SAME WAYS THAT OLDER ADOPTERS DO

One of the most pertinent findings in danah boyd’s research is that traditional-aged students and 30-somethings use social media tools for very different purposes. boyd’s research suggests that while older adopters and alumni use social media for networking (i.e., to make new contacts to advance their career, professional pursuits, and personal interests), the younger generation uses social media to communicate and interact with their pre-existing network.

While you may be off using Facebook and MySpace to network with business colleagues, high school mates, and the hottie that you think you might want to date, most teens are not. They’re focused on their friends. They use these sites to connect to people that they already know. ... Teens are using this space as a social hangout with their pre-existing network.

danah boyd, “Living and Learning with Social Media,” April 2009
This has implications for how colleges invite students into online social networks — whether the scope of the network in question is the college community, their class year, or the students enrolled in a particular course. For example:

- Suppose you are looking for ways to leverage social media to recruit more students. While forming a group on a social networking site for a specific class year or for alumni may make sense, reaching out to prospects through a social network may prove unfruitful. Establishing a channel on YouTube (where the college-aged are already likely to search for information on your institution) may be far more effective in recruiting than having a page on Facebook. (We’ll look later, though, at the utility of Facebook Ads and of uses of Facebook for other purposes.)

- Suppose one of your faculty wants to form an online social network within a course. A naive use of social media would be to invite the students to “friend” each other and the instructor; however, the students’ personal profiles (which research indicates the majority of them will regard as private) are already linked in with their personal social network. They may not welcome the intrusion of classmates they hardly know — or the instructor — into that pre-existing network of friends and family. boyd points out other social risks involved: what if one student is a loner, and has a very underdeveloped network? What about cyberbullying? What if one student uses information about another’s personal life (garnered from their profile) to harass them?

**MYTH #4: SOCIAL MEDIA IS FREE**

There is a big misconception that social media is free. Social media is not free. Time needs to be invested in research, training, maintenance, and management. There are so many examples of institutions that dove in head first, building initial presences but without preparing for regular communication with their community. If a prospective student is searching for your institution, the last thing you want them to find is a Facebook page that hasn’t been updated in weeks.

Patrick Powers, Webster U

Brad Ward, CEO at BlueFuego, Inc., adds, “Your staff has limited time, you have a limited budget and resources, so it makes no sense to rush out and have a mediocre presence across 15 Web platforms. Focus on the two or three tools that help you meet your goals, that your audience is willing to connect and engage with you on, and that you know you can create great content for.”

One thing seen increasingly in government agencies and in the corporate sector — and recently at a handful of colleges and universities — is the creation of a “social media strategist” position. The social media strategist keeps up to date on the user trends and demographics research for various social media tools, keeps an eye on emerging social technologies, monitors changes in privacy policies for social networks, and works with various departments within an organization to help define the goals that will drive social media use and to help identify the right tool for a given objective. The social media strategist, in effect, is an in-house consultant who — to be effective — has direct influence on technology spending. You can read more about how the corporate sector has defined this position, as well as take a look at the educational and career background of the social media strategist (based on a review of 50 job descriptions and 50 LinkedIn profiles), at Jeremiah Owyang’s blog at the Altimeter Group.

Owyang has also recently offered suggestions for organizational models that can guide the development and implementation of social media strategy on a campus, based on his research on what has worked in other sectors of industry and government.

Finally, apart from the investment in developing and maintaining social media presence, there is also due diligence needed in managing the risks associated with Web 2.0 channels, which are both more open and much swifter for disseminating information than traditional channels. Particularly, it’s important to establish guidelines or a policy for your faculty and staff in using social media. In fact, even if your institution is making only limited investments in social media, many of your faculty and staff are already using the most popular tools; they are, de facto, serving as representatives of your institution in social media environments. To learn more about crafting an effective, responsible, yet not unduly restrictive social media policy, read our article “Managing the Risks of Social Media” later in this edition.
MARKETING AND RECRUITING WITH SOCIAL MEDIA

Daniel Fusch, Academic Impressions

Research from the Pew Internet & American Life Project confirms that the adoption rate of many social media tools by the college-aged is rising. But it’s important not to get distracted by the rush of popularity these technologies enjoy and then establish a presence without a strategy. It’s critical to define specific uses of social media tools to help achieve specific communications goals.

To learn more about the real (and frequently overlooked) opportunities of social media for marketing and recruiting, we turned for advice to three social media gurus — Patrick Powers, interactive media manager at Webster University; Jason Simon, director of marketing and communications for the University of California system; and Brad Ward, CEO at BlueFuego Inc. Here are five of their recommendations for how specific uses of social media tools can help bolster particular communication objectives:

• Online video – to reach and communicate with more prospects, applicants, and admits
• Twitter – to offer customer service to individuals who have moved into the later stages of the admissions funnel
• Quora – to promote your academic strengths in the public sphere and gain visibility for your faculty experts
• Facebook Ads – to generate leads for campus visits
• Mashups on your website – to increase regular engagement with a target audience

ONLINE VIDEO

Since 2008, YouTube has generated more search traffic than any other engine on the Web other than Google. “You want visibility on that channel,” Patrick Powers advises. “Youth go there not just for entertainment but for information.”

Simon and Ward both recommend using online video to empower your students, faculty, and staff to “tell the story” of your institution’s academic and student life experience. A short but sincere video interview of a current student may be far more effective than a campus brochure in attracting the attention and engagement of a future student.

For applicants, offer a series of brief informational or “how to” videos:

• The steps in the application process
• What financial aid is available
• What to include in a personal statement
• How to fill out the FAFSA

You can see examples here and here.

“You can use video not only to share what your campus experience is like,” Simon suggests, “but also to make the application process transparent. You can humanize the process.” Note that these videos can be used not only on your website or your YouTube channel, but as part of an orientation — especially if you keep the videos short.

MORE WAYS TO USE ONLINE VIDEO — ON A BUDGET

Marketing with Online Video (February 2010)

TWITTER

Recent studies confirm that very few high school seniors are using Twitter; therefore, the opportunities for outreach to individuals in the early stages of the admissions funnel are very limited. However, Twitter may be ideal for timely communication with those who are already connected with your institution.

Powers suggests that Twitter has been underutilized as a “customer service” tool; invite applicants, admits, and students to tweet their questions about where to find a particular form, when the FAFSA deadline is, whether the institution is going to have a snow day. Reply to tweets from students with more than just a link to an FAQ page on the web. “Twitter is a tool built on conversation,” Powers advises. “Build conversation. No one wants to follow a Twitter account that is just one link after another giving reminders of application deadlines. People are on Twitter to talk to people. It’s extremely social. Take the opportunity to encourage a personal connection with the university.”

LEARN MORE ABOUT SOCIAL MEDIA AND ADMISSIONS

Join us in San Antonio (March 21-23, 2011) to plan social media strategy for your admissions office:

Social Media for Advancement and Admissions: Moving From Tactics to Strategy
As yet, higher education has hardly noticed Quora — but this rapidly growing social questions-and-answers site offers unique potential for pitching your institution’s academic strengths and getting your brand in front of the public eye. “The site pulls the subject depth of Wikipedia, the social nature of Facebook, and the personality of Twitter into an incredible way of sharing knowledge,” Powers remarks. “It’s an addicting site that enables social learning.” Because of its question-and-answers focus, Quora offers an easy channel for getting your big-name faculty more visibility and public exposure — by having them respond to questions related to their field in a public forum.

To learn more about using Quora to gain visibility, read Patrick Powers’ recent post on the topic.

Facebook

“Facebook continues to be an underutilized opportunity,” Ward remarks, “especially Facebook Ads. We recently saw 198 scheduled campus tours in November for a client using Facebook Ads, at a cost of only $3.15 per visitor. Also, the amount of data available via the Facebook Ads manager is staggering — take advantage of it to learn more about your audience!”

Mashups carry the additional advantage of engaging your followings across social media platforms. “A Twitter user is not necessarily an active Facebook user, and vice versa,” Powers cautions. “By offering a mashup, you keep both engaged online with your brand. It’s essentially one-stop social network shopping.” For an especially attractive example, take a look at the Savannah College of Art and Design’s “Social Stream,” with its up-to-date feed of key videos, photos, and blog posts from faculty and students.

Offering a mashup does require some curation and care; if you pull content that isn’t of interest to your audience, you will lose them quickly — and it will be much harder to recapture their attention.

Social Media and the Adult Applicant

Join us online on February 16, 2011 to learn about uses of social media to recruit non-traditional students:

Using LinkedIn to Reach Adult Prospects and Applicants
FOUR NEW EVENTS TO IMPROVE YOUR SOCIAL MEDIA IMPACT

CRAFTING AN EFFECTIVE SOCIAL MEDIA POLICY FOR YOUR INSTITUTION
February 14, 2011 :: Online

USING LINKEDIN TO REACH ADULT PROSPECTS AND APPLICANTS
February 16, 2011 :: Online

SOCIAL MEDIA FOR ADVANCEMENT AND ADMISSIONS: MOVING FROM TACTICS TO STRATEGY
March 21–23, 2011 :: San Antonio, TX

USING SOCIAL MEDIA FOR TEACHING AND LEARNING
April 25, 2011 :: Online
SOCIAL MEDIA AND STUDENT LEARNING: MOVING THE NEEDLE ON ENGAGEMENT

Daniel Fusch, Academic Impressions

Because so many students use social media tools — and because so many faculty use some of the same tools in their own personal or professional lives — there is great temptation to bring social media into the classroom on the assumption that it’s needed to engage students. While a well-planned use of a social media tool can help faculty move the needle on key measures of student learning and engagement, jumping in without a plan may actually do more harm than good.

LEADING WITH PEDAGOGY

AJ Kelton, the director of emerging instructional technologies for the College of Humanities and Social Sciences at Montclair State University, offers a critical reminder about cognitive load and its importance to decisions on whether to include social media in a course design:

We can only handle a certain amount of cognitive load, and all learning activities have an intrinsic cognitive load. Learning $2 + 2 = 4$ has an intrinsic, built-in cognitive load. On top of that, the tools and resources we use to teach can add to the load. Some social media tools and virtual environments carry a steep, though short, learning curve. If, for example, you use Second Life in a class because it’s cool but without a specific learning objective in mind, you may delay student learning while the students are focusing on learning how to navigate the environment.

AJ Kelton, Montclair State U

There is a risk in assuming that integrating social media into a course will automatically engage students and promote better learning. “The decision to use social media — in fact, any technology — should be driven by appropriate and carefully considered pedagogy,” Ray Schroeder, professor emeritus and director of the Center for Online Learning, Research, and Service (COLRS, formerly OTEL) at the University of Illinois Springfield, advises. “We must never adopt a technology just because it is new or advanced.”

Kelton adds: “Is it the right tool for the job? A lawnmower is a great tool, unless you live in Manhattan. Then you have no use for it. That doesn’t mean a lawnmower isn’t a great tool — just that it isn’t going to help you in Manhattan.”

Make sure faculty are supported at the course design stage in defining their learning objectives and what tools (whether social media or other) will best help meet the objectives. Will the tool, for example:

• Increase the instructor’s social presence?
• Create a more interactive learning environment?
• Foster collaborative study?

LOOK AT SPECIFIC USES OF SOCIAL MEDIA FOR TEACHING AND LEARNING

On April 25, 2011, join us online as we showcase some effective uses of social media in student learning. We’ll discuss ways to use social media to create experiential learning activities, improve student interactivity and engagement, and develop community and professional networks.

Using Social Media for Teaching and Learning

SUPPORTING YOUR FACULTY

Ray Schroeder and Tanya Joosten, the interim associate director at the University of Wisconsin-Milwaukee’s Learning Technology Center, advise that in cases where there is a top-down push to integrate more social media into courses, there are questions that it is critical to address at the start:

• How ready are your faculty to adopt social media? “To start, they don’t need to be savvy users of social media,” Joosten advises; “they need to understand that their students use Facebook and other tools every day. Are your faculty ready for the leap, or are they still making students shut off their laptops and mobile devices when in class?”
• How will you support faculty in matching up the right tools to aid in meeting specific pedagogical challenges? “Don’t just say ‘Go out and use it,’” Joosten warns. “Come up with a method of teaching faculty about social media, and make sure that the professional development you offer focuses not on how to use Facebook but on how to use Facebook for their class.”

• Have your faculty thought through privacy implications? If you are asking students to participate in class discussion or activities via a social networking site, is there a clear demarcation between their private profiles and what they are sharing in class? For example, will an instructor set up a course page in Facebook with resources and an online wall to which the students all have access? Or will students need to “friend” each other and the instructor (giving access to their personal profiles) in order to participate? Or will the faculty member set up a Ning site as a stand-alone social network for the course?

DON’T TRAIN FACULTY ON THE TOOL, TRAIN THEM ON THE AFFORDANCE

To learn more about training faculty to use online technologies in the classroom, read these articles from Higher Ed Impact:

Tips on Training Faculty on Teaching with Technology (Nov 2009, with Patricia McGee)

Training and Preparing Faculty for Teaching Online (June 2010, with Charles Dziuban)

While these articles are more focused on faculty development for online courses, much of what is advised also applies to supporting faculty in the use of social media.

MOVING THE NEEDLE ON THE NSSE BENCHMARKS

To learn more about how social media tools can be used thoughtfully for positive impact on specific NSSE measures for student engagement, we turned to thought leader Norm Vaughan, assistant professor in the Department of Education, Faculty of Teaching and Learning at Mount Royal University and co-author of the book Blended Learning in Higher Education (Jossey-Bass, 2008). Vaughan notes that you can measure the impact of social media on three NSSE benchmarks, in particular:

WHAT YOU CAN MEASURE

Degree of active and collaborative learning
Student interaction with faculty
Level of academic challenge

For example, you can measure the first of the three by correlating grades with student survey results showing their perceived degree of active and collaborative learning.

Vaughan notes four opportunities to use social media tools to increase collaborative learning, student/faculty interaction, and academic challenge. Educators can use social media tools to:

• Integrate a sense of “play” into the learning experience, provoking collaboration, creativity, and problem-solving
• Foster collaborative learning in and out of the classroom
• Aid students in co-creating knowledge and in taking responsibility for their own learning
• Give students choice in how to demonstrate the learning they’ve achieved, fostering greater engagement and empowerment

Let’s take a closer look at each of these.

A SENSE OF PLAY

Citing the results of the Canadian study What Did You Do in School Today?, Vaughan decries the decline in engagement from one year to the next throughout secondary education. “It’s like a downward spiral,” he warns. “By the time the child is 10, they no longer have much time or space in the classroom to play. And learning through play is critical to creativity and problem-solving.”
Social media tools, Vaughan suggests, can reawaken that sense of play and increase the level of academic challenge.

How do you engage students in the classics or in STEM? Beyond memorization of verb paradigms or mathematical formulas, do learning games. Have them problem-solve and apply knowledge within the context of a game or a challenge.

Norm Vaughan, Mount Royal University

For example, Roger Travis, associate professor of classics and director of the video games and human values initiative at the University of Connecticut, has long been piloting uses of wikis and related tools to create learning games. Since integrating these learning games into his courses, Travis has seen:

- A 50% growth in enrollment in his advanced Latin course (bucking a national trend of diminishing enrollments in classics courses)
- A 50% drop in attrition during the term
- A 25% growth in the number of classics and ancient Mediterranean studies majors over the past two years
- A 0.7-point jump in his “Stimulates interest” score on his course evaluation (on a 10-point scale)

Tanya Joosten offers an example of using Twitter to encourage student creativity. Suppose a drama or literature course had students create roles and act them out using characters from the course’s assigned texts. Role-play or simulation prompts students to move beyond cognitive to behavioral and affective learning. “Twitter really facilitates this,” Joosten advises; in Twitter, the role-play can continue outside of the classroom, and the tweets can easily be recorded, reviewed, and critiqued. This use of the tool may prove especially useful for online or blended courses, in which fostering experiential learning when students do not meet often face-to-face can prove especially challenging.

Social media tools are exciting because they break down the idea that learning only occurs in class. Students who use social media tools in their private lives are coming to college not only with different tools but with new ways of knowing and of sharing information. We have unique opportunities to foster learning as a social act.

Norm Vaughan, Mount Royal University

Here are two examples:

- At Enza Antenos-Conforti’s Italian course at Montclair State University, Twitter is a key tool in helping students gain proficiency writing in Italian. Students tweet in Italian only, engaging initially with each other and with the instructor. The limitation to 140 characters requires that students be deliberate and intentional in crafting their responses in Italian. Antenos-Conforti also uses Twitter to add an element of immersion of the course, when a group of native Italian speakers join the tweeting.

- A recent study by Richard Arum (New York University) and Josipa Roksa (University of Virginia) confirms sharp declines in the time students spend writing outside of class. Norm Vaughan points to Google Docs as one tool to support collaborative work outside of class. A student working in Google Docs can choose who they share the document with (not just classmates, but potentially others on campus or at other institutions or even the general public) and can invite both critique and editing.

"Writing is challenging to begin with,” Vaughan notes, “and often students spend the majority of their academic years writing for an audience of one. They write for the instructor, and they write what they feel they need to write in order to go through the hoops and get the grade. Consider the power of giving them a larger audience. Students are empowered when they realize that writing can be a social action, not just an assigned task.”

Ray Schroeder adds that Shared Spaces (Google Labs) now offers about 50 gadgets — stand-alone programs that provide collaborative planning and organization features. “For example,” Schroeder notes, “the mind-map gadgets permit small groups to plan projects, assign tasks, create milestones, and organize group projects.”

COLLABORATIVE LEARNING IN AND OUT OF THE CLASSROOM

The NSSE research has documented how much learning takes place outside the classroom — not merely in private study but in social settings.
CO-CREATING KNOWLEDGE

The key is to encourage metacognition — help students learn how to learn, help them co-create knowledge and take ownership of their learning. When students are creating and contributing to knowledge, learning becomes more than just checking off boxes on the way to graduation.

Norm Vaughan, Mount Royal University

Here, especially, social media tools offer opportunities:

- Use blogging for informal writing assignments where students are invited to seek public critique of their views; then, as students respond to the critique with their own “critique of the critique,” they have the opportunity to engage in public dialogue.

- Use social bookmarking to encourage students to share research (for example, have one group of students look at one side of an issue while group B looks at the other side, and have groups A and B collect and share their resources via social bookmarking; then, in class, give both groups 20 minutes to prepare for a debate in which Group A will argue from Group B’s point of view using Group B’s bookmarked resources, and vice versa).

- Use wikis and other collaborative writing tools to have students write their own textbook over the course of the term; have them add new content, dispute, and revise.

- Use Wikipedia to encourage students to act both as critical readers of the resources available to them and as active contributors to public knowledge; for example, the University of Rhode Island’s graduate school of oceanography is engaged in updating dozens of Wikipedia entries on oceanography.

- Use YouTube to have students publish and share online videos — such as interviews, student documentaries, dramatic readings, or even student-created tutorials on math or science.

GIVING STUDENTS CHOICE

As students take active roles in creating the knowledge base for the course, Vaughan notes that the last critical step is to empower students to take ownership of their learning by giving them choices in how to demonstrate the knowledge they’ve achieved. What are the ways that a student can demonstrate having met specific learning outcomes a faculty member has set for a course? Besides a traditional research paper, what about an online video or a project using mind mapping tools? Students completing a teaching internship, for example, could offer an online video that includes a recording of a session they have taught plus video commentary from the student. “Have them create their own learning environment outside of the class,” Vaughan suggests.

LEARN MORE ABOUT ASSESSING STUDENT LEARNING

Integrating E-Portfolios into Your Assessment Strategy (July 2010, with Tracy Penny Light)

Finally, Vaughan advises making sure that upon graduation, the students will retain access to learning resources (whether the LMS or specific social media environments) you offered them while they were enrolled. Consider establishing a lifelong learning portfolio as one step in fostering both lifelong learning and a lifelong connection and affinity with your institution.
SOCIAL MEDIA FOR YOUR ADVANCEMENT OPERATION

Daniel Fusch, Academic Impressions

How much are you ready to commit to social media? You don’t get a second chance at a first impression, and there isn’t a lot of room for a beta version with your alumni.

Ben Jarrett, Georgetown U

Moving into social media will require reallocating resources that were previously committed elsewhere. You need to determine as early as possible how important it is for you to invest in social media, based not on what other institutions may be doing but on the needs of your alumni base. Ben Jarrett, assistant director of advancement at Georgetown University, and Andy Shaindlin, founder and consultant with Alumni Futures, recommend two sets of research questions that need to guide your advancement shop’s investments in social media.

First, Jarrett advises looking at data that will tell you the extent to which your alumni are using social media, and which social media they are using:

• What is your median class year for your alumni? How young or how aged is your base? Compare this with data from the Pew Internet & American Life Project and other reports on social media adoption — let that factor into how much funding you put behind your social media strategy

• Survey your alumni to learn what social media channels they use and for what purpose(s)

Second, Shaindlin suggests conducting an audit of your existing programs, events, and services. Even before considering how social media tools can boost online giving, start by looking for ways to use social media tools to get better at offering alumni — particularly young alumni — the services, information, and support they need. Building lifetime engagement with alumni has to start with showing them that the institution offers them lifetime value.

For this reason, you want to find out:

• What are you offering that your alumni don’t need

• What are you offering that is needed but is being provided elsewhere in ways that are either more accessible or more effective

• What are you not offering that is needed and isn’t provided elsewhere

Once you know this, you can perform judicious triage, freeing up resources (not just dollars but, more significantly, staff time) for new offerings that will better advance your mission. Shaindlin sees this audit and triage as a critical step if a shop is to “do justice” to the potential of social platforms to engage many constituents in meaningful ways at relatively low cost.

A SURVEY OF THE OPPORTUNITIES

Once you know how young or old your alumni base is, what social media tools they are using, and what services would re-engage them with your institution, identify where you are likely to see the most impact through engagement in social media.

In February 2010, Jeremiah Owyang, an industry analyst with the Altimeter Group, developed an initial matrix charting positive impacts social media use can have on engaging alumni. Comparing strategic adoption of social media to “harnessing fire” in terms of its potential to advance engagement and fundraising goals, Owyang noted that shops can harness social media to:

We place too great a focus on improving giving through social media; many shops remain very focused on adding another vehicle for donors to give through. But social media offers many more opportunities than just that.

Ben Jarrett, Georgetown U

In February 2010, Jeremiah Owyang, an industry analyst with the Altimeter Group, developed an initial matrix charting positive impacts social media use can have on engaging alumni. Comparing strategic adoption of social media to “harnessing fire” in terms of its potential to advance engagement and fundraising goals, Owyang noted that shops can harness social media to:
• Communicate with greater frequency, using Twitter and other status update tools
• Invite alumni to “donate” their own status updates to ask non-members to join the alumni association or to make a gift
• Aggregate members’ voices to simultaneously build affinity by offering ongoing content, and offer alumni a channel for promoting themselves and their activities
• Organize online and real world events (Facebook, for example, offers an event management tool)

Andy Shaindlin of Alumni Futures, with input from Liz Allen and Andrew Gossen, has published a more comprehensive version of the matrix for advancement shops that includes 18 use cases, as well as additional opportunities for using social media tools in support of shop objectives such as prospect research and crisis communications.

USE SOCIAL MEDIA TO BOOST ALUMNI NETWORKING

In offering services to your alumni base, a good place to start is to use social media tools to give alumni better opportunities to promote themselves professionally online. Here are a few examples:

• Bob Johnson has blogged on how social media tools can be integrated into your alumni website to boost both networking and affiliation with your institution. For example, Colgate has recently launched a Colgate Senior Profiles site. The site allows graduates to identify others in their region using Google Maps, and then read their classmates’ profiles and contact information.
• Andy Shaindlin has blogged on how social media tools can be used to develop and publicize alumni volunteerism. For example, note Harvard’s Public Service on the Map project, which invites Harvard alumni to record their service activities on a virtual map.
• Matthew Donato, senior associate director of alumni career services for the University of Chicago Alumni Association, maintains a LinkedIn alumni careers site that also includes over 7,000 participants, with the added benefit that if he wants to promote an alumni networking event, he knows that he can fill the event with participants from the LinkedIn site alone within a week. To learn more, read our article on career services for alumni.

USE SOCIAL MEDIA TO ENGAGE ALUMNI IN CONTESTS AND ACTIVITIES

“Educational institutions tend to focus on the more serious uses of social media,” Shaindlin notes, “but often you can engage more constituents through fun activities. Offer social games or contests.” Here are a few examples:

• The University of California, San Diego’s “Golden Ticket” chocolate bar contest invited alumni to buy a chocolate bar and visit and login to the alumni website to check if their purchase included the winning code
• Rutgers drives up engagement through contests hosted on their alumni Facebook page
• William & Mary used online platforms to choose a new college mascot

In this article, we will take a quick look at four specific uses of social media in advancement, to help you think through some of the possibilities — we’ll look at examples of uses of social media to:

• Boost alumni networking
• Engage alumni through online activities
• Improve donor stewardship
• Conduct prospect research

LEARN MORE ABOUT SOCIAL MEDIA AND ADVANCEMENT

Join us in San Antonio (March 21-23, 2011) to plan social media strategy for your advancement operation:
Social Media for Advancement and Admissions: Moving From Tactics to Strategy
USE SOCIAL MEDIA TO IMPROVE STEWARDSHIP

Jarrett suggests that one of the much-overlooked opportunities presented by social media is the power of social media tools to provide fast and cost-effective options for stewardship: “Social media presents an opportunity to bring message or impact statements to a wider audience.” Here are two examples:

- Publicizing the honor roll via a social network. Rather than publishing the honor roll in a booklet, for example, consider “tagging” donors on a thank-you picture on Facebook — making it easy for their friends and classmates to see the investment a donor has made to your institution
- During phonathon, invite student callers “friend” donors and thank them on their Facebook wall

USE SOCIAL MEDIA FOR ALUMNI PROSPECT RESEARCH

Andrew Gossen, senior director of social media strategy at Cornell University, and Andy Shaindlin note that social media can offer a way to collect critical market research on your alumni and then use that information to drive your communications. In this model, you can direct your audience to interesting content alumni are generating through their online presence in blogs, media sharing, tweets, and interviews. For example, Stanford Alumni Association’s Facebook “Community” page is an especially effective example:

- The directory of alumni content exists on a Facebook page
- It’s completely opt-in
- Some curation is involved to highlight top stories and blog entries, emphasizing what is likely to be of most interest and preventing the page from becoming a long and user-unfriendly list of links

While some institutions have begun considering harvesting data more broadly from the social network profiles of their prospects, Gossen (whose institution does not look to social network profiles for prospect research) warns that there are significant risks involved. “The conservative and ethical way,” he advises, “is to create opportunities for them to opt in to sharing their information with you, and then record that information as a resource for your gift officers. You then rely on the professional ethics and sensitivity of the prospect handler in deciding, for example, to friend that alum on Facebook.”

In cases where an institution is considering mining prospect data from social network profiles without the explicit knowledge of their alumni, due diligence is needed in determining what legal, ethical, or privacy issues may come into play, and then beyond that, a number of critical questions need to be asked:

- How useful and accurate is the information extracted from social media profiles likely to be?
- How easy will it be to extract?
- Is the information actually appropriate to store?

Gossen recommends the litmus test of asking: “If a prospect saw their profile printed out, would they be upset by the information included? Would it corrode the trust relationship?” Gossen adds, “Given these considerations, it is not a good idea to be in the practice of storing any of this information on a large-scale basis without explicit user consent.”

You can also increase affinity-group engagement by aggregating and showcasing student- or faculty-generated content that speaks to specific alumni interests.
MANAGING THE RISKS OF SOCIAL MEDIA

Daniel Fusch, Academic Impressions

Social media channels present a unique amount of risk when compared with traditional media because of their openness, their ease of use, the speed with which information or misinformation can be disseminated to a large audience, and the lack of awareness many social media users have on how public or private their favorite channels actually are. (For example, consider that many Facebook users are unaware of their profiles’ privacy settings.) And these risks are present whether or not your institution invests in intentional social media communications. Regardless of your level of investment in social media technologies, your institution needs to put in place proactive steps to address legal, reputation, and safety risks.

Having your media relations office listen in to the talk about your institution on social media sites is a start, but it is increasingly important for institutions of higher education to establish a social media policy or guidelines that will equip faculty and staff to represent the institution responsibly. An article at the Council of Public Relations Firms’ blog FirmVoice in June 2010 highlighted the crux of the issue, quoting Mark Eber of Baltimore-based agency IMRE:

When it comes to social marketing, legal tends instinctively to want to shut things down by enforcing very restrictive policies on employee participation. Yet given the right tools and guidelines, employees can serve as excellent brand ambassadors on sites like Facebook and Twitter, and in any case, they’re going to take part in the discussion whether you try to prevent them or not.

Mark Eber, IMRE

At least in the strictest sense, control of social media channels is a moot point. What’s needed now are policy and guidelines that address two critical questions:

- How can our institution mitigate the risks presented by social media communications?
- How can our institution best equip faculty and staff and empower them to be our advocates and ambassadors on the social Web?

To learn more, we turned to Andrew Careaga, director of communications at Missouri University of Science and Technology; Stephen Jendraszak, operations manager for university marketing and communications at Ball State University (among the first institutions to adopt a formal social media policy); Gail Werner, media relations manager for internal communications at Ball State University; Cindy Lawson, assistant to the chancellor for marketing and communications at the University of North Carolina Wilmington, and a leading expert on crisis communications; and Teresa Valerio Parrot, vice president for higher education at Widmeyer Communications.

Here are their recommendations for managing and mitigating risks to your institution and its constituents:

- Develop a succinct, clearly articulated policy clarifying the legal issues for your faculty and staff
- Craft unrestrictive but intentional guidelines for representing the university responsibly through social media communications
- Provide education about safety risks during student, staff, and faculty orientation, and make material on it available at the start of each semester

CREATING A POLICY TO ADDRESS LEGAL RISKS

Many institutions do not have a formal social media policy, and some do not think they need one; after all, the material you will want your policy to address is already covered under existing institutional policies (FERPA, HIPAA, copyright and fair use).

Even though your institution already has policies in place for regulating the sharing of certain types of information, establishing and communicating a clearly articulated social media policy will give you the opportunity to educate your faculty and staff about the public nature of social media.
Though the public nature of social media channels will seem obvious to your media relations office, many social media users see their channels or their network profiles as “their” space (consider the name “MySpace”). The key is to remind faculty and staff that social media is no different from any other communications platform, and that in terms of sharing copyrighted or proprietary information -- or student records -- posting on a social media site ought to be treated with the same care as a phone conversation with a reporter.

Parrot also recommends crafting guidelines that help the relevant staff know when and how they need to respond in the event that negative comments appear.

Establish parameters for what is and is not acceptable. We may not want to respond in a case where maybe just 1 or 2 people will be offended. We need concrete guidelines that will help us judge when we need to respond, and when we need to just have a thick skin.

Teresa Parrot, Widmeyer Communications

CRAFTING GUIDELINES TO EMPOWER BRAND AMBASSADORS AND ADDRESS RISK TO REPUTATION

Once you have addressed the legal issues, there is a much muddier territory to explore -- that of how a multitude of social media users are representing your institution and its brand. “You need to start by thinking through your institution’s level of openness, from the very beginning,” Teresa Parrot advises. A restrictive, “Big Brother” approach to guidelines for social media communications may make the point about risk -- but aside from engendering resentment, it also misses the opportunity you have to empower a multitude of potential brand ambassadors.

Rather than setting restrictions, use the guidelines to draw clear distinctions between how employees need to represent the institution and how they may be using social media themselves as private individuals. Remind members of your campus of the likely permanence of what they post online; encourage them to check their accuracy and also to let your marketing and communications office know if they are planning a university-related blog, online video, or other communication; inform them about the resources your communications staff can offer them.

Teresa Parrot also recommends crafting guidelines that help the relevant staff know when and how they need to respond in the event that negative comments appear.

Establish parameters for what is and is not acceptable. We may not want to respond in a case where maybe just 1 or 2 people will be offended. We need concrete guidelines that will help us judge when we need to respond, and when we need to just have a thick skin.

Teresa Parrot, Widmeyer Communications

COMMUNICATING YOUR POLICY AND GUIDELINES

Don’t create the policy and then think you’ve done the work. The real work is communicating the guidelines and equipping people to be ambassadors. The real work is sharing the policy beyond the small group that wrote it.

Andrew Careaga, Missouri U of Science and Technology

Careaga and Parrot emphasize that you need to distribute the guidelines widely, and you need to distribute them through channels where your intended audience (faculty and staff using social media) will find them. “Don’t let your carefully crafted guidelines go to a binder sitting on a shelf,” Parrot warns. “You can read through the policy without internalizing it when you are about to hit send on a tweet.” Organize small groups -- or encourage department heads to. Present examples and case scenarios; invite staff to consider specific uses of social media, brainstorm creatively, and problem-solve. Keep the focus not on “rules” but on building brand ambassadors.

Andrew Careaga, Missouri U of Science and Technology
For example, you can hold workshops:

- A social media 101 workshop designed for your institution’s department heads (for example, offer an hour-long session in which you distribute copies of the social media policy and guidelines, and engage department heads in a broader discussion about what your institution is doing with social media and why)
- A session with your crisis communications committee -- both early in the process of developing the policy and guidelines, and to review the completed policy

Jendraszak and Werner also advise reaching out to student media early; if your institution’s release of social media policy and guidelines takes your student journalists by surprise, you risk the possibility of unfavorable coverage in the student media that might then be shared broadly through students’ social media networks.

Lawson recommends a series of cautionary points that are especially critical to make:

- The importance of using privacy settings
- A reminder that students’ honor code or respect compacts include their internet behavior, not only their offline face-to-face behavior (Lawson notes that this is an especially critical point given how easily social media can be used to deliver hurtful yet anonymous comments)
- An encouragement to report any online “bullying” either to university counselors or to the police, just as they would report something overheard offline
- The risk of social identify theft (in which individuals create social media sites under another, real person’s name, and then post opinions and statements “that are perceived as being made by the other person, who actually has no idea that the site was created using their name”) and the importance of conducting “self“ Internet searches regularly
- Corrective measures to take in the event of social identify theft -- such as contacting the site’s host and having the “imposter” site removed

EDUCATING FACULTY, STAFF, AND STUDENTS ABOUT SAFETY RISKS

Be proactive in combating false assumptions that faculty, staff, and students may have about the privacy or safety of social media channels. “Colleges and universities typically provide varied ‘educational’ materials to faculty, staff, and students at the beginning of each semester,” Cindy Lawson notes. “This is an excellent time to also educate them about the advantages and disadvantages of using social media. In particular, students need to be reminded that predators often search social media sites in an effort to target individuals on whom they can prey.”

DIG DEEPER: ATTEND A WEBCAST

On February 14, 2011, join us online to learn more about developing institutional guidelines for a unified social media presence:

Crafting an Effective Social Media Policy for Your Institution

OFFER YOUR FEEDBACK

We are continuously striving to improve Higher Ed Impact. Please let us know what you think with this 10-minute survey:

http://www.surveymonkey.com/s/6QWTPQ2