Talking Notes & Further Reading

**TALKING NOTES**

**Slide 1: Intro**
- Caveat Emptor: Going to talk in a reductive way.
- I’m going to briefly outline 3 problems I think libraries have with social media, then present some ideas on how we can use SM more effectively.

**Slide 2: Libraries + Social Media: RST**
- I’m focusing on Twitter & Facebook—the 2 largest social media sites used by students... leaving out YouTube, Google+, De.Li.Cious, wikis, blogs, etc.
- Libraries haven’t been early adopters, but have been trying to find a niche in the world of SN.
- Has this been a success?
- Was it all worth the effort?
- What should we be doing?

**Slide 3: “Sorry you missed the boat”**
- We’ve been doing a lot of work here... How can we do it better? More effectively?

**Slide 4: “Meh”**
Problem #1: Most libraries are pushing content to users via an institutional page, not via librarians’ personal pages. Do you want to talk to a building? When librarians do have their own pages, many have 2 online personas: 1 personal / 1 professional
  - Looked at FB pages of 20 academic libraries; analyzed 3,513 posts
  - Found “limited user interaction”—91% of posts had no comments, 82% of “interaction” was via the “Like” button
  - “Users’ limited and infrequent responses to the efforts of libraries to reach out through the use of Facebook activities or posts do not, in many cases, permit the efforts to be considered successful.”
- Even Yale only has 2149 “likes” on its page.
- Typically, comments are coming from library workers (current & retired)

**Slide 5: Yeah Burger Case Study**
Problem #2: We’re not giving users reasons to interact with us—it’s a one-way street.
- A successful social media presence requires the institution (or business) to add value for its customers. Businesses also need to have a clear online “personality.”
  EXAMPLE: When I check in at Yeah Burger, I get 10% off. When I tweeted about Yeah Burger, my meal was comped.
- Libraries give everything away for free.
- Can we follow a similar model? Do we want to? Yeah Burger probably has a full-time staff member in charge of social media. Clearly, they believe this is a good return on investment. Quick response & dynamic content is KEY.

**Slide 6: How Different Groups View Social Media**
Problem #3: We’re targeting (and assessing) the wrong people.
- Most outreach efforts (and the subsequent articles assessing those efforts) have been focused on the undergraduate student.
- This is not the audience that would be most receptive to our come-ons.

**Undergrads:** *Animal House poster*
- Use it to socialize/hook up (and then post photos of it)
- A frat party

**Faculty:** *Mrs. Parker and the Vicious Circle poster*
- Use it to network within their sphere (esp. Twitter), share/receive information & relax
- Increasingly use it to establish authority in a field (e.g. Ian Bogost)
- A dinner party

**Grad students:** *How to Succeed in Business Without Really Trying poster*
- Use it to network into their aspirational sphere
- Extends access to faculty/advisors outside regular hours (“New Classroom Commons”—Schwartz article, *Chronicle of Higher Ed*)—and extends access to scholars outside the institution
- Also to relax
- The new guy in the coffee house who aspires to become a “regular”

**Slide 7: PHD Comic: “Notworking”**
How we can do it better #1: Target graduate students
- There are lots of barriers:
  - Time (teaching, researching, taking classes, writing, kids, other jobs, etc.)
  - Location (many do not come to campus unless teaching/attending class; once done w/ classes, might not come to campus at all)
  - Attitude (unwilling to look foolish in front of faculty, but might ask a librarian)
- They need us AND they will take help wherever/whenever they can get it
- They love it if you can share something new/novel that they can use to “wow” their profs/advisors
Flip side: Don’t friend undergraduates
• Faculty especially want to “hide” from undergrads online & won’t appreciate your FB account acting as a conduit for Friend requests
• It’s also a sanity-saver—there’s too many undergrads!

**Slide 8: Personal Examples**
Follow me or “Friend” me to see more:

@neddaahmed

https://www.facebook.com/nedda.ahmed

**Slide 9: Be Social**
How we can do it better #2: Be social.
Best practices article – 2007 – *Electronic Journal of Academic & Special Librarianship*
• Instructs readers to create a very professional FB profile.... NOOOOO!
We don’t care about being popular, but we should care about credibility and being invited to that “dinner party.”

Kirsten Johnson article – 2011 – in *Learning, Media & Technology*
• Found that professors who tweeted socially (self-disclosure) were perceived as being more credible by students.
• Sure, share library-related information. But share yourself too. Being too “market-y” is a turn-off. It’s also kind of unethical to have 2 profiles—the people you’re connecting with don’t. If you must separate, keep Twitter a little more professionally-oriented since there aren’t robust privacy settings.
• Definitions of privacy are changing.

**Slide 10: The Impersonal Personal**
How we can do it better #3: Don’t “overshare”--FILTER
• Practice the “impersonal personal” (Jason B. Jones *Chronicle of Higher Ed* (3/17/2011))
• Don’t post too much (“What I ate for breakfast”)
• Be careful about political postings or taking strong positions, although Art librarians are lucky in that many of us have political leanings similar to our grad students & faculty.
• ...But you don’t want to come off as too preachy
• Even when I post library stuff, I try to put my spin on it
• Some people are concerned about how various “circles” will interact. It’s been my experience that folks will interact, but that people won’t judge you if one of your friends makes a comment they disagree with. If you have one “friend” who continuously posts inflammatory remarks, you can either remove their comments, de-friend them, or adjust their level of access in your friend preferences. (this isn’t a factor on Twitter, since people only see tweets from people they’re following)

**Slide 11: What’s In It For Us?**
• Embeds you
• Connects you with people you might never meet
• Raises your profile on campus as a “go-to” person
• Real time, need-to-know reference
• Allows you to find out research interests, which might affect collection development decisions
• Builds your professional network
• Changes perceptions about librarians & what we do—this is important b/c grad students will go on to become faculty, our greatest allies & champions

FURTHER READING


