New Digital Media

Leadership Development Program

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Executive Summary

Colleges and universities are rapidly recognizing the power of new digital media and exploring its potential uses in higher education. During the past five years, social networking and Internet media have become the primary source of news and information for many people, particularly college students. Today’s undergraduates have grown up using the Internet in their daily to communicate, interact, learn and play.

New digital media describes the tools that people use to share content, socialize and network online through words, pictures and videos. Social media is about participation and interaction, creating two-way dialog through which people come together to create, share and discover information. The most popular forms of social media include Facebook, MySpace, YouTube, Flickr, Twitter, blogs and del.icio.us. A glossary of terms is provided in Appendix A of this report. For the purposes of this report, the terms new digital media, social media and social networking will be used interchangeably. The report does not address some new digital media technologies such as digital radio and television.

New digital media creates communities and cultures that value the authenticity of individual experiences and perspectives, and may challenge the validity of traditional sources of knowledge. The types of social media platforms, number of participants, and hours of engagement are growing rapidly. A report released April 22, 2009 from Nielsen Online, reported that “time spent on social networking sites surged 73 percent” in 2008. Email, the most popular online activity for over a decade, is being overtaken by new digital media. The Nielsen Online report found that in February 2009, “social network usage exceeded Web-based e-mail usage for the first time.”

As an educational institution, Cal State Fullerton must respond to advances in technology and to the changing behavior of our students and other constituencies. The President’s Administrative Board, tasked a team of participants in the Leadership Development Program with the following charge:

Examine the various types and sources of new digital media and recommend how CSUF can most effectively leverage this new media to create a positive impact for CSU Fullerton. In addition to ways in which the university can utilize this new media for marketing and other pro-active purposes, develop recommendations to assist CSUF in monitoring and responding to potential negative messages promulgated by other regarding CSUF.

This report describes the various types of new digital media with a focus on the most popular social media platforms; identifies and explains the current paradigm shift in communication and its import for mass communication; discusses how CSUF and other higher education institutions are using digital media, including both trends and exemplars; identifies opportunities for CSUF to use new digital media to advance the mission of the university; and discusses how CSUF may monitor and respond to potential negative messages about the university. The report concludes with recommendations at the organizational and operational levels for how the university may leverage new digital media for the benefit of Cal State Fullerton.
Project Objectives

- Examine the various types and sources of new digital media
- Provide recommendations for how CSUF can leverage this new media to create a positive impact for the university, including marketing and other pro-active purposes
- Propose recommendations for how CSUF may monitor and respond to negative messages about the university

Process

- Established a regular weekly face-to-face meeting time
- Created a timeline and task list
- Researched new digital media to inform ourselves about types and sources, higher education uses and trends, potential benefits and risks
- Created a Blackboard online community to share research and work
- Operated as a committee-of-the-whole, with shared leadership
- Regularly consulted with designated advisors and content experts, and updated the timeline and task list
- Interviewed key campus leaders about their experience, ideas and concerns with respect to new digital media
- Designed, conducted and analyzed a student survey and an alumni survey of new digital media habits
- Inventoried CSUF student organization and academic unit presence on popular social media platforms
- Analyzed our findings, developed recommendations, and integrated them into the final presentation and report

Key Findings

- New digital media has provided new technologies that enable two-way online dialog through which people create, share and discover information
- New social media users share content, socialize and network online through words, pictures and video
- New digital media has created new tools, new communities and new cultures
- New digital media has fostered a paradigm shift in communications in which (1) no single individual or authority controls the message, (2) to be heard and respected, one must participate in a community, and (3) individual perspectives and experiences are valued over traditional sources of knowledge and authority
- The types of digital media platforms, number of participants and hours of engagement are growing rapidly
- The university should approach the problem of negative messages as an opportunity to educate and, thus, use digital media to promote learning, free speech, dialog and ethical practice
- Colleges and universities are actively exploring how to use new digital media. Adoption is uneven and growing; there is much opportunity for innovation and leadership
**Recommendations**

Based on our research and findings, the New Digital Media team recommends that Cal State Fullerton leverage existing technology and digital media tools (i.e., Facebook, Twitter, YouTube, blogs, etc.) to further advance the mission and goals of the university. Our recommendations require no new funding, and may be successfully accomplished through campus-wide participation, collaboration, and integration of messaging.

1. **Embrace social media as an important communication tool that can be utilized effectively to advance the mission of the university.**

2. **Establish aggressive and coordinated university social media implementation plans that recognize the strategic advantage to be gained by a timely and strong social media presence.**

3. **Create a cross-functional working group facilitated by Strategic Communications to guide University social media efforts.**

4. **Support the development of high priority sponsored social media presences for core departments and audiences.**

**Conclusion**

New digital media provides rich opportunities for Cal State Fullerton to advance its mission and goals. We enthusiastically encourage the campus leadership to support development of a new digital media agenda. Cal State Fullerton has the opportunity to build on the university's strong information technology backbone and to employ new digital media to communicate and build relationships with our constituencies. Years ago our President, Dr. Milton Gordon, had the great vision and foresight to wire the campus. We believe it is now time to take his vision to the next level.

In the Leadership Development Program we have learned that campus leaders must consider diverse perspectives and weigh complex priorities in order to make the best decisions for the university. Whatever direction or actions the university leadership decides to support with respect to new digital media, we hope that our research and perspectives contribute positively to the project. Thank you for this opportunity to serve Cal State Fullerton.
Introduction

Colleges and universities are rapidly recognizing the power of new digital media and exploring its potential uses in higher education. During the past five years, social networking and Internet media have become the primary source of news and information for many people, particularly college students. Today's undergraduates have grown up using the Internet in their daily lives to communicate, interact, learn and play.

New Digital Media Group Charge

As an educational institution, Cal State Fullerton must respond to advances in technology and to the changing behavior of our students and other constituencies. The President's Administrative Board tasked a team of participants in the Leadership Development Program with the following charge:

Examine the various types and sources of new digital media and recommend how CSUF can most effectively leverage this new media to create a positive impact for CSU Fullerton. In addition to ways in which the university can utilize this new media for marketing and other pro-active purposes, develop recommendations to assist CSUF in monitoring and responding to potential negative messages promulgated by other regarding CSUF.

Scope of Report

This report describes the various types of new digital media with a focus on the most popular social media platforms; identifies and explains the current paradigm shift in communication and its import for mass communication; discusses how CSUF and other higher education institutions are using digital media, including both trends and exemplars; identifies opportunities for CSUF to use new digital media to advance the mission of the university; and discusses how CSUF may monitor and respond to potential negative messages about the university. We end our report with recommendations at the organizational and operational levels to assist the university in leveraging new digital media for the benefit of Cal State Fullerton.
Process
In the spring of 2009, our group utilized various strategies to explore the types and sources of New Digital Media, understand its impact on online behavior and communications, learn how new digital media is being used in higher education, and develop our ideas about how Cal State Fullerton can leverage new media to advance its mission as well as monitor and respond to negative messages about the university. A summary of our efforts is outlined below.

Overview
At our initial meeting we established a regular meeting time of Thursdays, 2:00 to 4:00 p.m. and created two sub-committees based on our charge. We also drafted a preliminary timeline and created a Blackboard site where we would compile our work. Over the months we met regularly with our Advisors. The initial sub-committee structure did not serve our needs, and we shifted to a shared leadership model. If our team had a motto, it might be “I can do that.” Each time we identified a new task, someone volunteered “I can do that.”

Online Research
Our first goal was to develop a strong understanding of new digital media. We reviewed current scholarly research in order to familiarize ourselves with new digital media and related issues. Our research and lively discussions led us to decide to limit our scope to the currently popular social media platforms, such as Facebook, MySpace, blogs, YouTube, etc. We use the terms new digital media, social media and social networking interchangeably.

We set out to identify best practices related to the use and monitoring of new digital media at exemplar institutions across the United States as well as the other campuses within the California State University system. Our bibliography and appendices demonstrate the fruits of this labor.

Interviews with Campus Stakeholders
Our group also conducted individual interviews with key campus stakeholders in order to learn more about their perspectives regarding how Cal State Fullerton should interact with new digital media. We interviewed the following individuals:

Pat Carroll, President’s Office. April 9, 2009
Robert Flores, Irvine Campus. March 27, 2009
Willie Hagan, Administration and Finance. April 17, 2009
Chuck Moore, Irvine Campus. March 27, 2009
Harry Norman, Extended Education. February 24, 2009
Michael Parker, President’s Office. March 4, 2009
We generally followed the list of questions below, allowing for free-flowing conversation and opportunities for new ideas to emerge.

1. What experience do you have personally with new social media (e.g. Web 2.0, Facebook, MySpace, YouTube, Twitter, Flickr, Blogs, etc.)?

2. What experiences has your unit or division had with new social media?

3. What opportunities do you believe new social media offers for your unit or division?

4. What issues do you believe new social media raises for your unit or division?

5. How much consensus exists in your unit on the use of new social media to support your mission and goals?

6. How much consensus do you believe exists around campus on the use of new social media to support the campus mission and goals?

7. What lessons has your unit or division learned about using new social media?

8. What do you see as desired outcomes of a new social media policy for Cal State Fullerton?

9. What other opportunities, issues or concerns do you think the campus should consider as we develop a policy about new social media?

**Survey of CSUF Students**

Our group thought it was also important to survey the current CSUF students to find out how the university might more effectively communicate using new digital media. A three-question survey was conducted from March 16 - 24, 2009. We distributed the online survey to approximately 1000 students, and received 271 responses. The sample was drawn from students living in the residence halls as well as student leaders from New Student Programs. The survey questions and results are included in E.

**Inventory of CSUF Digital Media Presence**

Having gathered data regarding the new digital media presence of other institutions of higher education within the US, our group also thought it was important to inventory the new digital media presence of Cal State Fullerton student clubs and organizations and departments and services. As a result, the Facebook, MySpace and YouTube presence of
237 student clubs and organizations as well as 105 departments and services was inventoried by student assistants in the office of New Student Programs. Appendix B of our report contains a detailed list of the groups inventoried as well as a summary of the new digital media utilized including a comparison of usage between student organizations and campus departments.
Findings

The Types and Sources of New Digital Media
New digital media describes the tools that people use to share content, socialize and network online through words, pictures and videos. This new media is about participation and interaction, creating two-way dialog through which people come together to create, share and discover information. The most popular forms of digital media include Facebook, MySpace, YouTube, Flickr, Twitter, blogs and del.icio.us. We have included a glossary of terms in the Appendix to this report.

Social media creates communities and cultures that value the authenticity of individual experiences and perspectives, and may challenge the validity of traditional sources of knowledge. The new digital media is perhaps best modeled by Brian Solis, co-founder of the Social Media Club and an leading blogger on the topic of social media, in “The Conversation Prism,” in which he tries to capture “the art of listening, learning and sharing” (Solis 2008).

The types of new digital media platforms, number of participants, and hours of engagement are growing rapidly. A report released April 22, 2009 from Nielsen Online, found that “time spent on social networking sites surged 73 percent” in 2008. Email, the most popular online activity for over a decade, is being overtaken by new digital media. Nielsen Online reported that in February 2009, “social network usage exceeded Web-based e-mail usage for the first time.” See Appendix C for a summary of recent Social Media Growth.

The Paradigm Shift
Technology has transformed how people communicate ideas and information, creating new opportunities for interaction and challenging traditional hierarchies. The Internet evolved from an information-age tool for the pursuit of scientific, mathematical, and military objectives, to a force for societal change. E-mail made the Internet personal and something anyone could use, which in small, tangible ways as well as subtle, far reaching ones changed the way we live, communicate, and interact with others (Hafner & Lyon, 1996, p.189).

The arrival of the World Wide Web made personal computers popular and made the Internet something accessible, usable, and empowering. In the last five years, the Internet opened the floodgates to a vast array of social networking site where members create profile pages, share information, and connect to others. (Li, 2007, Social Technographics Ladder). They interact by chatting, messages, video, blogging, games, contests, or group discussions (Fellow, 2010, p.14).

The Web flipped the media industry on its head and gave birth to a new and rapidly evolving network of global online channels that spawned new communications tools, approaches and communities. Tech became cool. The Internet also created a new set of influencers and, ultimately, inspired a new market for a higher caliber of communicators (Livingston with Solis, 2007, p.5). “Hyperlinks subvert hierarchy,” declared a group of Internet pioneers in Thesis 7 of on their online Cluetrain Manifesto (Levine, Locke, Searles & Weinberg, p. xii, iv).
The Internet was the beginning of the end for one-way communications. Monologue gave way to dialog. Social tools such as blogs, social networks, social bookmarks, podcasts, live casts, virtual worlds, new aggregators, microblogs, online video, and other forms of user generated content and the ecosystems that support them have created a global neighborhood of peer-to-peer influence (Livingston with Solis, 2007, p.9).

Many now believe that new digital media has democratized the Web. Users are producing, sharing, and conversing in and around traditional media in peer-to-peer communication—without being governed by editors or moderators. The interaction is turbocharged by what Doc Searls calls today’s Live Web (Searls, Dec. 9, 2005).

The fluid and changing social paradigm created by the Live Web includes the user as a social self, who is interested in others. Activity is social and interaction is participatory, a form of talk—which creates new forms and languages. Those new forms of communication include posts, comments, reviews, ratings, gestures and tokens, votes, links, badges and videos. And they can be stored, replicated, distributed, searched and decontextualized (Chan, n.d.).
The new communication paradigm and computer culture brought by digital media has taken a 180-degree turn from the Web's beginning—sometimes referred to as Web 1.0, which started in 1994 and ended in 2004. One blogger, Darren Barefoot (May 29, 2006), simply put it like this:

- Web 1.0 was about reading, Web 2.0 is about writing;
- Web 1.0 was about companies, Web 2.0 is about communities;
- Web 1.0 was about client-server, Web 2.0 is about peer to peer;
- Web 1.0 was about HTML, Web 2.0 is about XML; and
- Web 1.0 was about home pages, Web 2.0 is about blogs.

And add the following to that:

- Web 1.0 was about lectures, Web 2.0 is about conversation;
- Web 1.0 was about advertising, Web 2.0 is about word of mouth; and
- Web 1.0 was about services sold over the web, Web 2.0 is about web services.

To understand this paradigm shift and be successful in the era of new digital media, one must embrace two fundamental principles. First, no one controls the message within social networks. Second, one participates within a community. Corporate control of the message no longer exists in the new media environment. Social networks mirror human relationships. One can influence, shape and nurture them. In the new social media communication culture, people detest and even resent being controlled. However, they will listen and allow themselves to be influenced as long as one listens in return and takes their wants and needs into consideration. This means professionals cannot control media forms like they did in the past (Livingston with Solis, 2007, p.47). As early as 1999, the authors of *The Cluetrain Manifesto: The end of business as usual*, declared: "We want you to take 50 million of us as seriously as you take one reporter from *The Wall Street Journal* (Levine, Locke, Sears & Weinberger, 1999, p.xvii).

Geoff Livingston, a marketing strategist and nationally recognized blogger, says that the changes are a good thing. He argues that it is less about "giving up" and more about engaging. And to engage, one must stop and think about why he or she should be part of the conversation. Simply, Livingston says, social media makes the message more transparent and genuine (Livingston with Solis, 2007, p.48).

Perhaps an even greater paradigm shift is the notion of community and communicating within a community. Since the beginning of mass communication, the mass media have allowed everyone, from politicos to organizations, to broadcast their message to target audiences in a very controlled way. Simply, mass communication as we knew it in the twentieth century is dead. Instead of using a soapbox and dictating a message to an audience, communicators must take to the social media streets and interact with their community—one by one by one. Social media is built on a culture that incorporates community. Social media must create and represent social interaction and community where there are no social faces or interactions—only text, images, video, audio, and structured activities captured in media of re-presentation. Users behave according to what they believe is going on and what they believe matters to the audience. They establish a relation to the audience and community based on its users, themes, and identity (Chan, n.d.).
Digital media is being shaped by Generation Next, those between the ages of 18 and 25. It is a generation that grew up using technology, such as personal computers, cell phones and the Internet, as the standard way to communicate. They keep in touch with their friends by text messaging, instant messaging and email. They are the “Look at Me” generation, using social networking sites, such as Facebook, MySpace and Myyearbook (Pew Research Center, Jan. 9, 2007).

The types of digital media platforms, number of participants, and hours of engagement are growing rapidly. A news release April 22, 2009 from Nielsen Online summarizing the major findings of their 2008 surveys, reported that “time spent on social networking sites surged 73 percent” in 2008. Email, the most popular online activity for over a decade, is being overtaken by new digital media. The Nielsen Online report found that in February 2009, “social network usage exceeded Web-based e-mail usage for the first time.” The habits of teens, our future students, lead the way; the Pew Generations Online in 2009 research project found that 73 percent of teens reported using email in 2009, compared to 89 percent in 2004 (Pew Internet & American Life Project, 2009, p.6). Every generation, however, is joining the digital media world. For additional information on Generations on the Internet and the Adult Internet Population by Generation, please see the Appendix D to this report.

Digital media has radically transformed the ways people interact with information and with one another. Dr. Danah Boyd, Fellow at the Harvard Law School Beckman Center for Internet and Society, tells us: “Social media is here to stay. Now we just have to evolve with it” (2009, Feb. 26).

**New Digital Media In Higher Education**

Colleges and universities are beginning to study changes in how students communicate and access information. The UCLA Cooperative Institutional Research Program (CIRP) 2008 study found that 17 percent of first-year students nationally estimated spending six or more hours per week on these networks.

Closer to home, students and alumni of Cal State Fullerton actively use social media. Our New Media Group conducted an online survey which was distributed to about 1000 students. Of the 274 respondents, 86 percent reported having a profile on Facebook; 75 percent responded that they would be interested in communicating with CSUF through social networks. The New Digital Media Group also surveyed current alumni. Of the 460 respondents (7 percent return), 72 percent indicated that they used at least one type of digital media. 74 percent of alumni reported spending up to three hours per week on social media, and 11 percent estimated spending three to six hours. Almost 60 percent of the alumni respondents were interested in connecting to CSUF through digital media. We also inventoried social media presence among campus units. Currently 51% of the clubs and organizations at CSUF have a presence on at least one social media platform. Only 20% of academic units have a social media presence. Clearly there is a substantial gap between the digital behavior of our students and alumni and the new digital media communication opportunities available at the university. The complete reports from both surveys and the inventory are included in the appendix of this report.

Colleges and universities are actively exploring how to use digital media to communicate with their constituencies. Nora Ganim Barnes and Eric Mattson (2009) recently published the results of their
research on social media use by admissions offices. Based on 536 interviews of admission officers at four-year colleges and universities, the study revealed that social media use grew 24 percent in one year, from 61 percent in 2007 to 85 percent in 2008. Social networking was the most common platform (61 percent) followed by videoblogging (48 percent) and blogging (41 percent). Usage increased across all social media platforms studied—social networking, blogging, message boards, podcasting, videoblogging and wikis. In the study’s population, 78 percent of private schools have blogs compared to 28 percent of public schools. Some 40 percent of institutions not currently using social media plan to start a blog. Please refer to the Appendix G for a table that summarizes these findings.

Rachel Reuben (2008), in her study of 148 colleges and universities about the use of social media in higher education for marketing and communications, found that 54 percent indicated they have an official Facebook page, while 22 percent reported they have an official MySpace page. Some 60 percent have some form of blogs on their sites. In addition to social networks, she found that YouTube has gained popularity. More than half have of the institutions of higher learning that responded have an official presence on YouTube, which is primarily for recruiting purposes. Institutions also use video to deliver virtual tours of campuses, virtual visits to the dorms, and sample lectures from faculty.

The Ohio State University is currently a leader in adopting digital media for higher education uses. The OSU “Social (Media) Butterfly” site provides a gateway to their sponsored platforms, telling visitors:

> The Internet is no longer a one-way street, and at Ohio State, we’re taking advantage of the many opportunities to interact with students, faculty, staff, alumni and fans. We’re using YouTube, Facebook, and del.icio.us to give you another place to access the things you want.... ([www.ose.edu/features/2009/socialmedia/](http://www.ose.edu/features/2009/socialmedia/)).

The “Social (Media) Butterfly” connects visitors to the OSU’s Facebook site, YouTube channel, Wikipedia page and Flikr online photograph pool, del.icio.us account and Redesign blog. The Ohio State University Facebook page had 24,335 students when we visited the site on April 14, 2009; OSU student population is 61,659. OSU continues to build their digital media presence, inviting constituents to “… stay tuned, because the new osu.edu coming this fall will have even more ways for Buckeyes to interact online.” ([www.ose.edu/features/2009/socialmedia/](http://www.ose.edu/features/2009/socialmedia/)).

Whereas Ohio State has embraced a multi-platform media presence, other institutions have focused on developing strength on a particular platform. The University of California, Berkeley sponsors one of the most developed YouTube presences in higher education. Their dedicated channel includes sub-channels for courses, events, campus life, athletics and other specific content areas. In another approach, the Massachusetts Institute of Technology has transformed their Admissions Office web site into a portal. Prospective students visiting the MIT Freshman Student Admissions
web page are invited to join the MIT Admissions Web Portal and Community. The description explains: “Our site is maintained by twelve students and four admissions & financial aid staff members - please visit our blogs to learn more about us and suggest topics for future blog entries.” (http://www.mitadmissions.org/).

In the California State University system, new digital media use is distributed consistently but unevenly across the twenty-three campuses. Appendix H of this report includes a table that provides a comparative summary. MERLOT Voices, an interactive social media site, was launched in August 2008. MERLOT, the Multimedia Education Resource for Learning and Teaching Online, is a consortium of higher education institutions. Sorel Reisman, professor of Information Systems at CSU Fullerton, serves as its managing editor. The new MERLOT Voices provides a resource for instructors and students post and view comments, blogs and videos.

While our research identified much interest and some outstanding examples of the use of digital media in higher education, we discovered that most universities are in a relatively early stage of adoption of digital media. Cal State Fullerton has a unique opportunity to take a strategic approach with a campus-wide planning, collaboration and integration effort that addresses the needs of our key stakeholders (students, prospective students and faculty/staff, alumni, donors and potential donors).

Opportunities to Leverage New Digital Media

One of the charges provided to our group is to evaluate how Cal State Fullerton can leverage the new digital media for the university’s benefit. Through our research we have identified numerous opportunities to enhance the university’s communications efforts to key constituents and stakeholders (e.g. students, prospective students, prospective faculty/staff, alumni, donors and prospective donors).

Recent generations, as a whole, are familiar with using the Internet as a standard way of communicating. These generations, consisting of the Baby Boomers, Gen X and the Millennials, have experienced technology as a standard way of doing business, especially in the most recent years. The power of the Internet to communicate with interest groups and have become increasingly skeptical of most traditional marketing/communication tools.

Unlike traditional media, platforms such as Facebook and blogs enable participants to share, have a voice, and engage in discussions, activities and topics, thus making communication more authentic, democratic and engaging than traditional media. For the university to successfully utilize digital media, we must treat it as a means to establish dialogues rather than merely another tool to passively disseminate information.

The following are areas that can benefit from the use of digital media to enhance the effectiveness of our communications with key constituents and stakeholders.

• **Impact on Building Brand Equity**

The university should view digital media as a means to share ideas and open discussions. Because of the free flowing, organic nature of digital media, credibility is the most valuable asset CSUF must
establish to conduct any form of branding. Therefore, the university should promote discussions, be responsive and engage its various publics. Once credibility is established, CSUF can leverage digital media to maximize the additional opportunities. Our presence is these venues can positively contribute to shaping and strengthening desired brand attributes and moving toward our desired market position.

• **Recruitment**

The first thing prospective students do when they are interested in a university is research the institution online. Digital media offers a way to meet prospective students on their home turf, thereby creating and reinforcing a brand committed to personalized communication, efficiency and a forward-thinking mentality. If they are able to locate examples of positive, engaged interactions with CSUF they will be more likely to feel connected to the university and will experience a heightened desire to become a member of the actual campus community. Some other universities take advantage of this opportunity by creating blogs on their admissions site. This same method can also be used for the recruitment of potential faculty and staff.

• **Technologically advanced image**

As a university, CSUF strives to integrate advances in information and communication technologies into the classroom and work environments. This means our constituents (current students, prospective students, alumni, parents, media and other publics) will expect CSUF to have a legitimate sponsored presence on the most commonly used social networks. An active sponsored presence will positively affect perceptions of the university, enhancing trust and establishing CSUF as a forerunner in the implementation of new technologies. Daniela Bolzmann, a Communications major who has started her own social media consulting business, recently commented in the CSUF Twitter account: “I am proud to be @ a school that is embracing social media. Go Titans!” By not having a presence, we run the risk of being left behind by the universities who do pursue innovative ways to use digital media.

• **Promoting campus events**

During our information-gathering phase, we surveyed over 800 current students to find out how they are using digital media. Of the 270 respondents, 82 percent said that they would like to connect with CSUF, via social media, to learn more about campus events. It seems the old traditional flyers and posters are not garnering the attention of the students. Our students communicate more via word-of-mouth, and their version of word-of-mouth is text written on their social networking sites. Promoting campus events through digital media promises to be more effective, save printing costs and move us a step closer to lessening our carbon footprint.

• **New pedagogy**

Digital media presents unique opportunities for teaching and learning. During this era of learning centered models of education, digital media provides a new channel to communicate information and ideas to and among students. Using sites such as YouTube, faculty members may post their videotaped lectures and reach an even broader community than their classroom attendees. They
can use Facebook to create a “community” of all their class members and get feedback on student learning as well as disseminate valuable information such as the class syllabi, due dates for papers and additional resources for projects. When a social network is available, interactions between faculty and students become more frequent and less formal, thereby facilitating questions, dialog, and a greater diversity of points of view. At a university where learning is preeminent, digital media provides a valuable tool for enhanced learning opportunities.

• Disseminating time sensitive info

Many users of digital media pride themselves on being connected 24/7. If the university were to experience a large scale emergency which necessitates advising community members not to come to campus, delivering the message via digital media would aid in the speed of which the message is received.

• Responding to inaccurate information

One of the worries of using digital media is that individuals can and do occasionally post inaccurate and potentially damaging information. While individuals are entitled to expressing their personal opinions and sentiments, they do not have carte blanche to spread erroneous information. A sponsored digital media presence enables the university to actively provide information about its activities and to foster a community of supporters. The university should monitor social networking sites and respond to gross errors and uninformed rumors fairly quickly. Once a sponsored presence is established, a response can be made in a few clicks to the relevant communities and the record can quickly be set straight.

• Donor Cultivation and Relationships

Traditional fundraising often relies on direct mail, email and phone calls to garner support. Digital media, on the other hand, is a powerful tool to connect potential donors who have already expressed interests with the campus. By establishing a platform for donors and recipients to share information, provide testimonials and network with each other, an authentic discussion emerges which can be more engaging and salient than traditional scripted messages.

• Merchandising

Digital networks are capable of reaching many more potential customers that a stationary campus bookstore. Using digital media for advertising promotions offers an interactive forum for customers to review items, give testimonials and ask questions, all without needing to travel to the physical store location. Titan Shops is using Twitter to share information with interested customers and often will do “secret” sales that only “those in the digital know” learn about.

• Advocacy

The Obama presidential campaign is a case study of the power of digital media. There are many CSUF initiatives, community activities and campaigns that require support from our key constituents (e.g. budget rally). Using digital media as a means to facilitate a grassroots movement, CSUF can harness the influence and support of its community members.
• **Feedback/Customer Service**

Facebook and blogs encourage participants to raise questions and comments, and can provide immediate feedback on programs and services. If CSUF can respond in a timely manner, it further brands the university as providing good customer service and being accessible.

• **Faculty Expertise**

With blogging, our faculty members can promote and share their research to a wider audience; thereby showcasing the expertise housed in the university. For example, CSUF, in partnership with University of Florida, is one of the leading researchers in Prader-Willi and childhood obesity. By blogging, our faculty experts can share relevant information to colleagues, health professionals and parents.

The list above is not exhaustive. There are many more ways in which the university could benefit from the use of digital media and many more will be discovered as the technology and opportunities evolve. Currently, digital media seems to be a cost-effective and efficient way to reach our constituents. Students and alumni are already using these online communities to connect with others. It would behoove us to go where the students and alumni already are. Although this endeavor will not be free, digital media requires no major capital investment and staff may be redeployed from other communications activities to support the new media strategies. We recognize that we are in a budget crisis and a digital media initiative will require some investment in human and financial resources, however, we encourage our leadership to think along another line. As one of our interviewees perfectly stated, “Can we afford not to?”

**Responding to Negative Messages**

The third part of our charge asks us to “develop recommendations to assist CSUF in monitoring and responding to potential negative messages promulgated by others regarding CSUF.” Issues can arise in three broad sorts of situations. First, individuals can impersonate the university, either by default or by design. Recently CNN and the Coca-Cola Company found themselves in the embarrassing position of needing to acquire popular social media sites developed by fans using the companies’ trademark names (*Los Angeles Times* 4/20/09). Second, unhappy individuals can rapidly spread negative messages. In one case, disgruntled former employees of Domino’s Pizza used YouTube to post of themselves defiling a Dominos sandwich they were making. In less than three days, the video had been seen by over 550,000 people (*USA Today* 4/16/09). And third, individuals and institutions may be victims of “reputait” sites, online gossip mills like the now defunct Juicy Campus. These three areas—managing the university’s public image, unhappy constituents, and gossip networks—are not new issues; public affairs professionals deal with these problems all the time. Social networking platforms provide new channels, and challenge us to adapt our strategies to a new environment.

All universities manage their public image and institutional reputation, and that project must now extend to monitoring their online presence. A successful approach should consider the nature and culture of new social media, as well as institutional mission and goals, available policy and procedures, and logistical and budget practicalities.

New social media is participatory and interactive; members create communities, clusters and conversations. These networked interactions develop their own cultures and rules of engagement. To be listened to, an individual or institution must respect and follow the rules of the community. Messages made through digital media are permanent, searchable and infinitely reproducible, making negative statements and images particularly troublesome. Strong public policy in support
of free speech on the Internet and limited case law provide little protection against damaging
messages. Legal scholar Patricia Sanchez Abril (2009) explains: “Whether or not we participate in
online life, technology makes us all public figures in a way that had never been anticipated by
privacy law, the First Amendment, or the CDA [Communications Decency Act].”

Cyberspace, however, “is not a separate, law-free jurisdiction” (McDonald 2007). Current laws,
policies and procedures apply to illegal or inappropriate behavior whether conducted face-to-face
or online. John Beisner explains that “students aren’t doing anything [online] that they couldn’t just
as easily do in the middle of the quad” (Beisner, interview, Feb. 14, 2009). Relevant policies at Cal
State Fullerton include: Web Policy UPS 103.005 and Commitment to Civility UPS 100.006. (For
reference please see Appendices I and J of this report). These policy statements articulate legal and
ethical standards that govern content, authenticity and respect, and provide important guidance for
how to monitor and respond to negative distributed through any medium.

We find other guidance from our Cal State Fullerton Mission and Goals. The university Mission
establishes that “Learning is preeminent at California State University, Fullerton.” We should,
therefore, be mindful of our roles as educators as we consider how to monitor and respond to
negative messages about the university. Some of our university goals provide further direction:

- Establish an environment where learning and the creation of knowledge are central to
everything that we do.
- Affirm the university’s commitment to freedom of thought, inquiry and speech.
- Integrate knowledge with the development of values, professional ethics, and the
teamwork, leadership and citizenship skills necessary for students to make meaningful
contributions to society.
- Serve as a regional center for intellectual, cultural, athletic and life-long learning activities

The manner in which we monitor and respond to negative messages provides an opportunity for
the university to promote learning, free speech, constructive dialog and ethical practice.

**Current Monitoring Practices**

Barnes and Mattson’s study (2008) of Admissions Offices at 536 colleges and universities found
that just over half of the schools reported some form of digital media monitoring. Most practiced
manual monitoring that searched Google for the school name. The most active monitoring schools
tended to be high-priced private institutions that used multiple forms of digital media. While
commercial firms offer online reputation management and protection, colleges and universities
currently do not generally use these services.

For the past three years, Chief Information Technology Officer Amir Dabirian has received Google
Alerts to monitor negative messages about Cal State Fullerton. Google Alerts searches for key
words and phrases in News, Web, Blogs, Video and Groups and automatically sends an email
reporting results for a selected key term (http://www.google.com/support/alerts/). Dabirian
responds to gross misinformation by providing facts that demonstrate how the statement is untrue.
He also may contact a site to request that misinformation be removed, although that has not yet
been necessary for statements regarding CSUF (A. Dabirian, interview, March 3, 2009).

Campuses that use digital media to communicate with constituents must also consider how to
maintain and monitor institutionally sponsored social networking sites, blogs, etc. Barnes and
Mattson’s study (2008) found that from 2007 to 2008, the percentage of campuses with sponsored
social networking sites more than doubled from 29 percent to 61 percent, and the...
schools not using media dropped from 39 percent to 15 percent. Interestingly, the percentage of schools that monitor social media for negative messages increased only one percentage point, from 53 percent to 54 percent. Monitoring messages appears to be of less priority than establishing an official presence in social media communities.

Rachel Rueben’s July 2008 survey of 148 colleges and universities found that staff spent from one to four hours per week updating and monitoring each social media platform presence. Rob Flores at the Irvine Campus is responsible for monitoring their online Facebook presence. Launched in Summer 2008, the site had 109 participants as of March 27, 2009. Flores checks the wall, an open online discussion space, three to four times per day (R. Flores and C. Moore, interview, March 27, 2009). Flores’ work updating and monitoring falls within the one to four hours per week found by Reuben.

**Best Practices for Monitoring and Responding**

Cal State Fullerton, to effectively monitor and respond to negative messages about the university, can adapt its current policies and procedures and find new ways to achieve the mission and goals of the university.

**Educate the campus community**

All members of the campus community should understand the opportunities, benefits, risks and dangers of digital media. As an educational institution where learning is preeminent, Cal State Fullerton should proactively provide information and guidelines that help all members of the campus community make informed choices about how and when to use digital media. The university has many content experts in communications, sociology, politics and public policy, information technology, library science and other areas who can contribute to educating users about responsible use including the issues of information competency, copyright, libel, privacy, invasion of privacy, obscenity, indecency, “hacking, “cracking,” etc. By educating the campus community, the university will establish a solid foundation for responsible use of digital media.

**Foster a positive digital media culture**

Cal State Fullerton should secure domain names on current and emerging digital media platforms, and sponsor a university presence on popular and appropriate platforms where supporters of the university may interact. University sponsored sites will decrease opportunities for an individual or group to appropriate the university identity, and create an environment for an online community of friends and fans to develop. The participants on sponsored platforms can provide valuable feedback to the university, and provide a first-response to negative messages with which they disagree.

The university should also disseminate expectations for responsible use by developing appropriate user agreements and disclaimer statements. Current state and federal laws, available university policies, and best practice examples from Cornell University, Ohio State University, and the University of California at Los Angeles can provide valuable resources for the development of these statements.

**Actively listen to digital media**

Cal State Fullerton should actively listen to social sites in order to know what people are about the university, and monitor conversations with the potential to become damaging. This will allow the university to respond quickly and pro-actively to provide context, or correct gross misinformation.
or uninformed opinions. Negative messages should be approached as “teachable moments” and the urge to panic, police or regulate should be resisted. Cal State Fullerton’s goal should be to engage rather than to manage. Student workers can play an important role in following social media buzz about the university.

**Take the high road**

As a university Cal State Fullerton is committed to “freedom of thought, inquiry and speech.” Whether the interaction occurs in the quad or on the Internet, the university should support discussion and debate, respect diverse perspectives and err on the side of protecting free speech. Negative messages provide opportunities to correct gross misinformation, learn how the university is perceived by different stakeholder groups, and develop more effective ways to communicate and achieve our mission.
Recommendations

Based on our research and findings, the New Digital Media team recommends that Cal State Fullerton leverage existing technology and digital media tools (i.e., Facebook, Twitter, YouTube, blogs, etc.) to further advance the mission and goals of the university. Our recommendations require no new funding, and may be successfully accomplished through campus-wide participation, collaboration, and integration of messaging as outlined in the recommendations below.

1. Embrace social media as an important communication tool that can be utilized effectively to advance the mission of the university.

2. Establish aggressive and coordinated University social media implementation plans that recognize the strategic advantage to be gained by a timely and strong social media presence.

3. Create a cross-functional working group facilitated by Strategic Communications to guide University social media efforts.

Potential Working Group Members:

- Academic Affairs
- Academic Senate
- Administration and Finance
- Admissions and Records
- Alumni Association
- Associated Students (ASI)
- Athletics
- Emergency Management
- Extended Education
- Faculty Development Center
- Financial Aid
- Foundation (ASC)
- Information Technology
- Irvine Campus
- Library
- Parking and Transportation
- Public Affairs
- Strategic Communications
- Student Affairs
- University Outreach

Social Media Working Group Responsibilities:

- Collect and share best practices.
- Review existing campus policies and recommend modifications or new policies as needed.
- Establish a collaborative and integrated approach to maximize the delivery of our message.
- Recommend strategic coordination, use, and appropriate platforms.
• Develop guidelines for monitoring and responding to negative messages and inappropriate use.

• Monitor developing trends and advise campus leaders on new strategic applications.

• Recommend ways to educate the campus community about responsible use including the issues of information competency, copyright, libel, privacy, invasion of privacy, obscenity, indecency, “hacking, “cracking,” etc.

• Recommend ways to manage risks associated with new digital media use through disclaimers, expiration procedures, policies for redundant posts, etc.

4. Support the development of high priority sponsored social media presences for core departments and audiences.

• Assign Strategic Communications the responsibility of supporting and leading a campus-wide social media presence.

• Charge Strategic Communications with:

  o Partnering with key constituents to develop and implement plans to advance social media presence, including recommending strategic coordination, use, and appropriate platforms.

  o Providing training regarding social media platforms.

  o Developing policies and guidance regarding appropriate social media use and successful management, including monitoring comments/dialogues.

  o Guidance on the development of responsible use policies and disclaimer statements

  o Managing and monitoring comments/dialogues, including strategies to respond to inaccurate, redundant or inappropriate material
Conclusion

New digital media provides rich opportunities for Cal State Fullerton to advance its mission and goals. We enthusiastically encourage the campus leadership to support development of a new digital media agenda. Cal State Fullerton has the opportunity to build on the university’s strong information technology backbone and to employ new digital media to communicate and build relationships with key constituents. Years ago our president, Dr. Milton Gordon, had the great vision and foresight to wire the campus. We believe it is now time to take his vision to the next level.

In the Leadership Development Program we have learned that campus leaders must consider diverse perspectives and weigh complex priorities in order to make the best decisions for the university. Whatever direction or actions the university leadership decides to support with respect to new digital media, we hope that our research and perspectives contribute positively to the project. Thank you for this opportunity to serve Cal State Fullerton.
Bibliography


Horovitz, Bruce. (2009, April 16). Domino’s nightmare holds lessons for marketers. USA Today online.


Acknowledgements

The New Digital Media Group expresses its appreciation to the following individuals and groups who supported our personal and collective professional development. Your expertise, support and good humor contributed inestimably to whatever success we have achieved. We look forward to applying and further developing what we have learned in the Leadership Development Program and to becoming better leaders in service to the mission and goals of California State University, Fullerton,

The Leadership Development Academy

New Digital Media Advisors
Naomi Goodwin, Division of Administration and Finance
Owen Holmes, Public Affairs and Government Relations

Subject Matter Expert
Chris Bugbee, Public Affairs

John Beisner, Risk Management
Patrick Carroll, President’s Office
Jeff Cook, Strategic Communications
Susan Cooper, Irvine Campus
Amir Dabirian, Division of Information Technology
Rob Flores, Irvine Campus
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Pamela Hillman, University Advancement
Shari McMahan, Academic Senate
Chuck Moore, Irvine Campus
Kandy Mink Salas, Student Affairs
Harry Norman, University Extended Education
Edgar Trotter, Academic Programs
Dawn Valencia, Admissions and Outreach
Appendix

Appendix A - Glossary of Terms

Badge – An image, usually squared and displayed on a blog, which signifies the blogger’s participation in an event, contest, or social movement.

Blog Post/Entry – Content published on a blog. Entries may include pictures or embedded videos and links URLs for online sources used.

Blogroll – An assembly of blog URLs – blogs that the blogger reads regularly – displayed at the sidebar of the blog.

Blogs – A website where individual(s) provide entries of any type of content from video and podcasts to traditional text and photos in order to inform or create discussions; presented in reverse chronological order.

Boardreader – An aggregator of message boards and forum discussions.

Comments – Replies or opinions in reference to the topic at hand; usually left on blog posts.

Compete – Provides web analytics (i.e. unique monthly visitors to the site) and enables people to compare and contrast up to 5 different sites at a time.

“Do-good” networks – Online communities aimed at making the world a better place.

Groundswell – A social trend in which people use technologies to get the things they need from each other, rather than from traditional institutions like corporations. (Charlene Li and Josh Bernoff, Groundswell, pg. 9)

Hyper-local community – A group of people from a specific location who interact in online communities and use social media tools.

Influencer – A person specialized in a specific subject matter and highly recognized in an online community that has the ability to sway others’ thoughts; key influencers are seen as references or for assistance on specific subject matters.

Message Boards/Forums – An online discussion site; people looking to discuss particular issues or needing support post threads (a message) on the forum or message board in hopes to gain more information or start a conversation.

Micro-blogging – A form of blogging where the entries/posts are limited to a certain amount of characters or words, i.e. Twitter.

Micro-philanthropy – Donating in small amounts ($1, $5, $10, $20).

Multimedia – Media and content in different forms such as videos, pictures, etc. Examples include YouTube and Flickr.
Online community – a group of people using social media tools and sites on the Internet

Platform – the framework or system within which tools work; That platform may be as broad as mobile telephony, or as narrow as a piece of software that has different modules like blogs, forums, and wikis in a suite of tools. As more and more tools operate “out there” on the web, rather than on your desktop, people refer to “the Internet as the platform”. That has advantages, but presents challenges in learning lots of different tools, and getting them to join up. (socialmedia, A-Z of social media)

Podcasts – Online audio or visual recordings syndicated on the Internet and available to download to portable media players such as an iPod

Quantcast – Used to measure the amount of traffic a URL receives, as well as data about the readership (demographics, psychographics, etc.)

RSS Feed – Really Simple Syndication; a system that generates frequently updated information from a site (i.e. blog posts, online articles)

Reader – Aggregates information from RSS Feed into one site

Search Engine Marketing (SEM) - Is a form of Internet marketing that seeks to promote websites by increasing their visibility in search engine result pages (SERPs). According to the Search Engine Marketing Professional Organization, SEM methods include: search engine optimization (or SEO), paid placement, contextual advertising, and paid inclusion (Wikipedia, Search Engine Marketing)

Search Engine Optimization (SEO) – Is the process of improving the volume and quality of traffic to a web site from search engines via “natural” (“organic” or “algorithmic”) search results. (Wikipedia, Search Engine Optimization)

Sentiment – A level of assessment that determines the tone of an article, blog post, a company, etc.; usually positive, negative, or neutral

Social Bookmarking – A method for people to search, organize, store and share items (i.e. blog posts, online articles, pictures, etc.) of interest using the item’s URL

Social Media – A term used to describe tools and platforms people use to produce, publish and share online content and to interact with one another. Social media tools include blogs, podcasts, videos, microblogs, wikis, etc.

Social Networking Sites – Large sites that host multiple communities comprised of people with profiles who have with similar interests. These sites offer a place where people engage with one another online and share content. Example communities include:

Facebook – An online community for people to connect or re-connect with others. Enables people to share videos, pictures and information about themselves. One of the fastest growing social networks of the past two years.
LinkedIn – A professional online community used to network with fellow professionals; an online resume sharing site

MySpace – A site where people can meet others with similar interests, creating online communities by sharing videos, photos, and personal information

Friendfeed – enables you to keep up-to-date on the web pages, photos, videos and music that your friends and family are sharing. It offers a unique way to discover and discuss information among friends (FriendFeed About Section)

YouTube – An online site for uploading and discussing videos; Videos can also be embedded from YouTube onto other social media sites such as blogs or social networks

Flickr – Online site for storing, sharing and commenting on photos

Twitter – A micro-blogging community where posts and links are 140 characters or less

Tweet – The post/entry made on Twitter

Hashtag – Similar to regular tags, these are keywords associated and assigned to an item of content with a hash mark (#) attached to the front of the word. Hashtags make it easier to follow a topic of interest discussed on Twitter

Twitter Search – A search engine that filters out real-time tweets

Tags – a keyword or term associated and assigned to an item of content (i.e. blog post, video, photo, etc.). Usually added to an item of content to enhance search engine optimization and make it content easier to organize and find

Technorati Authority – Used to determine the number of times a keyword or URL are mentioned and linked in blogs

Webinar – An online seminar

Web 2.0 – Is the business revolution in the computer industry caused by the move to the Internet as a platform, and an attempt to understand the rules for success on that new platform – Tim O’Reilly

Widget – A mini application that performs a specific function and connects to the Internet

Wiki – Webpage(s) used to collect content about a topic. Anyone with access to the page(s) can edit or modify the information

Source: http://www.livingstonbuzz.com/2009/02/24/social-media-glossary/
Appendix B - Social Media Networks Used by the CSUF Community

Social Networks Used by the CSUF Campus Community

N = 19 of 105 CSUF departments and services surveyed in the spring of 2009
N = 121 of 237 CSUF student clubs and organizations surveyed in the spring of 2009
Appendix C - Recent Social Media Growth

THE BIG STORY: SOCIAL MEDIA

The meteoric growth in social media is the single most significant story in the online media space today. As we discussed on page 5, the numbers speak for themselves: the continuing growth in audience and engagement are like the bullet train that could.

On the other hand, the implications of the social media phenomenon for marketers and publishers far outweigh the impressive metrics. The world’s leading marketers are realizing that at the heart of the social media movement lies a method to transform the manner in which brands communicate with their consumers. We may be on the cusp of a disintermediation that the advertising world hasn’t yet experienced.

What the Numbers Show

Social networking sites (“Member Community” sites) eclipsed E-mail in global reach at 68.4% vs. 64.8% in February 2009. And even more significant, in only the first few months of 2009, the reach of these sites is growing at a brisk pace, faster than any other online sector (Exhibit 14).

Country-by-Country Growth

It is also intriguing to note how quickly this phenomenon is growing on a country-by-country basis. The reach is highest in Brazil (80%) but growing fastest in Germany (from 39% to 51% in one year). Growth is also brisk in the U.K. and Italy (Exhibit 15).

Most Popular Sites by Country

While Facebook is gaining significant momentum just about everywhere, other sites appear to have a lock on social networking preferences in several countries. For example: Orkut rules the roost in Brazil, Mii is the leader in Japan, and Stayfriends, War-kent-won and StudiVZ are currently the top three social networking sites in Germany.

Twitter: The Newest Big Thing

The steady upward march of micro-blogging site Twitter will likely be the biggest online media story this year. Exhibit 16 takes an interesting look at the relative buzz about the big three social networking sites: MySpace, Facebook and Twitter. Conversations around Facebook surpassed MySpace in late 2008 and early 2009, while conversations around Twitter surpassed Facebook during March and appear to be stretching their lead in the year ahead.

Appendix D - Adult Internet Population by Generation

The biggest increase in internet use since 2005 can be seen in the 70-75 year-old age group. While just over one-fourth (26%) of 70-75 year olds were online in 2005, 45% of that age group is currently online. Much as we watch demographic and age groups move up in “degrees of access” on our “thermometers,”1 we can probably expect to see these bars become more level as time goes on. For now, though, young people dominate the online population.


Instant messaging, social networking, and blogging have gained ground as communications tools, but email remains the most popular online activity, particularly among older internet users. Fully


Appendix E - Survey of CSUF Students Social Media Use

Communicating Using Digital Media Survey

This survey was conducted to find out how Cal State Fullerton might use new digital media to communicate more effectively with students.

Committee members:
- Toni Better
- Anthony Fellow
- Rommel Hidalgo
- Larry Martin
- Nancy Page-Fernandez
- Shamette Underdue
- Mishu Vu
- May Wong

The survey was launched on March 16, 2009, opened one week, and closed on Tuesday March 24, 2009 with 271 responses summarized below.
### Communicating Using Digital Media

#### Results Overview

Date: 3/24/2009 9:56 AM PST  
Responses: Completes  
Filter: No filter applied

1. Which of the following media do you use regularly? Select all that apply.

<table>
<thead>
<tr>
<th>Media</th>
<th>Use Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook</td>
<td>230 (66%)</td>
</tr>
<tr>
<td>MySpace</td>
<td>146 (55%)</td>
</tr>
<tr>
<td>Twitter</td>
<td>10 (7%)</td>
</tr>
<tr>
<td>LinkedIn</td>
<td>4 (2%)</td>
</tr>
<tr>
<td>YouTube</td>
<td>144 (54%)</td>
</tr>
<tr>
<td>Flickr</td>
<td>13 (5%)</td>
</tr>
<tr>
<td>A blog site</td>
<td>20 (11%)</td>
</tr>
<tr>
<td>Other, please specify</td>
<td>19 (7%)</td>
</tr>
</tbody>
</table>

2. Would you be interested in connecting with Cal State Fullerton through these social networks?

<table>
<thead>
<tr>
<th>Interest</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>202</td>
<td>75%</td>
</tr>
<tr>
<td>No</td>
<td>68</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>270</td>
<td>100%</td>
</tr>
</tbody>
</table>

3. If so, for what purpose(s) would you like to connect to Cal State Fullerton through social media? Select all that apply.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Lectures (Audio, Video, Notes, Syllabi)</td>
<td>136</td>
<td>61%</td>
</tr>
<tr>
<td>Campus Employment (Internships, Career Resources)</td>
<td>146</td>
<td>65%</td>
</tr>
<tr>
<td>Student Life Activities (Clubs, Organizations, Leadership Opportunities, Community Service)</td>
<td>177</td>
<td>79%</td>
</tr>
<tr>
<td>Campus Events (Athletics, Public Announcements)</td>
<td>183</td>
<td>82%</td>
</tr>
<tr>
<td>Campus Updates (News, Emergency Information, Parking)</td>
<td>152</td>
<td>68%</td>
</tr>
<tr>
<td>Informational Reminders (Registration, Financial Aid Deadlines)</td>
<td>151</td>
<td>68%</td>
</tr>
<tr>
<td>Other, please specify</td>
<td>3</td>
<td>1%</td>
</tr>
</tbody>
</table>

Thanks for your opinions.
1. Which of the following media do you use regularly? Select all that apply.

<table>
<thead>
<tr>
<th>#</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Digg</td>
</tr>
<tr>
<td>2</td>
<td>latimes.com pitchforkmedia.com nytimes.com</td>
</tr>
<tr>
<td>3</td>
<td>toysoldiersunite.com</td>
</tr>
<tr>
<td>4</td>
<td>Perez Hilton</td>
</tr>
<tr>
<td>5</td>
<td>fullerton.edu</td>
</tr>
<tr>
<td>6</td>
<td>yahoo</td>
</tr>
<tr>
<td>7</td>
<td>ehow</td>
</tr>
<tr>
<td>8</td>
<td>Comcast.net</td>
</tr>
<tr>
<td>9</td>
<td>e-mail, cell phone</td>
</tr>
<tr>
<td>10</td>
<td>tumblr, blogger, livejournal</td>
</tr>
<tr>
<td>11</td>
<td>none</td>
</tr>
<tr>
<td>12</td>
<td>ign</td>
</tr>
<tr>
<td>13</td>
<td>surftireel.com</td>
</tr>
<tr>
<td>14</td>
<td>Gamespot; Deviant Art; Media Fire</td>
</tr>
<tr>
<td>15</td>
<td>Deviantart</td>
</tr>
<tr>
<td>16</td>
<td>mysoju.com</td>
</tr>
<tr>
<td>17</td>
<td>email</td>
</tr>
<tr>
<td>18</td>
<td>yahoo</td>
</tr>
<tr>
<td>19</td>
<td>gmail</td>
</tr>
</tbody>
</table>

3. If so, for what purpose(s) would you like to connect to Cal State Fullerton through social media? Select all that apply.

<table>
<thead>
<tr>
<th>#</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Scholarship Opportunities</td>
</tr>
<tr>
<td>2</td>
<td>i wouldn’t.</td>
</tr>
<tr>
<td>3</td>
<td>Housing info/events</td>
</tr>
</tbody>
</table>
Appendix F - Social Media Use by CSUF Alumni

Non- aol.com @Fullerton subscribers

Emails Delivered: 38,935
Emails Opened: 5,753
Survey Responders: 398

<table>
<thead>
<tr>
<th>Question/Answer</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have a profile or account on any of the following: Facebook, MySpace, my blog site, Twitter, LinkedIn, YouTube, or Flickr?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>299</td>
<td>74.4%</td>
</tr>
<tr>
<td>No</td>
<td>101</td>
<td>25.6%</td>
</tr>
<tr>
<td>Which do you use often or prefer to use? (Choose all that apply.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facebook</td>
<td>234</td>
<td>58.8%</td>
</tr>
<tr>
<td>MySpace</td>
<td>55</td>
<td>16.3%</td>
</tr>
<tr>
<td>Twitter</td>
<td>28</td>
<td>9.5%</td>
</tr>
<tr>
<td>LinkedIn</td>
<td>111</td>
<td>27.9%</td>
</tr>
<tr>
<td>a blog site</td>
<td>19</td>
<td>4.8%</td>
</tr>
<tr>
<td>YouTube</td>
<td>44</td>
<td>11.1%</td>
</tr>
<tr>
<td>Flickr</td>
<td>14</td>
<td>3.5%</td>
</tr>
<tr>
<td>On average, how many hours do you spend on social network sites each week?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-1 hour/week</td>
<td>162</td>
<td>46.5%</td>
</tr>
<tr>
<td>1-3 hours/week</td>
<td>112</td>
<td>28.1%</td>
</tr>
<tr>
<td>3-6 hours/week</td>
<td>47</td>
<td>11.8%</td>
</tr>
<tr>
<td>6 or more hours/week</td>
<td>48</td>
<td>10.1%</td>
</tr>
<tr>
<td>What is your age range?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20-30</td>
<td>122</td>
<td>30.7%</td>
</tr>
<tr>
<td>31-40</td>
<td>91</td>
<td>22.9%</td>
</tr>
<tr>
<td>41-50</td>
<td>89</td>
<td>22.4%</td>
</tr>
<tr>
<td>51-60</td>
<td>59</td>
<td>14.8%</td>
</tr>
<tr>
<td>61 or above</td>
<td>33</td>
<td>8.3%</td>
</tr>
</tbody>
</table>

Would you be interested in connecting with Cal State Fullerton through these social networks?

<table>
<thead>
<tr>
<th>Answer</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>259</td>
<td>62.8%</td>
</tr>
<tr>
<td>No</td>
<td>144</td>
<td>36.2%</td>
</tr>
</tbody>
</table>
AOL.COM-only @Fullerton subscribers

Emails Delivered: 10,320

Emails Opened: 860

Survey Responders: 62

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### Email Summary: Current as of 3/12/2009 12:30:24 PM

- **Name:** 03 @Fullerton Mar 2009 aol.com
- **Subject:** Cal State Fullerton Alumni Newsletter @Fullerton March 2009
- **Date Sent:** 3/6/2009 6:33:00 PM
- **List(s):**

---

### Survey Details

#### Question/Answer

<table>
<thead>
<tr>
<th>Answer</th>
<th>Yes</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have a profile or account on any of the following: Facebook, MySpace, any blog site, Twitter, LinkedIn, YouTube, or Flickr?</td>
<td>38</td>
<td>25</td>
<td>58.1% 40.3%</td>
</tr>
<tr>
<td>Which do you use often or prefer to use? (Choose all that apply.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facebook</td>
<td>30</td>
<td>48.4%</td>
<td></td>
</tr>
<tr>
<td>MySpace</td>
<td>9</td>
<td>14.5%</td>
<td></td>
</tr>
<tr>
<td>Twitter</td>
<td>3</td>
<td>4.8%</td>
<td></td>
</tr>
<tr>
<td>LinkedIn</td>
<td>5</td>
<td>9.7%</td>
<td></td>
</tr>
<tr>
<td>a blog site</td>
<td>2</td>
<td>3.2%</td>
<td></td>
</tr>
<tr>
<td>YouTube</td>
<td>11</td>
<td>17.7%</td>
<td></td>
</tr>
<tr>
<td>Flickr</td>
<td>0</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>On average, how many hours do you spend on social network sites each week?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-1 hour/week</td>
<td>30</td>
<td>48.4%</td>
<td></td>
</tr>
<tr>
<td>1-3 hours/week</td>
<td>16</td>
<td>25.8%</td>
<td></td>
</tr>
<tr>
<td>3-6 hours/week</td>
<td>7</td>
<td>11.3%</td>
<td></td>
</tr>
<tr>
<td>6 or more hours/week</td>
<td>4</td>
<td>6.5%</td>
<td></td>
</tr>
<tr>
<td>What is your age range?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29-30</td>
<td>13</td>
<td>21.0%</td>
<td></td>
</tr>
<tr>
<td>31-40</td>
<td>15</td>
<td>24.2%</td>
<td></td>
</tr>
<tr>
<td>41-50</td>
<td>6</td>
<td>9.7%</td>
<td></td>
</tr>
<tr>
<td>51-60</td>
<td>12</td>
<td>21.0%</td>
<td></td>
</tr>
<tr>
<td>61 or above</td>
<td>11</td>
<td>17.7%</td>
<td></td>
</tr>
<tr>
<td>Would you be interested in connecting with Cal State Fullerton through these social networks?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>30</td>
<td>48.4%</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>31</td>
<td>50.0%</td>
<td></td>
</tr>
</tbody>
</table>
Appendix G - Social Media Use by Admissions Offices at Four-Year Colleges and Universities

Appendix H - Comparative Summary of Social Media use in the CSU

<table>
<thead>
<tr>
<th>Campus</th>
<th>Facebook</th>
<th>MySpace</th>
<th>YouTube</th>
<th>Twitter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fullerton</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Fresno</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Long Beach</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Northridge</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Pomona</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sacramento</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>San Diego</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>San Francisco</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>San Jose</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>San Luis Obispo</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

* A page or profile exists, but not clear if it's sponsored by the university
Appendix I – CSUF UPS 103.005 - Web Policy

UPS 103.005
WORLD WIDE WEB POLICY

I. Purpose
California State University, Fullerton recognizes the importance of the Internet as a means to provide information about its programs and services, support its Mission & Goals and provide access to informational resources for study and research. This Policy is intended to promote use of the Internet as a publishing medium by clarifying the responsibilities of authors and providing guidelines for the production of accurate, useful and attractive web sites that enhance the university’s standing in the global academic community.

II. Guidelines for All Web Sites
A. The following guidelines apply to any web site housed on a university-controlled server or within the fullerton.edu domain.

1. All content must comply with all applicable federal, state and local laws, including those addressing copyright, trademark, libel, harassment, child pornography and obscenity. All content must also comply with all applicable California State University system and university policies, procedures and regulations.

2. It is the policy of the CSU to make information technology resources and services accessible to all CSU students, faculty, staff and the general public regardless of disability. This policy is premised on federal and state laws including but not limited to Section 504 of the 1973 Rehabilitation Act; the Americans with Disabilities Act of 1990; Section 255 of the Telecommunications Act of 1996; and California Government Code 11135 of 2003 which applies Section 508 of the Rehabilitation Act as amended in 1998 to the CSU, as well as CSU Executive Order 926 and Coded Memranandum AA-2006-41.

3. All web pages must conform to the web accessibility principles set forth in the World Wide Web Consortium’s (W3C) Web Content Accessibility Guidelines 1.0.

4. If a web site utilizes a link to a site not within the fullerton.edu domain, the following disclaimer must appear prominently on the site at least once:

---

1 42 USC 12112.

UPS 103.005
Effective Date: 4-4-07
Appendix J – CSUF UPS100.006 – Commitment to Civility

UPS 100.006

A COMMITMENT TO CIVILITY AT CSUF

As members of the University community, we are committed to ensuring an environment where learning and the creation and dissemination of knowledge are foundational goals and where freedom of speech and expression is viewed as an essential characteristic of a community of scholars. To reach these goals it is imperative that we foster a climate where civility is valued, appreciated, and expected and where all members of the community are treated with dignity, respect, and care.

"Civility" comes from the Latin noun *civilitas* which has several meanings - namely "citizenship," "the body of citizens," "the city-state," "friendliness," "affability," and "geniality," - and, thus, may be equaled with courtesy—a style and manner that elevates human interaction and discourse. Civility is apparent when we are aware of the impact that our communications, practices, and behaviors have on others and when we acknowledge each person’s worth, cultural perspective and unique contributions to the community.

Establishing a civil climate is a shared responsibility of all community members – students, faculty, staff, and administrators. Civility is the expression of respect for others and for the tasks we share. It is best modeled through a willingness to listen to alternative views, respecting diversity and encouraging ideas. It is our belief that differences of opinion should reside within a framework of respectful discourse and lead to mutual understanding.

Therefore, we believe that civility is a cornerstone of our university mission and values, and we reaffirm our commitment to civility on the campus—both inside and outside the classroom. We will both individually and collectively strive to treat each other with dignity, respect, and care in all of our interactions.

**EFFECTIVE DATE:** April 28, 2006

UPS 100.006
Effective Date: 4-28-06