NACM SOCIAL MEDIA PLAN
SUBCOMMITTEE REPORT AND RECOMMENDATIONS

BACKGROUND

The NACM Social Media Subcommittee was tasked with reviewing NACM's current use of social media. In addition, the Committee was to explore opportunities for social media usage, coordinate with the NACM Website Committee regarding social media and develop a Social Media Plan for NACM which was presented at the July 2010 conference.

SOCIAL MEDIA AT A GLANCE?

Social media and Web 2.0[1] are general terms encompassing user generated content that is designed to be disseminated through virtual social interaction. Social media uses web-based technologies that are accessible and able to transform people from content users to content producers. The social media technologies currently utilized by NACM are Twitter, Facebook, LinkedIn and YouTube.

Twitter

Twitter is a privately funded startup in California which "opened its doors" in 2006. Twitter has grown into a real-time short messaging service that works over multiple networks and devices worldwide. 'Tweets' are 140 character messages posted to the author's page and delivered to their 'followers'. Users can restrict access or allow open access. Twitter has been used for relaying real time information during political campaigns, legal proceedings, in education, emergencies, and to survey opinions.

Facebook

Facebook is a privately held social networking website launched in 2006. After a user has registered on Facebook they can connect with friends through networks based on demographics, schools, workplace or interests and share messages, photos, and other content. Users can restrict access or allow open access. Facebook also allows users to create groups around common interests that can be joined by both members and non-members. These groups can be used for discussion on specific topics or relaying information about current events through its discussion boards, recent news and other content portals.

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[1] Web 2.0, the second phase in the Web's evolution, also called the wisdom Web, people-centric Web, participative Web, and read/write Web. Web 2.0 harnesses the Web in a more interactive and collaborative manner, emphasizing peers' social interaction and collective intelligence, and presents new opportunities for leveraging the Web and engaging its users more effectively.

LinkedIn

LinkedIn is a business oriented social networking site that was founded in 2002. The purpose of the site is to allow registered users to maintain a list of contact details of people or connections that they know and trust in business. This list of connections can then be used in a number of ways:

- A contact network is built up consisting of their direct connections, the connections of each of their connections (termed *second-degree connections*) and also the connections of second-degree connections (termed *third-degree connections*). This can be used to gain an introduction to someone a person wishes to know through a mutual, trusted contact.
- It can then be used to find jobs, people and business opportunities recommended by someone in one's contact network.
- Employers can list jobs and search for potential candidates.
- Job seekers can review the profile of hiring managers and discover which of their existing contacts can introduce them.

LinkedIn also allows members to form groups based on any common interest which allows connections on a more personal basis.

YouTube

YouTube is a video sharing website that allows users and/or subscribers to upload and watch a variety of videos for free. With over 3 billion videos currently cataloged, YouTube has become the go-to website for informational videos and marketing presentations. Although it began as an amateur publishing platform for personal videos, it has now progressed into a cutting edge media warehouse that a variety of large, traditional companies are using for marketing opportunities or as a forum for constant information push.

YouTube can be used in a number of ways:

- A customized YouTube channel with logos, specific colors and informational links allows organizations to push their brand and easily add a series of videos that can be viewed by single content videos or as an organized continuous playlist. A customized channel also gives viewers an option to subscribe to your content with the click of a button.

- YouTube assists organizations in promoting videos that are quick, simple and engaging without the use of expensive equipment. For optimal viewing results, it is recommended that videos are 2-4 minutes in length.

- Organizations can establish public trust and confidence and call subscribers to action by providing an opportunity for viewers to engage with a specific initiative. This concept may extend to conferences, other training programs or instructional guides.

- Organizations are able to create more data driven decisions regarding important content by using built-in reporting and analytics tools, which provides a quick snapshot of viewing results. The information is available within a specified "My Reports" section of the user dashboard. Users can track the number of views, the demographics of the viewers, and also identify how specific videos are found.

SOCIAL MEDIA AND NACM

The Subcommittee believes that social media is a relevant tool that NACM should utilize to realize its goals. In the Social Media Action Plan below the subcommittee has outlined the organization's goals and the social media tool(s) that fit those goals. Each of the social media tools highlighted above has certain purposes and strategies associated with them (some overlap) as well as tools and tactics for measuring their efficacy.

The Subcommittee has also agreed on certain policies that NACM should adopt surrounding the use of social media:

1. NACM will place appropriate messages and information online using social media outlets.
2. NACM members shall comply with the NACM Code of Conduct when placing content on NACM social media sites
3. NACM maintains organizational groups within Facebook, LinkedIn, and YouTube that are the responsibility of the website committee
4. NACM maintains an organizational account for Twitter
5. Each social media tool should have a NACM website committee member as the moderator.
   This person will be responsible for adding certain appropriate content to their respective tool as well as encouraging other members to post information to their tool. The moderator may remove slanderous comments or postings from their tool after notifying the Chair of the Website committee without prior approval; however, if a comment or posting isn't immediately identifiable as slanderous, the moderator will notify the social media subcommittee via email of the content for a subcommittee decision on its removal.
6. NACM's social media tools will be open to all who request to join
   You do not have to be a NACM member to utilize the social media tools.
7. Links or widgets to the social media tools should be posted on the NACM website
8. A link to NACM's website and/or registration page should be located within the social media tool if practicable.
9. The NACM logo should be located within the social media tool if practicable.
10. The Social Media Subcommittee should determine if certain postings should be made to the social media tools at specific intervals during the year related to news, information or conferences.

NACM should strive to offer its membership informational materials related to the use of social media including, but not limited to "How To" guides, information sessions at the annual and midyear

conferences and through the utilization of tools during conferences to convey information and help the membership become more comfortable with the use of social media.

SOCIAL MEDIA ACTION PLAN

Connecting Social Media to Your Organizational Goals

Organization Drivers	Goals
Members	Develop and improve leadership in the judicial system and the leadership qualities of court managers; Promote the interdependence of court managers and judges; Encourage fellowship, a network, and a sense of unity among NACM members; Recognize the diversity of NACM's membership and encourage broad participation in NACM governance and activities.
Education	Promote and encourage the continuing education opportunities of court managers; Educate the public on the role and importance of courts.
Brand	Enhance public access to the courts; Enhance and improve NACM publications and related activities; Enhance NACM's organizational vitality through a continuing review process and a focus on the future for courts.

Design a Content Review Strategy

What to Follow	Specific to Your Organization
Industry trends	Judicial independence, Non-partisan judicial elections, court administration
Key words and search terms	Same as trends
Influencers to follow	Bureau of Justice Statistics, State Justice Institute, National Center for State Courts

Revision Date: June 2013

Selecting the Tools to Fit Your Goals

Tool	Purpose and Strategy	Rank Priority (from 1-3) Focus on 1 and 2
Twitter	Headlines, engage, solve issues, insight, recruiting	
Facebook	Social, friendly, recruiting, link to community and blog, video	
LinkedIn	Engagement, networking, recruiting	
YouTube	Engagement, networking, recruiting and training and educational development.	

Balancing Assessment Measures with Prescribed Goals

Goals	Social Media Output	Tools/Tactics to Measure
Faster, better insight/information	Conversation monitoring, member feedback	Member community search.twitter.com
Awareness, thought leadership	# of people reached	Twitter followers LinkedIn members Facebook group members Comments YouTube subscribers or unique views
Increased membership	# of new members	Consider adding a 'How did you hear about us?' to the registration page through the NACM website
Membership support, satisfaction	# of issues addressed	Twitter Facebook Linkedin YouTube

Revision Date: June 2013

2012 CCPIO NEW MEDIA SURVEY
CONFERENCE OF COURT PUBLIC INFORMATION OFFICERS (CCPIO)

Executive Summary:

The Conference of Court Public Information Officers conducted a broad scale survey of judges and court personnel in 2012 to collect data regarding how engaged the court community is in social media. Six hundred twenty-three (623) participants completed the survey, compared with seven hundred thirteen (713) in 2011 and eight hundred ten (810) in 2010. As with the previous two surveys, the largest group of respondents, at 60.7 percent, represents trial courts. The survey included questions in six categories of technology:

1. Social media profile sites (e.g., Facebook, MySpace, LinkedIn, Ning)
2. Blogs tools (e.g., Blogger, LiveJournal, TypePad, WordPress)
3. Microblogging (e.g., Twitter, Tumblr, Plurk)
4. Smart phones, tablets & notebooks (e.g., iPhone, Droid, Blackberry
5. News syndication & aggregation (e.g., RSS, Digg, Reddit, del.iciou.us)
6. Visual media sharing websites (e.g., YouTube, Vimeo, Flikr).

While new media impacts almost every facet of court operations from the delivery of services to balancing privacy and public access in managing court records, the CCPIO survey focused on three areas specifically related to the mandate that courts support public trust and confidence in the judicial system:

1. Effects on court proceedings.
2. Effects on ethics and conduct for judges and court employees.
3. Effects on courts' ability to promote understanding and public's trust and confidence in the judicial branch.

The reported current uses for **social media profile sites** by courts are listed below:

1. For public education (75.6 percent)
2. To promote events (57.3 percent)
3. For media relations (48.8 percent)
4. To explain court processes & procedure (36.6 percent)
5. To post job openings (28.0 percent)
6. To release decisions (20.7 percent)
7. To gather & monitor news & information (14.6 percent)
8. For internal communications (12.2 percent)
9. To highlight activities of individual judges (11.0 percent)
10. To drive traffic to main website (9.8 percent)
11. For juror communications (6.1 percent)
12. Other (12.2 percent)

The reported current uses for **microblogging technology** by courts are listed below:

Revision Date: June 2013

1. To promote events (67.8 percent)
2. For public education (64.3 percent)
3. For media relations (62.5 percent)
4. To release decisions (33.9 percent)
5. To explain court processes & procedure (30.4 percent)
6. To drive traffic to main website (26.8 percent)
7. To post job openings (25.0 percent)
8. To gather & monitor news & information (21.4 percent)
9. To highlight the activities of individual judges (14.3 percent)
10. For internal communications (10.7 percent)
11. For juror communications (5.4 percent)
12. Other (8.9 percent)

The 2012 survey looked at the actual and planned uses by courts as institutions using new media technology. More courts are using social media profile sites and visual media sharing websites; fewer are using blogs, microblogging, and news syndication and aggregation technologies as is the example in the following data table:

COURTS USING DIGITAL TECHNOLOGY

	2012	2011	2010
Social media profile sites	13.2	11.8	6.7
Blogs	1.8	6.9	n/a[4]
Microblogging	8.9	10.9	7.0
News syndication & aggregation	5.9	36.6	n/a[5]
Visual media sharing	9.5	3.0	3.2

In addition, survey results show that it is essential that judicial officers and court employees are educated about new media technologies so they can make the most use of the technologies as tools to serve the courts as exemplified below:

	General response			Judge response		
	2012	2011	2010	2012	2011	2010
Strongly agree	55.2	49.2	48.3	55.6	50.8	45.7
Agree	31.3	35.6	36.3	30.9	33.2	38.2
Neutral	9.9	11.1	11.5	9.5	11.3	10.6
Disagree	2.7	3.1	3.1	3.2	37.8	5.1
Strongly disagree	0.5	0.7	0.5	0.7	0.8	0.4

Copies of the official report can be found online at: **http://ccpio.org/wp-content/uploads/2012/08/CCOIO-2012-New-Media-ReportFINAL.pdf**

Revision Date: June 2013

Example: State of Utah Social Media Guidelines 10/12/2009

Engagement

Emerging platforms for online collaboration are changing the way we work, and offer new ways to engage with customers, colleagues, and the world at large. It is a new model for interaction and social computing that can help employees to build stronger, more successful citizen and agency business relationships. It is a way for State employees to take part in national and global conversations related to the work we are doing at the State.

If you participate in social media, follow these guiding principles:

- Ensure that your agency sanctions official participation and representation on social media sites.
- Stick to your area of expertise and provide unique, individual perspectives on what is going on at the State, and in other larger contexts.
- Post meaningful, respectful comments, no spam, and no remarks that are off-topic or offensive.
- Pause and think before posting. Reply to comments in a timely manner, when a response is appropriate.
- Respect proprietary information, content, and confidentiality.
- When disagreeing with others' opinions, keep it appropriate and polite.
- Ensure that your participation is consistent with [your agency's employee conduct guidelines].
- [Ensure that your participation complies with agency privacy, acceptable use, information protection, and confidential information policies].
- Use social media collaboration tools [that are] explicitly authorized [by your agency]
- Follow applicable agency social media policies.

Rules of Engagement

Transparency. Your honesty will be quickly noticed in the social media environment. If you are blogging about your work at the State, use your real name, identify that you work for the State, and be clear about your role. If you have a vested interest in something you are discussing, be the first to point it out.

Judicious. Make sure your efforts to be transparent do not violate the State's privacy, confidentiality, and any applicable legal guidelines for external communication. Get permission to publish or report on conversations that are meant to be private or internal to the State. All statements must be true and not misleading and all claims must be substantiated and approved. Never comment on anything related to legal matters, litigation, or any parties the State may be in litigation with without the appropriate approval. If you want to write about other government entities, make sure you know what you are talking about and that you have any needed permissions. Be smart about protecting yourself, your privacy, and any sensitive or restricted confidential and sensitive information. What is published is widely accessible, not easily retractable, and will be around for a long time, so consider the content carefully.

Knowledgeable. Make sure you write and post about your areas of expertise, especially as related to the State and your assignments. If you are writing about a topic that the State is involved with but you are not the State expert on the topic, you should make this clear to your readers. Write in the first person. If

Revision Date: June 2013

you publish to a Website outside the State, please use a disclaimer something like this: "The postings on this site are my own and do not necessarily represent the State's positions, strategies, or opinions." Respect brand, trademark, copyright, fair use, disclosure of processes and methodologies, confidentiality, and financial disclosure laws. If you have any questions about these, see your agency legal representative. Remember, you are personally responsible for your content.

Perception. In online social networks, the lines between public and private, personal and professional are blurred. By identifying yourself as a State employee, you are creating perceptions about your expertise and about the State by legislative stakeholders, customers, business partners, and the general public, and perceptions about you by your colleagues and managers. Be sure that all content associated with you is consistent with your work and with the State's values and professional standards.

Conversational. Talk to your readers like you would talk to people in professional situations. Avoid overly "composed" language. Bring in your own personality and say what is on your mind. Consider content that is open-ended and invites response. Encourage comments. Broaden the conversation by citing others who are commenting about the same topic and allowing your content to be shared or syndicated.

Excitement. The State making important contributions to the State and nation, to the future of government, and to public dialogue on a broad range of issues. Our activities are focused on providing services and on government innovation that benefits citizens and stakeholders. Share with the participants the things we are learning and doing, and open up social media channels to learn from others.

Value. There is a lot of written content in the social media environment. The best way to get yours read is to write things that people will value. Social communication from the State should help citizens, partners, and co-workers. It should be thought-provoking and build a sense of community. If it helps people improve knowledge or skills, build their businesses, do their jobs, solve problems, or understand the State better, then it is adding value.

Leadership. There can be a fine line between healthy debate and incendiary reaction. Do not denigrate others or the State. It is not necessary to respond to every criticism or barb. Frame what you write to invite differing points of view without inflaming others. Some topics, like politics, slide easily into sensitive territory. Be careful and considerate. Once the words are out there, you cannot get them back. Once an inflammatory discussion gets going, it is hard to stop.

Responsibility. What you write is ultimately your responsibility. Participation in social computing on behalf of the State is not a right but an

Pause. If you are about to publish something that makes you even the slightest bit uncomfortable, do not post the statement. Take a minute to review these guidelines and try to figure out what is bothering you, then fix it. If you are still unsure, you might want to discuss it with your manager or agency legal representative. Ultimately, what you publish is yours, as is the responsibility, and any possible repercussions.

Mistakes. If you make a mistake, admit it. Be upfront and be quick with your correction. If you are posting to a blog, you may choose to modify an earlier post. Make it clear that you have done so.

Revision Date: June 2013

Moderating Comments
In some social media formats such as Facebook, Blogs, Twitter responses, etc., you may encounter comments which cause you concern as a moderator or responsible party. If user content is positive or negative and in context to the conversation, then the content should be allowed to remain, regardless of whether it is favorable or unfavorable to the State. If the content is ugly, offensive, denigrating and completely out of context, then the content should be rejected and removed.

Attribution
Portions of these guidelines have been adapted, with permission, from Intel's *Social Media Guidelines*.

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Revision Date: June 2013