The Social Life of Social Media Policies

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FSU iSchool Programs in Information Technology and Information Studies – Bachelor’s, Master’s & PhD degrees
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Oculus Rift, 3D Printing, 3D Modeling, 3D Scanning

Dr. Lorri Mon, Florida State University School of Information, (lmon@fsu.edu)
### FSU College of Information Faculty

<table>
<thead>
<tr>
<th>Dr. M. Bowie Noyes</th>
<th>Research Interests: Information Policies and Access to Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Paul Marty</td>
<td>Research Interests: Use of Information Resources and Technologies in the Museum Environment</td>
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<tr>
<td>Dr. Don Laskins</td>
<td>Research Interests: Electronic Database Design, Technical Communication, and Children's Literature</td>
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<tr>
<td>Dr. Lisa A. Lustrin</td>
<td>Research Interests: Consumer Health and Social Information</td>
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<tr>
<td>Dr. Charles McChesney</td>
<td>Research Interests: Federal Information Policy Issues, Planning and Evaluation of Web-Based Services</td>
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<tr>
<td>Dr. Lashonda Sankey</td>
<td>Research Interests: Health Medical Informatics and Knowledge Management</td>
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</tbody>
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| Dr. Gregory Riechardt | Research Interests: Scientific Computation, Database for Experimental Science, Managing Computational Activities |
| Dr. Benita Sivilla | Research Interests: Cognitive and Social Issues in Information Quality Problems |
| Dr. Lisa Tripp | Research Interests: Digital Youth Learning, Media Literacy, Curriculum and Pedagogy |
| Dr. Wayne Wimmer | Research Interests: Historical Analysis of the Library as an Agency of Culture |

### Information Technology Undergraduate Courses

- **LIS 2568. Multicultural Issues in Information Resources for Youth (3).** Introduces students to diversity within Western society. Emphasizes strategies for analyzing print, electronic, and digital information resources for youth that will assist students in understanding race, ethnicity, class, gender, disability, and age issues in the contemporary cultural context.

- **LIS 3921. Technical Communication for the Information Professions (3).** Course covers technical and professional documents generated and used by information professionals. Attention will be given to the writing process with emphasis on audience analysis, document design, collaboration, and peer editing.

- **LIS 3201. Research and Data Analysis for Information Professionals (3).** This course provides students with an overview that emphasizes the user's perspective in the analysis of information needs and preferences. It also offers the fundamentals for a broad approach with a unifying structure to understanding human information-seeking behaviors.
FSU ONLINE GRADUATE COURSE

LIS 5385 Social Media Management

In this course, you’ll learn to:

• Design and build social media tools to address users’ needs
• Plan and create a social media marketing campaign
• Assess return on investment
• Use web analytics

Final Project: In-class presentation of social media project and campaign, including what has been learned about the value of different content marketing efforts.

SCHOOL OF INFORMATION:  http://ischool.cci.fsu.edu
Social Media and Societal Change

“I asked how many use email and they said no, we don’t use email. So do I create a Facebook page just for communicating with them?” – (urban public librarian, on communicating with teenaged shelvers in 2008)

“Why can’t I use your services the way I’d use any other online site?” -- (Massachusetts librarian, describing library user response in 2008)
Social Timeline

- MySpace
- LinkedIn
- Del.icio.us
- Facebook
- Digg
- Yelp
- YouTube
- LibraryThing
- Reddit
- Slideshare
- Shelfari
- Twitter
- Diigo
- Goodreads
- Tumblr
- Friendfeed
- Edmodo
- Foursquare
- Pinterest
- Instagram
Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person’s right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

http://www.ala.org/advocacy/sites/ala.org.advocacy/files/content/intfreedom/librarybill/lbor.pdf

Adopted June 19, 1939.
Privacy:
An Interpretation of the Library Bill of Rights

• Users have the right to be informed what policies and procedures govern the amount and retention of personally identifiable information, why that information is necessary for the library, and what the user can do to maintain his or her privacy. Library users expect and in many places have a legal right to have their information protected and kept private and confidential by anyone with direct or indirect access to that information.

• For administrative purposes, librarians may establish appropriate time, place, and manner restrictions on the use of library resources.

• Libraries should not share personally identifiable user information with third parties or with vendors that provide resources and library services unless the library has obtained the permission of the user or has entered into a legal agreement with the vendor.

http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/privacy

Dr. Lorri Mon, Florida State University School of Information, (lmon@fsu.edu)
Social Media Policies in Public Libraries Study

Research Questions:

1. How do social media policies of U.S. public libraries address issues of free speech and privacy rights?
2. What laws are referenced in U.S. public library social media policies?
3. How easy or how difficult to read are U.S. public library social media policies?

Sample: \( n=125, 46 \text{ U.S. States} \)

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N = 125 Libraries

Methods:

1. Content analysis of policies using Nvivo & Excel
2. Readability measures using LiWC, Flesch-Kincaid Grade Level, and Flesch-Kincaid Reading Ease scores.

Dr. Lorri Mon, Florida State University School of Information, (lmon@fsu.edu)
19 types of speech were prohibited. Over 80% of policies moderated commercial solicitations, copyright violations & obscenity/profanity.

<table>
<thead>
<tr>
<th>Table #2. Moderated Speech in Library Social Media Policies</th>
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<tr>
<td>Library Policies (N = 125)</td>
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<tr>
<td><strong>Commercial Solicitations</strong></td>
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<td><strong>Copyright Violations</strong></td>
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<td><strong>Obscene/Profane</strong></td>
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<td><strong>Threats</strong></td>
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<td><strong>Spam</strong></td>
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<td><strong>Private/Personal Information</strong></td>
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<td><strong>Political Solicitations</strong></td>
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<td><strong>Illegal/Unlawful</strong></td>
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<td><strong>Duplicates</strong></td>
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<td><strong>Compromise Security</strong></td>
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<td><strong>Religious Solicitations</strong></td>
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<td><strong>False/Fraudulent</strong></td>
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<td><strong>Disruptive</strong></td>
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<td><strong>Violent</strong></td>
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<td><strong>Spoilers</strong></td>
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</table>
13.6% of policies referenced a “limited or designated public forum” to justify moderation

“Library social software tools provide a limited (or designated) public forum to facilitate the sharing of ideas, opinions and information about library-related subjects…. As defined by the U. S. Supreme Court, a limited or designated forum is a forum set aside by government for expressive purposes. The government may adopt reasonable limitations on who may use the forum, including time, place and manner of use regulations.”  [460 U.S. 37 (1983)]
“Material submitted to and posted to Library social media sites become public records subject to retention and disclosure.”

“Users consent to monitoring of their social media use by their use of the Library's resources and systems. This might include, without limitation, the monitoring, interception, accessing, recording, disclosing, inspecting, reviewing, retrieving and printing of transactions, messages, communications, postings, log-ins, recordings and other uses of the systems as well as keystroke capturing and other network monitoring technologies.”

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“By posting on the Library’s social media sites, you give the Library permission to use your name, profile picture, and the content of any posting you make without compensation to you or liability on the part of the Library. This permission ends when you delete your posting.”

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36.8% of policies specifically mentioned minors

“Parents and/or guardians are solely responsible for the use of Library-created social media content by their children under the age of 18.”

“The Library does not act in place of, or in the absence of, a parent or guardian.”

“Young people under age 18, especially, should not post information such as last name, school, age, phone number, address.”

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Nearly all policies were written for college-educated readers.

**LiWC**: on average, over one-third of the text (35.75%) were “big words” of six letters or longer.

**Flesch-Kincaid Grade Level**: averaged 14.1, or beyond a U.S. 12th grade education.

**Flesch-Kincaid Reading Ease (Readability)**: averaged 28.6, with 30 or below considered readable by college graduates, but difficult for other readers.

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Nearly all policies were written for college-educated readers.

**LiWC**: Percentage of “big words” of six letters or longer in social policies averaged 35.75%.

<table>
<thead>
<tr>
<th>Category</th>
<th>Emotional writing</th>
<th>Control writing</th>
<th>Science Articles</th>
<th>Blogs</th>
<th>Novels</th>
<th>Talking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words&gt;6 letters</td>
<td>13.27</td>
<td>13.87</td>
<td>29.55</td>
<td>14.12</td>
<td>16.33</td>
<td>9.43</td>
</tr>
</tbody>
</table>


Flesch-Kincaid Scoring System

Flesch-Kincaid Grade Level [14.1]

\[ 0.39 \left( \frac{\text{total words}}{\text{total sentences}} \right) + 11.8 \left( \frac{\text{total syllables}}{\text{total words}} \right) - 15.59 \]

Flesch-Kincaid Reading Ease (Readability) [28.6]:

\[ 206.835 - 1.015 \left( \frac{\text{total words}}{\text{total sentences}} \right) - 84.6 \left( \frac{\text{total syllables}}{\text{total words}} \right) \]

* Note that Flesch-Kincaid scores are integrated into Microsoft Word (automatically calculate scores for documents)
Model Social Policy

- Consider separate policies for users and for employees

- For users, minimize “legalese” and “big words” of longer than 6 letters

- Use Flesch-Kincaid scores in Microsoft Word & aim for Reading Ease $\geq 45$ and U.S. Grade Level of 7th grade.
1. Be safe. Don’t post any info you don’t want others to see such as your email, school or home address, and don’t post this type of info about other people.

2. Be nice. Don’t make posts that attack or hurt other people, or that break any laws. As kids may look at our site, please do not use bad language.

3. Stay on topic. Please share with us your posts about Library topics and events only.

We may delete any posts that break our social media rules. We may/will not use your post in Library ads, web sites or other items. We may/do not have to keep and share your post with anyone who asks us for a copy, under Open Records laws (CITE). To ask us about our social media rules, please email (email) or call (phone).

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Employee Social Media Guide

1. Be safe. Don’t post any info you don’t want others to see such as your email, school or home address, and don’t post this type of info about other people.

   The Library will remove posts which include:
   - Revealing personal information about oneself or others such as contact information, financial information

2. Be nice. Don’t make posts that attack or hurt other people, or that break any laws. As kids may look at our site, please do not use bad language.

   The Library will remove posts which include:
   - Hate Speech: derogatory language about a person based on their gender, age, race/ethnicity, marital status, sexual orientation, disability

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Definitions in Employee Guide –

Off Topic - content unrelated to the library, its mission, its activities, or to the discussion

Political - content that supports or opposes political candidates, campaigns, organizations, ballot propositions, or organized political activity

Spoilers - content that reveals crucial plot elements or spoils the ending for others

Attacks - insults, personal attacks, abusive, threatening, disparaging, harassing or defamatory language, cyberbullying, cyberstalking

Obscenity – content that is obscene, profane, sexually explicit

Hate Speech – content that ridicules, disparages, maligns or perpetuates discrimination on the basis of gender, age, race/ethnicity, marital status, sexual orientation, mental or physical disability, national origin, or status with regard to public assistance.

Table #2. Moderated Speech in Library Social Media Policies

<table>
<thead>
<tr>
<th>Category</th>
<th>Library Policies</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commercial Solicitations</td>
<td>105</td>
<td>84%</td>
</tr>
<tr>
<td>Copyright Violations</td>
<td>101</td>
<td>80.8%</td>
</tr>
<tr>
<td>Obscene/Profane</td>
<td>101</td>
<td>80.8%</td>
</tr>
<tr>
<td>Off Topic</td>
<td>95</td>
<td>76%</td>
</tr>
<tr>
<td>Libel/Slander</td>
<td>95</td>
<td>76%</td>
</tr>
<tr>
<td>Harassing/Personal Attacks</td>
<td>91</td>
<td>72.8%</td>
</tr>
<tr>
<td>Hate Speech</td>
<td>89</td>
<td>71.2%</td>
</tr>
<tr>
<td>Threats</td>
<td>87</td>
<td>69.6%</td>
</tr>
<tr>
<td>Spam</td>
<td>77</td>
<td>61.6%</td>
</tr>
<tr>
<td>Private/Personal Information</td>
<td>77</td>
<td>61.6%</td>
</tr>
<tr>
<td>Political Solicitations</td>
<td>67</td>
<td>53.6%</td>
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<tr>
<td>Illegal/Unlawful</td>
<td>44</td>
<td>35.2%</td>
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<tr>
<td>Duplicates</td>
<td>20</td>
<td>16%</td>
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<tr>
<td>Compromise Security</td>
<td>15</td>
<td>12%</td>
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<tr>
<td>Religious Solicitations</td>
<td>12</td>
<td>9.6%</td>
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<tr>
<td>False/Fraudulent</td>
<td>8</td>
<td>6.4%</td>
</tr>
<tr>
<td>Disruptive</td>
<td>7</td>
<td>5.6%</td>
</tr>
<tr>
<td>Violent</td>
<td>6</td>
<td>4.8%</td>
</tr>
<tr>
<td>Spoilers</td>
<td>1</td>
<td>0.8%</td>
</tr>
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13.6% of policies referenced a “limited or designated public forum” to justify moderation.

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Model Social Policy

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Implications?
Digital Youth as Social Media Users

From other researchers – boyd, Hargittai, Schultz & Palfrey reported that:

36 percent [of parents surveyed] reported that their child joined Facebook under the age of 13.

68 percent among parents who knew that their child joined below the age of 13 helped their child create the [Facebook] account. (boyd, Hargittai, Schultz & Palfrey, 2011)
Users & Privacy Strategies

Users take back control over privacy on social media by:

• creating multiple accounts on social sites for different purposes;
• using pseudonyms to set up accounts for privacy;
• posting fake information in social site profiles.

Stutzman and Hartzog (2009); Agosto and Abbas (2011); Lamb (2011)
References


American Library Association, “Library Bill of Rights.”
http://www.ala.org/advocacy/sites/ala.org.advocacy/files/content/intfreedom/librarybill/lbor.pdf


