

## SOCIAL MEDIA IN SCHOOLS OF BUSINESS

Regina P. Schlee, Seattle Pacific University, School of Business and Economics,  
Seattle, WA 98119, rschlee@spu.edu;

Katrin R. Harich, California State University, Fullerton, Mihaylo College of Business and Economics,  
Fullerton, CA 92834, kharich@fullerton.edu;

Peter V. Raven, Seattle University, Albers School of Business and Economics,  
Seattle, WA 98122, pvraven@seattleu.edu

### ABSTRACT

In the introduction of his bestselling book, Brian Solis (2010) emphasizes the enormous impact of social media by stating “We are at the beginning of something new and incredible, and its paths and processes are for the most part undefined and far from standardized” (p. xi). But even before the advent of social media such as the Facebook, YouTube, Twitter, and blogs, marketing professors and researchers realized that the communication process was undergoing profound change. As early as 1970, Bent Stidsen wrote in *the Journal of Marketing* that, “...morally and operationally, the individual human is an autonomous entity who communicates from and to the world around him by attributing meaning and importance to selected data of that world” (p. 48). The interaction between the communicator and the receiver has been subsequently explored further and become part of the body of knowledge in consumer behavior theory. However, it was not until Web 2.0 enabled the interactivity that underlies social media that consumers truly acquired the ability and were empowered to shape and promote the messages they received.

In the present “universe of social media” consumers interact with other consumers to exchange opinions and companies attempt to influence consumer opinions either directly through their Facebook pages, or indirectly by hiring advertising agencies and social network influentials to spread their messages.

Business schools, however, have been slow to integrate social media in their communication efforts to students and other stakeholders. Our panel of presenters presents guidelines and instructions on how to use blogging software, track visits to blogs

via Google Analytics, and promote websites and blogs using Twitter, LinkedIn, and Facebook. The presenters also demonstrate how social media have been used to effectively promote summer study abroad programs and student clubs.

Regina P. Schlee shows how to create a blog and drive viewer traffic to the blog as well as to other web pages. She demonstrates how Google Analytics can be used to track information on visitors to the blog, including the search terms that were used to find the blog, and the time spent examining different blog posts.

Katrin R. Harich presents information on how her blog on Study Abroad for Business Students at Cal State Fullerton (<http://studyabroad-kh.blogspot.com/>) has generated significantly more interest by students in summer study abroad than had been created using more “traditional” recruiting techniques in years past. In fact, for the first time since the inception of summer study abroad at her College, most programs are “sold out,” with many students on waiting lists. Harich also demonstrates how Google Analytics allowed her to examine student traffic to different blog posts and the effects of these posts on the amount of time students spent reading the information on her blog.

Peter V. Raven demonstrates how the Albers School of Business at Seattle University promotes its study abroad programs and student clubs using social media.

**References available on request**