

TIME	SPEAKER	AUDIO
0:00:07	Nadine Muller	Hi, everyone. Before I start anything, what I'd like to tell you is that if you have any questions during the talk, after the talk, throughout the day for me, then I've opened what's called a Socratic room for you, even though it doesn't appear. Right, that's great. So there's absolutely no point now. If you go on Twitter, if you're following me, you can see the Socratic room number pinned.
0:00:34	Nadine Muller	All you have to do is go to M.Socratic.com. So that should have appeared there but clearly hasn't because it didn't save right. So that's a good start. Right, so I'll talk you through what we're going to do today but I think both for me, for Andy and also for Inge later, there's very little point in doing a talk about social media without knowing how involved or not involved your audience is actually in social media. So what I would like to do is just have a quick, old school, non-social media, non-digital show of hands, please.
0:01:05	Nadine Muller	Who has a Twitter profile? I don't care if it's active, inactive, neglected, dusty, okay, right, thank you. And then the next one: who has got their own blog? A blog that's run by you, not your institution. Right, okay. Decidedly fewer people. And who used any other social media profiles for professional purposes? I don't want to know about your private Facebook accounts, whatever you do with them.
0:01:34	Nadine Muller	Okay, so things like Google+, Academia.edu. Okay, right. So definitely vast majority are on Twitter. Okay, that's good to know. So I'll give you an overview of what I want to do today and the important thing is, please feel free, I won't be offended if you interrupt me at any point. If you have a burning question and you just want to shout it out, you can't keep it in, then please do so, I won't be offended.
0:01:58	Nadine Muller	So we'll start with what I would call digital selves, about bringing your skills to life, so how social media can actually help your existing CV and to actually showcase what you do. Then I want to talk a little bit more about showcasing your skills to networks and to actually make connections on social media and how that can help you. Then we'll move onto digital impact,

		to actually doing things. Because a lot of the time the perception is that on social media you just represent yourself.
0:02:29	Nadine Muller	That it's something actually that's somehow quite passive. But actually as researchers there are things we can actually do and make happen on social media as well that are really important. And then we'll move onto some digital issues. I've done lots of talks over the last year or so on social media and there are some recurring concerns that are always raised, so I want to try and pre-empt some of these, chip in with your own concerns, anything that worries you, why you don't want to be on social media, why you're about to desert Twitter forever. Any of these. So we'll talk about those, some common concerns.
0:03:00	Nadine Muller	And then we'll finish on of course what you all want to know, I think: the verdict. Can or can social media not help you with your job search in academia? Can it get you a job, to simplify really simplistically the question. So it makes sense then, I'm under no illusion that you may not even know who I am, so this is me virtually, this is my website. I'm Nadine Muller, I'm a lecturer in English literature and cultural history at Liverpool John Moores.
0:03:26	Nadine Muller	I did my PhD, I finished it in February 2012 and I started my job in August 2012 at Liverpool John Moores. So that's my blog, I'm also on Twitter, and what I do on my blog is I represent my publications, for example, I've got lots of other sections. I also showcase my teaching, so I upload my lecture slides, lecture handouts, all these kinds of things. And I also run a blog called The New Academic where I discuss, and over 60 contributors discuss, current issues in academia from mental health to getting a job to beginners guides, lots of things like this.
0:04:02	Nadine Muller	So that's to give you an insight into what I actually do. So let's start by talking about bringing your skills to life. I realise now that sounds a bit mysterious. It is kind of less mysterious. What can you actually do with social media once you're on there? How can social media help you in developing your skills and actually showcasing them and actually bringing them to life? Well, you can certainly if you have a blog, if you're on social media, showcase your writing skills, most certainly.

0:04:32	Nadine Muller	I think that's quite obvious. But you can also demonstrate the ability to write for different audiences. If you're writing a blog, if you're an historian , for example, you can show that you write for other audiences than simply your peers or people in your narrowest circle, who are specialists. What you can also do is really prove your communication skills. If people can find your online profile, your social media profiles, they will see how you communicate at least online.
0:05:00	Nadine Muller	They will see how you engage, you can also showcase your teaching materials. Like I just showed you, I put all my lecture handouts up, I put up any kind of slides that I have for my lectures, and basically it's all well and good saying in an application that you teach this and you teach this, but people want to know is, well how do you actually teach and are you any good at it? So actually showing people, well look, this is the handout I did for this session or this is the presentation I did for this session, gives them a real kind of first-hand experience of the materials you design for your students.
0:05:29	Nadine Muller	And that also means you cannot just say, "Yes, I use innovative teaching methods. I use social media." Well, people can actually see how you use them, people can actually see what you mean by that and they can see if they work. They can see if students engaged with that hashtag you created for the course. And that also means you can show you can engage students, at least on social media . People will be able to see how you relate to your students, how you engage with them online for example.
0:05:59	Nadine Muller	You can also showcase your teaching experience. So I've listed all the courses on my website for example that I have taught, all the different kinds of lectures I've done. So if you go on my website and you click on teaching you get a fairly accurate example of what I've taught, where and when and what I've done for it. Okay? And rather than having that in a list you get it with nice pictures and very nicely illustrated, I think at least. And of course what you can also show if you're on Twitter, if you take part in debates, be that via the Jobs Queue hashtag, for example, being that a Times Higher hashtag, the slightly controversial LoveHE hashtag.

0:06:39	Nadine Muller	You can actually show that you're somehow engaged in and that you're aware of current issues in higher education, which is always something that employers will be wanting to know even if you're an early career academic. Do you actually know what's going on? Do you know what the current problems are when it comes to student recruitment, when it comes to student numbers, targeting student numbers?
0:06:58	Nadine Muller	So all this you can find out and engage in via social media and it means you can actually show, "Yes, I know what I'm doing; I'm part of this community. I'm not just locking myself away doing my research." What you can also do is you can show that your research is relevant in other areas. You can showcase impact and engagement with non-academic audiences. So you can actually show that you're trying to reach other audiences, that you're communicating to other audiences, which is something that's become more important and I'll come back to that.
0:07:30	Nadine Muller	Networks and recognition. Well, you can actually show that you're being collaborative. You don't just say that on your CV but people can actually see evidence of you speaking to other academics, maybe in my case not just about my dog or my cat via whatever hashtags, there are AcademicsWithDogs, AcademicsWithCats. But you can also highlight that you have engagement with other people in your field. You can also show, and this could be via your own profile, this can be via the social media profile of other institutions, organisations, professional associations, that you're a member of them, okay?
0:08:04	Nadine Muller	You may be sitting on executive committees, etc. etc. And you can also kind of show and demonstrate that other people want to know what you think, that other people who are your peers, maybe your seniors, think that you're worth asking, that your voice is worth being heard. So you can demonstrate in various ways that you are esteemed by people within your academic circle.
0:08:30	Nadine Muller	And then finally of course, you can also really showcase your research. Social media allows you to showcase your publications, showcase your research. Social media allows you to showcase your publications and your ideas, and

		I know that there will be instantly some red lights going in your head with a word that starts with P and ends with ism, but we'll talk about that when we come to the issues and concerns. And you can also show by kind of showcasing your research in other ways than just uploading an article, by writing blog posts on your research, which is something that Inge is going to talk about more.
0:09:02	Nadine Muller	You can actually show why it's relevant. So social media allows you to write a blog post related to the latest news maybe, the latest news headline, and link in, "Actually look, this is what I'm doing, this is really relevant just now." From that then let's really think about what I mean by showcasing of skills. So it's all well and good saying, "Well, you can showcase, you can demonstrate, you can illustrate, you can make things look nice." But what does that actually mean?
0:09:30	Nadine Muller	And what I really mean by that is that social media can allow you to make really valuable connections that you may otherwise not be making. And something that comes up very often at this stage when I say this is, "Well, doesn't that mean I can only have a job when it's about who you know and now what you know?" Well, I would actually argue the opposite. Through social media, I don't come from a very privileged background, my parents aren't academics, they left school at 16, I didn't have any kind of previous connections in academia before I went to university.
0:10:02	Nadine Muller	And actually social media allows me, as a kind of outsider in the beginning, to start talking to people who I might otherwise not have access to. Of course that limits me to academics who are actually on social media, I understand that, but there is another way of thinking about that. It also enables people to see your work first-hand. So you can actually raise awareness of your work with people. You can actually speak to people, you can show them your work in lots of different ways not just in the PDF of your article or a little extract of your book, which might be on the publisher's website.
0:10:35	Nadine Muller	You can do that in lots of different innovative ways and creative ways that might really stimulate people and may make them aware of you most importantly. And you can also establish your voice in your discipline. It takes

		a very long time for articles to obviously filter through the system, for any publications to filter through the system. It takes a very long time for people to say, after lots of conferences, lot of publications, "Yes, so and so is an expert in this."
0:11:04	Nadine Muller	What social media can do I think is accelerate that process a little bit. And social media can mean that actually people start to recognise what you do, and they realise that for certain topics you might be one of the go-to people. So it can really help with that aspect of establishing yourself, positioning yourself in your field, in other wider debates about higher education as well.
0:11:29	Nadine Muller	So digital impact. What do I mean by doing things and actually making a difference? Well, what I think social media does, it allows you to shape and contribute to discussions within your discipline because you can actually have really nice conversations on social media even though, Twitter for example, you're limited by characters. But on other social networks you're not. So you can be at the hub of what's happening, at the hub of what other people are doing and it allows you to really take part in those conversations that are happening and not just at conferences, not just in that one space, in that one physical space.
0:12:05	Nadine Muller	It can also, and this is really important to me personally, and if you've read my blog you will know this, you can also contribute and shape discussions about higher education in general. So recently there's been a resurgence, well I wouldn't say resurgence, there's been the start of debates about mental health in academia, both for students, undergraduate students, PhD students, but also academic staff.
0:12:28	Nadine Muller	And that's a topic that's really important to me and I actually started collating things on that way before newspapers caught onto it, although the Guardian wouldn't like to hear that. So you can really kind of help make your mark, if there is a kind of cause, if there's an issue in higher education, it could be access, it could be issues to do with race or ethnicity or anything else, equality and diversity. You know here is a platform where you can really raise your voice about this. And through that there will be other bigger voices, like newspapers, catching onto it

		and potentially asking you for comment.
0:13:01	Nadine Muller	And of course you can also make contact with new audiences, non-academic audiences, for your research via social media because believe it or not, it's not just academics that use social media. And you can also make contact with potential collaborators. And what I mean by all of this is that things can actually happen on social media, it's not just some passive medium through which you just showcase things, where you just put things online and you say, "Ta dah!" and that's it.
0:13:31	Nadine Muller	If you are actively engaged in social media, if you actually make use of your profiles, if you make the effort to talk to people, you can make things happen. I'll give you an example. So in my field, English literature, achieving "impact" or public engagement can be quite difficult because what we do is read books most of the time, right? Maybe look at some art, maybe look at some historical documents. So I currently work on a cultural history of the widow in Britain from the 19 th century onwards.
0:14:03	Nadine Muller	So actually making contact with widows' groups, widows' associations in Britain has helped me to get together a group of volunteers who want to engage with some of the materials that I've uncovered. That would have been really, really a lot more difficult without social media because I was able to actually make contact with those groups, they then were able to pass on my contact details to their members. There were other people who were not part of those groups who responded to my call.
0:14:29	Nadine Muller	So you can really, if you target the right people, if you know what you're looking for and you know what you want to do, you can make things happen, it's not just about showing yourself, it's not just like a shopfront window, okay? And of course, and I think this is something that Andy and Inge are going to talk a little bit more about, you can measure your readership numbers. So if you want you can start to use almetrics, you can start to use figures and actually attach them to your readership
0:15:01	Nadine Muller	I can tell you exactly how many people have accessed my blog over the last year, the last month. I can tell you where they're from. And

		<p>you can also record the impact that your research has maybe through comments etc. etc. And I know these are really still shaky terms especially as we're looking towards the next REF. So I'll give you an example: these are stats from February from my blog. So I know exactly how many users I've had, I can see how that correlates to how active I've been on Twitter or not, or if I've been tweeting more about my dog or more about my blog.</p>
0:15:33	Nadine Muller	<p>I can see where they come from, there's some really sad whites spots there. I can see that they're mainly from UK, I'm not quite as international as Inge is. I can see exactly how many people and from what countries. I like to think Germany, that's just my dad daily logging on. And I can also see are they male/female and what's really interesting for me, because I write a lot for early career researchers and academics and younger academics and PhD students, is the age group.</p>
0:15:59	Nadine Muller	<p>So the main age group that stands out for me, for my blog, is 25-34. So these things are actually really helpful to measure because we are in a time where some people are still asking, "Well, why do this? Why invest time in it?" But as soon as you're able to attach numbers to it, as soon as I'm able to say, "Actually 5-7,000 people, individuals, look at my blog every year, and I can see exactly what pages they access, what works, what didn't work. What are the issues that people really want to know about?" And still the most important post, the most read post, is one by Dr Caroline Edwards, who wrote academic job interviews and how to be good at them.</p>
0:16:33	Nadine Muller	<p>And I can see every month that trumps all of them, and right underneath that is how to do a good academic job application. So it can really give me an idea for what do people want to know, who reads my blog, who looks at my research? So you can to a certain extent, measure what's going on, you can measure who engages with your work, with what you say, and you can reach out.</p>
0:17:01	Nadine Muller	<p>So that makes me sound a little bit like I'm this uncritical advocate or advertising person for Twitter, for social media, for blogs, WordPress, whatever other platforms you can think of. Well, in order to maybe pre-empt or start some discussion, please feel free to chip in or nod</p>

		vehemently if I now raise a concern that you really have been thinking about. I want to think about some of the concerns that a lot of people have, a lot of academics have, PhD students, and also people pre-PhD stage.
0:17:31	Nadine Muller	So perhaps the least serious one, let's start with procrastination. And there is, I don't just mean videos of dogs snoring or anything like this. Social media doesn't take that away. Social media will not compensate for publications, and I'll come back to that in a little while. So there is a real balance to strike with, "Well, how much time are you spending on it? And how much time are you spending on all the other things that you should be doing?" Okay.
0:18:00	Nadine Muller	And we'll come back to that and discuss it a bit more. And related to that really, it sounds so managerial but I can't think of a better word, strategic workload management. So in no job spec does it say 'social media - five hours a week' okay? It took me a week, nine till five, to teach myself how to make my website look like I wanted it to look. We're talking replace that number one with a five, and see what happens.
0:18:32	Nadine Muller	That is literally where it started. You don't have to do it like that, you can do a blog really, really quickly as I'm sure Inge will tell you later, so please don't think that if you want to start one that's what it is like. That's just the slightly obsessive nature of my personality, I think. But nevertheless, it takes time. It takes time to constantly be looking at your smartphone, updating your Twitter, updating Google+, updating LinkedIn, academia.edu, Research Gate, everything.
0:18:59	Nadine Muller	There are really handy apps Andy might be talking about, I think, that allow you to do everything at once, which is great, but still it's a privilege to have that time to spend, right? And we need to remember that, I think. So I think what's really important is that you have to consider why you want to use social media, what you want to get out of it, and what proportionately can you put into it? So don't just see it as some extra that you do at 11 o'clock at night when you're just in bed, you send another tweet.
0:19:31	Nadine Muller	Think carefully about how you can actually build it into your workload, and be realistic about it is part of your workload. Yes, for me

		it's become kind of second nature but that can also be really dangerous because we learn to not distinguish anymore between work and anything else really, okay? Training, very briefly, and events like this make this a lot easier, I think. Very often we're kind of expected to do all these things, it's very good to disseminate your research.
0:20:01	Nadine Muller	But actually how many people have had the university offer workshops on how to set up a Word Press blog? What the Twitter kind of rules and regulations are, if there are any? So there is a really basic fundamental issue at the moment. I think that universities and other providers aren't living up to the skills provision, the basic skills training and instead we sit at home and do trial and error and kind of teach ourselves. Again, time that probably could be spent on perhaps better things, right?
0:20:32	Nadine Muller	Especially if you could pool everyone into a room and teach them in a day how to use Word Press and how to set up a blog, what's good practice, what doesn't work. So there is an issue there, I think. Imagine and privacy is one that comes up again and again and again. So actually a lot of people run, well I say a lot, I don't have any numbers for this. A lot of people run say a private Twitter account and a public one. I don't. It's been suggested to me that maybe I should but I don't.
0:21:00	Nadine Muller	Because I can't see the point because that is part of my, I don't know, my calling [laughs] is that actually I want people, especially PhD students, to see that no, I don't work 24/7, believe it or not, yes, I do go running with my dog and you know what? That's fine. It's okay not to write your thesis 24/7. You don't need to. It's a thesis. So there is a point to why I also tweet personal things, so that's why you will be bombarded with pet pictures if you follow me on Twitter, for better or worse, obviously, depends on what your take on pets is.
0:21:37	Nadine Muller	So there is often that question of, "Well, everyone can see it so what do I want to have privately to myself, what do I maybe not want people to see, and also what will make me look weird." And some of the key issues sometimes is that some people even go as far as to say, "Well, if I'm on social media a lot will people think I'm a bad academic?" Because shouldn't I

		really be spending time on other things?
0:22:00	Nadine Muller	Shouldn't I be just solitarily writing all the time practically? And as soon as I'm on social media it means I'm not doing that, which means it will look bad, which I think is a completely unrealistic thing. That's like the idea that I don't walk my dog because if I'm walking my dog, I'm not working. So there are some issues surrounding what you want people to see, what you say publicly. Anything, this is one of the key things to keep in mind: remember that people can find anything and everything, even your deleted Tweets.
0:22:32	Nadine Muller	But that really shouldn't put you off, really. We're all intelligent people, we should be able to determine what's better left unsaid on a public platform like Twitter, and what is maybe a good idea to say. In a way it is shaping an image of yourself to a certain extent, right?
0:22:55	Question 1	I have a personal blog and I'm starting to go through it in August and I felt the need to start like a research blog. And I put one post there and I had one of my mentors comment on it and say, "Oh, did you feel the need to start another blog?" What's your view on that? I just felt like I need to separate my research from my other blah, blah, blah, if you know what I mean?
0:23:19	Nadine Muller	Yeah, can I ask what the other blah, blah, blah is? What would you be blogging on on your personal blog?
0:23:24	Question 1	Yeah, normally I blog about my day to day experiences and what I learn from it, there's a bit of humour, I talk about my kids. I mean it's just a mixture of just me on a journey of life and you know from an engineer to what I was, to what I am now.
0:23:41	Nadine Muller	Personally I think it should be your choice, whatever you're comfortable with. This is one of the important things I'll come back to at the end. We often think there are some sort of rules we should abide by. There is social media, it has lots of rules and we have to fit into them. Actually to a very large extent, it should be the other way around. You can make social media fit to whatever you want. So if you're more comfortable with that, having them separate, I can't see any issue of why you wouldn't.

0:24:08	Nadine Muller	On the other hand, if that was me I would certainly combine them because I would find it quite attractive that actually people can see, "Look, I do this really intellectual work but actually hey, I'm also a parent, and I'm also juggling all sorts of other things." You know, which I think makes for a more rounded person and which fits nicely with my agenda of actually showing a more rounded kind of work ethic and social life, I think to a certain extent, if that makes sense.
0:24:33	Nadine Muller	But don't feel pushed, you know, just because your mentor thinks you should have just one blog or because other people say you should separate it, make it more private, hide it away. Think about what will you mind? So if someone approaches you and asks about your personal blog in an academic setting, if that makes you uncomfortable, then maybe you know separate it. But if you're happy with that, then that's perfectly fine. It's completely up to you, shape it to what you want it to be.
0:25:05	Nadine Muller	I'll come back to that slightly with that shaping. Sounds very ominous. I'll come back to that in the end as well. Does that help?
0:25:13	Question 1	Yes, it does. Thank you.
0:25:15	Nadine Muller	So yes, image and privacy: what do you want to keep to yourself, and ultimately you can decide. It's not like all of a sudden you start tweeting and you're like, "Oh my God, everyone's going to see it but I have to do it." No, you don't. You can pick. No one's tweeting for you. No one's putting things out there all of a sudden. And if you wanted to you could even tweet under the name of your research project. Your blog doesn't even have to be under your name. It could be mentioned somewhere that it's run by you but if you're more comfortable actually calling it, I don't know, Roman History 101, there's no one to say you can't do that. There's no one to say you can't take on the identity of your research project, or however you might want to see that.
0:25:55	Nadine Muller	And then here we go: Plagiarism and copyright. One of the quickest questions that comes firing at me, "Oh my God, you blog about your research?" And then a lot of, I think this is perhaps more alien to the arts and humanities people among us, and more akin to the

		scientists. A lot of people go, "Well what if my findings were wrong? What if actually in a month's time I change my mind?"
0:26:22	Nadine Muller	Well, on the one hand, I hope you do because we're researchers, we're supposed to change our minds according to what we find and you can then record that; that's a perfectly natural process. That's the whole idea of research. If you don't do that I think you're quite a bad researcher. Being a researcher, being intellectually inquisitive, means being able to change your mind depending on what your evidence is, depending on what your sources are. So I don't think that should be an issue really as long as you can then kind of document it and actually say, "Actually what I wrote a month ago or a year ago, I'm kind of changing my take on this because recently this has been published or I found this."
0:27:00	Nadine Muller	Why is that not valid? Why should someone then go, "Oh my God, no, they published something wrong two months ago. We're not going to hire them." To me that's a completely alien way of thinking, in a way. And then secondly the idea of plagiarism. I've always taken the approach that to me that doesn't even enter my mind because the moment I blog about my research, I've blogged about original archive findings that no one's ever worked on, lovely songs about widows from the Victorian period, about saucy widows in Pimlico.
0:27:36	Nadine Muller	To everyone's amusement I think. And my name's attached to it. Immediately it says the date stamp. This is the date that I blogged about it, this is the date that I started thinking about this. When I tweet ideas on Twitter there's a record. I've put my name to that topic, to that material, and I can prove that, it's there. My footprint is there, right? The kind of virtual footprint that I am trying to show you in the sand there, in the very Coventryesque beach.
0:28:07	Nadine Muller	So to me personally, and I might be simplifying this here, that's not an issue. I have heard from people who felt that they had been plagiarised but I think you have the proof to show that, you have the date stamp, you have the name attached. No matter if you blog as yourself or not, as long as you can prove that you run that blog, that you've done this work, then your name is attached to that. So I think that's something that very often preoccupies

		academics but maybe actually it doesn't need to preoccupy us quite as much as we think.
0:28:39	Nadine Muller	So the verdict then: social media and your career. Here it goes. Perhaps I should just shorten this to five minutes, shouldn't I, and just start with this and then end. A lot of the time I get the odd frustrated voice in the room when I talk about social media and people raise their hands and say, "Well, but I'm a researcher, I shouldn't have to do all this to get a job." Well, no, no one is going to give you a job because you're on Twitter.
0:29:10	Nadine Muller	No one is even going to give you a job if Barack Obama follows you on Twitter, right? No university is going to hire you because you have a blog. That is the top and bottom of it, right? So do not think, "I'm never going to get a job if I'm not on social media." I have first-hand experience of new colleagues who I can't find anywhere on the internet, okay, which is disconcerting of course. You can imagine I'm Googling and I can't find anything and I went, "Oh my God, they may not exist!"
0:29:42	Nadine Muller	But and here is but, and this is why I had those different paths which I hope will feed together now. It can really, really help you because it can make people aware of you, it can give you opportunities. So let's think about the hiring committees first. Like I just said, the hiring committee is not going to sit there and say, "They have a Twitter account, shortlist." They don't. Out. That is absolutely not how it works. And we all know this, right?
0:30:13	Nadine Muller	So the hiring committee will probably not care if you have a Twitter account, they will probably not care if you have 20,000 followers but, and here is the big, big but: opportunities. I sometimes show my postgraduate students my CV with everything deleted that has resulted from social media. All the invites that have come from people for keynotes on my research, talks like this one about social media, any other kinds of talks, consultancy, everything that would not have happened, even publications that I've been invited to do because people have seen me on my blog, have seen me on Twitter, have interacted with me there.
0:30:52	Nadine Muller	If I deleted all those my CV would still stand, don't worry, it wouldn't be deleted entirely or anything like this, but it's considerable. The

		amount of opportunities that can come your way if you present yourself on social media and engage with people, is amazing. And actually that is something that hiring committees might look at. You do know they look at publications so that invited publication from someone with whatever press it might be, that will look good.
0:31:24	Nadine Muller	They will look at the fact that, "Oh, look, this is an ECR but they've already done five, six keynotes last year." They will definitely look at that. External esteem indicators. People from peer review journals can find you much easier and your expertise and invite you to actually review that manuscript that's just been submitted. That is a really good CV kick, right? So there are opportunities that you can create for yourself. And I hesitate to call them luck because I always think as academics, "I'm supposed to be feeling lucky that I got my job."
0:31:56	Nadine Muller	Actually I worked bloody hard for it. I said I wouldn't swear, I just tweeted that before, but I did work bloody hard for it, there's no other way of phrasing it and actually yes, to a certain extent, there is luck, there are things that come together, but yes I did do the work for it. So and it's the same with these opportunities. You put yourself out there, you put yourself in a good position to be found.
0:32:17	Nadine Muller	Strategy is really important. Do not go on social media just because you think, "I have to be on social media. I have to send another tweet now. I hate it. I hate it so much!" Don't, don't you know think about a blog post for weeks and think, "Oh my God, it's really time that I do another one." Think about what you want from social media. If you already have a blog, if you already have a Twitter account, reconsider today why you have it and what you want from it in a professional capacity.
0:32:47	Nadine Muller	If you don't know what you want from it, no one else will and it won't happen. You have to kind of mould it and shape it to what you expect from it and to what you want it to be. And you have to be strategic with it. If it takes over your life and you're delaying your book publication by two years because you tweeted too much, that is probably not strategic, is it? So finally then, this is something that I've said before, make social media work for you.

0:33:16	Nadine Muller	There are really, I don't want to say there are no rules, that makes it sound like the ultimate form of democracy and freedom. It's not. There are of course limitations on all social media platforms. But you can make it work for you. Do not feel like, "Oh my God, I don't know, is this what you do when you tweet? Is this what you do?" Learn the basics, see how other people tweet, see what you like. Go to other blogs, get some ideas of what other people do and think about what fits you.
0:33:45	Nadine Muller	What fits your strategy, and what are you going to do. You don't have to have all social media platforms. Use the ones that you think will be helpful to you. Don't burden yourself in any kind of duties. Don't do social media because you feel guilty, okay? Do it because it has a purpose for you and you want to achieve that purpose, and that should determine how you use it. So with that in mind I thank you now. Any questions?
0:34:17	Nadine Muller	You may have typed them. No, I doubt anyone's used the socrative. Oh! Oh no, you didn't. Sorry. I was too happy there, I thought you'd used it. [laughter]
0:34:27	Question 2	You mentioned earlier that universities aren't providing enough training. I find that nobody seems to know where this training should fit. So whose responsibility is it and is it really [unclear 0:34:39]. Should the department, should the library, any other department be taking responsibility for this?
0:34:46	Nadine Muller	I definitely think it's the duty of what's very often, it'll have different names in different universities and different types of universities, but really it's the research skills and training people who should be providing it. So the people who talk to you about what will happen in your viva or the people who train you how to be a PhD supervisor, if you're in a new job. I think it totally fits into that mould. It fits into that mould of how to disseminate new research.
0:35:16	Nadine Muller	So, fair enough, you can't teach impact for example because you know regulations surrounding that are so complex with what counts, what doesn't count. But you can start telling people how they might start doing it. It's the same for social media, I think. At the very least you need to provide people with the

		ability to set up their own blog and give them that kind of support. Because if we're encouraged to do that, and you'll see now that almost every funding application, certainly for my funding council, which is the AHRC, says, "What are your long term plans for dissemination?"
0:35:49	Nadine Muller	And nowadays you can't get away without having an online platform for your project, without having some sort of website record of what that funding project did. Where's the training for that? How many of you would write in a grant application, "Actually I need someone to train me for that and that counts into the costs." No one does. So I think universities have a big responsibility, especially with looking towards the REF, to actually provide that kind of skills training for academics specifically. Does that makes sense, where it kind of fits?
0:36:24	Question 3	To [unclear 0:36:29] at work we do provide that training. We have a programme called Digitals, which the research group here did that for us and that was good as gold. But then a common comment I need to make is this: we're in a very precarious moment right now in terms of the digital world that many of us are interested in and the old school who still runs the academy.
0:36:51	Question 3	Now the old school that still runs the academy they have a couple of problems with things that you would [unclear 0:36:59]. First of all they hate social media. I mean I made a comment the other day in my department meeting, English department, about what is it called, can't think of the name of it now.
0:37:12	Female	Alt metrics.
0:37:12	Question 3	Alt metrics, right, alt metrics. And the comment was shut down, the meeting was ended and this cloud just came down over like a [unclear 0:37:23]. And then afterwards I was talking to a colleague and I said, "You know it's really important that we start thinking about this." And he said, "Well, that's what you young people, your generation, like to do." I'm 52, he was 44. [laughter] So they still have this kind of mentality, right, about the [unclear 0:37:39]. So that was one thing. But then the other thing, and I got, this applied throughout my whole life.

0:37:44	Question 3	I've had three different careers. My first career was in bodywork, I'm a massage therapist. My second career was in psychotherapy, I'm a psychotherapist. My third career I work in the English department, although I have a temporary post, I work in the English department. I have never ever been funded for anything. I've applied to all kinds of grants, never been funded. And I've asked the question to different mentors: why? And they say, "Look at your CV." You don't look like a scholar because you do these different things," right?
0:38:15	Question 3	So if I were to be myself, a massage therapist, a psychotherapist and a scholar, I would continue in that problem, I would never be given funding. So my Twitter account, everything I do in my academic social media doesn't whisper a word about anything else that I do because we're still in that world right now where they have this thought about what a scholar looks like. He did his undergraduate at Oxford, he did his masters at Oxford, then he went maybe to Yale.
0:38:42	Nadine Muller	Right. That's exactly what I mean by you have to shape your image I suppose to your advantage or what you think will be your advantage. And I think, I agree 100% with you, I certainly don't necessarily fit in with the kind of person that would be an academic. I still struggle to explain to my parents what I actually do. The word 'research' keeps coming up and 'teaching'. But what I would say, and I know this isn't kind of, well I think it is kind of practical actually.
0:39:15	Nadine Muller	What I would say is that I feel a very, very deep rooted sense of responsibility, which is why I put myself out there on very uncomfortable topics, which is why I blog about, or have blogged about, my past issues with anxiety, which of course have stirred up issues. You know, should you be talking about this? Should your students know about this? Well, my students loved it because lots of them struggle with all sorts of mental health issues and they like the idea of actually, "Okay, maybe I'm not so weird, maybe I can go and speak to someone about this."
0:39:45	Nadine Muller	So I think the responsibility that we have is, I'm privileged in the sense that I am in post now, right, I have a permanent job. I don't think that

		means I should now rest on my laurels. What I want to make sure is actually that people will see the kind of person I am, to the extent that I think I can afford it, and hopefully that will filter down generation by generation of new academics. You know, which as you say, is the ideal, until someone's filtered out.
0:40:17	Nadine Muller	But also the other idea I suppose is that there's only so long you can resist. Social media, if you like it or not, is part of it. Lots of people still I don't know, some very ancient people don't like email or have their PAs do it for them. How long is that going to last? I think it's the same kind of vein. You will meet very few people who still insist on typing their manuscripts or their books on a typewriter now. You know social media has kind of become part of our lives.
0:40:45	Nadine Muller	And I think we do need to be critical about the role it plays in our research. We do have to be very critical about right, we can judge people about whether or not they have a social media profile. But we certainly need to be open minded about how we can use it rather than just shoving it out. I can't say any more than that, that we have a responsibility to try I think and change that once we're in a position to. In a less precarious position than many people. And that often means a kind of permanent employment contract.
0:41:14	Nadine Muller	And also then I think we need to start changing it from the inside, I suppose. I'm not comfortable with picking! Yes, because your hand is highest. Sorry, try harder next time.
0:41:25	Question 4	You're using the term social media as if it's one big sort of glumph of all the same. Can you give any guidance, because I mean new aspects of social media pop up practically every day and you can get sucked into these things and suddenly discover you're getting hundreds of photographs because somebody signed you up for Pinterest or something. How on earth do you find your way through this [unclear 0:42:03]?
0:42:03	Nadine Muller	This is exactly the kind of question that really universities should be answering in training. You know, I mean, I've created a website for students specifically actually, for undergraduate students, not necessarily for post-graduates, but it's a website where

		students explain to each other what's good and bad about certain social media platforms and how they can use it to find careers after their undergraduate career. So I think we need those kinds of things. And this is why I'm saying, you know, you need to look at things and try them out.
0:42:32	Nadine Muller	But also be prepared to just ditch them. If you look at it and you don't like it, it doesn't feel right, or you don't think you're going to get the results that you want, then ditch them. But otherwise, you know, there is LinkedIn, there is Google+, there is YouTube, something that we don't often actually associate when we talk about social media as researchers but which can actually be quite handy. And I know that today's talks are probably going to be on YouTube, for example, so it is kind of handy.
0:43:01	Nadine Muller	So yes, it's not that lump, you're absolutely right and obviously I'm using the term as a collective term for practical purposes here, but it is about looking at the different platforms and actually deciding what works for you and what doesn't without getting sucked in because you feel you have to. Does that makes sense?
0:43:22	Question 4	But one of the problems is, the assumption is that social media are just some sort of neutral, free entity and -
0:43:28	Nadine Muller	No.
0:43:28	Question 4	And an increasing number of them are being owned by organisations who are manipulating them in various ways. And is there a developing understanding that you know if you use different search engines you end up in totally different places because of the way they're being manipulated?
0:43:47	Nadine Muller	But I suppose we're not talking about search engines now and I absolutely do not believe that social media is this kind of Utopian space of freedom and neutrality. It absolutely isn't but I do think we can use it to an effect that hopefully counteracts some of the more negative implications of it. Yeah?
0:44:11	Question 5	I think it's possibly the word social because I think of social as opposed to employment. And I think of Facebook and Twitter as social media and Academia.edu and Research Gate as to do with employment and work. And I think that's

		possibly why there's a bit of confusion because social media can actually be relevant for work.
0:44:36	Nadine Muller	And of course the irony of that is that Academia.edu and Research Gate are so restrictive that really all they're doing is replicating your CV online in a very boring way. They don't actually allow you to communicate anything differently, I'm sorry. They just encourage you to put your CV online in various forms as does, to a certain extent, I suppose, LinkedIn. So that's actually the irony is that yeah, you say, we're resistant to social media because we don't associate it with professionalism because it's called social.
0:45:04	Nadine Muller	But actually that's the space I think where we do have alternative creative opportunities in the way in which we present content. Whilst perhaps people are more comfortable with Academia.edu because you can't really upload photos. All you put is where you've given a paper recently. Whereas I much prefer to write a short blogpost with some pictures I took of the birds that our outside. I still don't know what they're called. Are they moorhens? With the big feet, right?
0:45:32	Nadine Muller	I much prefer doing that and talking about the conference and actually giving some visual stimulus with it, as I would for my students. I wouldn't just put a PDF of my talk on the screen and say, "Today we're going to talk about post-humanism." Who does that? And I think it's the same with social media, that's not how I would present my research on social media. That's not what I present to my students so why would I try to present it like to any other audience, even other academics?
0:45:59	Nadine Muller	I mean we all have an attention span, like it or not, which is why I completely switch off when a talk that's supposed to last 20 minutes, goes over 20 minutes, she said looking at the clock. [laughter] So you know I think you're absolutely right, maybe that is where the resistance comes from and that is probably why people feel more comfortable because it's the boring, standard way that they allow us to present things on those professional networks. Yeah?
0:46:30	Question 6	The problem with things like Research Gate, particularly for ECRs, which [unclear 0:46:35] is that we don't [unclear 0:46:38] the things on

		various media to tell people what else young researchers are doing. That's the biggest problem with things like Research Gate, isn't it? They haven't got...
0:46:48	Nadine Muller	60-70-80% I can't put on Research Gate because the categories just don't fit. I don't even know how I would put this talk up today because it asks me; it wants to create an SSM for things. Why? What? It's very restrictive, I think.
0:47:07	Question 7	Can I just say as well, we were talking about training. One of the things...
0:47:11	Nadine Muller	Which is where, because you're saying that, which is where those kind of consultancy and workshop invitations came from because clearly people don't have the kinds of people who can talk about this. And it's also very difficult to talk about it I suppose just from a tech support or just from a research support point of view. It's very difficult to talk about it unless you yourself are involved in being an academic researcher and teacher at the same time and how to navigate those different issues. Absolutely.

END OF TRANSCRIPT