University Library Social Media Strategy to support Teaching, Learning and Research 2014-2016

1. Background

The use of social media has become ever more pervasive over the past decade, particularly in relation to information management and in facilitating sharing, collaboration, transparency and conversation. Technologies enable users to not only link to each other but also to participate in the creation, sharing and remixing of information.

The use of social media tools such as blogs, wikis, media sharing and social networking sites such as Facebook and Twitter have supported increased web accessibility and usability and ultimately growing engagement with technology.

Social media technology has become an essential part of the lives of university students and, as a result, social media is increasing in popularity in education. Universities are using social media to connect with these technologically savvy students and transform the way they communicate, collaborate and learn. However, universities need to use social media strategically to ensure that they encourage engagement and an active community.

History of UWA Library social media use

The UWA Library currently maintains two official social media accounts; on Facebook and Twitter:

https://www.facebook.com/UWALibrary

http://twitter.com/uwalibrary

The UWA Library social media presence was created by the RLS Information Literacy Unit in April 2010. The social media account names changed in March 2011 to reflect the new branding when Information Services was formed. Due to Facebook restrictions around changing page names, the existing UWA Library Facebook page had to be deleted along with all the followers. The accounts
were rebranded again in September 2014 when the Library and Business Information Technology Services (BITS) became separate entities.

The social media accounts were initially monitored by a Social Media Team consisting of both Research and Learning Support (RLS) and Information Resources Access Management (IRAM) staff tasked with checking the account feeds daily, posting content on a regular basis and responding to messages from users. Recently, the social media accounts have been monitored by the two BYOD staff members.

At the time of developing this strategy, the IS (now UWA Library) Twitter account had proven to be more popular than the Facebook account. As of 7th October 2013, there were 1,095 followers connected to the Twitter account. As of 7th October 2013, there were 454 ‘likes’ on the UWA Information Services (now UWA Library) Facebook page.

The second review of the Guidelines for UWA Library Presence on Social Media document set goals to reach 1,000 ‘likes’ on the Library Facebook account and 1,000 followers on the Twitter account by 31st December 2013. Whilst the Twitter goal had recently been achieved, the Library was not on track to meet the self-imposed Facebook goal by 31 December 2013.

UWA students and engagement with social media

UWA students are increasingly engaging with online tools and social media. In fact, the TechNODE 2012-2013 survey conducted by Student Services revealed that 99% of UWA students who responded were experienced in using YouTube, Facebook profiles (97%), Facebook pages (93%) and instant messaging (85%). Just over half of the first year students who responded to the survey use the photo sharing site Instagram. Since the last survey in 2011 there have been moderate areas of growth in the use of some tools such as Twitter (38% used this tool in 2012).

A recent Library student engagement survey asked students how we can best engage with them about our services with an emphasis on the use of social media. The survey was completed by 432 students during the week commencing 16th September 2013. 79% of students surveyed were undergraduates, 18.5% postgraduates and 2.5% Honours students. Students indicated that they would like to engage with the Library in a variety of ways with email being the most popular (85.92%), in person at the inquiry desk (65.16%), askUWA (42.96%), Facebook (33.65%), Suggestions Blog (21.48%)

A page set up by Student Services, the UWA Students Facebook page, has 10,612 ‘likes’. When the Science Library opened in 2011, a student created a UWA Science Library Facebook page. As of 7th October, this page had 2,095 ‘likes’ which was 1,641 more than the official Library page. It is clear from these examples that UWA students are engaging with other social media accounts around campus, they are just not currently engaging with the current Library presence to the same extent.


https://www.facebook.com/UWAstudents
2. **Primary Objectives**

This report aims to review the existing UWA Library social media accounts to ensure they are adequately supporting teaching, learning and research and acting as successful channels for promoting Library services and resources.

In particular, this report addresses:

- how to revitalize the existing social media accounts to enhance UWA Library’s image, promote resources and services more effectively, improve our engagement with students and have a positive impact on the student experience.

- which social media tools need to be used to produce the most impact amongst the UWA community.

- how to manage content for the social media accounts.

- the support the UWA Library can offer students and staff in using social media for teaching, learning and research purposes.

- ongoing monitoring and review of social media accounts

3. **Environmental scanning**

Many Australian university libraries are already using social media technologies to engage with their student community. The various universities are having varying levels of success with their use of social media as shown by environmental scanning carried out across the Group of 8 universities.

**Figure 3.1 Group of 8 Universities’ social media accounts and followers as at 7th October 2013.**

<table>
<thead>
<tr>
<th>University</th>
<th>Facebook</th>
<th>Twitter</th>
<th>Instagram</th>
<th>YouTube</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Melbourne</td>
<td>6,426</td>
<td>2,671</td>
<td>172</td>
<td>-</td>
</tr>
<tr>
<td>University of Sydney</td>
<td>2,526</td>
<td>1,046</td>
<td>-</td>
<td>119</td>
</tr>
<tr>
<td>University of Adelaide</td>
<td>2,493</td>
<td>346</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>University of New South Wales</td>
<td>2,274</td>
<td>497</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>University of Queensland</td>
<td>844</td>
<td>1,254</td>
<td>-</td>
<td>45</td>
</tr>
<tr>
<td>Monash University</td>
<td>776</td>
<td>521</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Australian National University</td>
<td>656</td>
<td>189</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>University of Western Australia</td>
<td>454</td>
<td>1,095</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

As shown in the table above, despite having been operating for over three years now, UWA Library’s Facebook account had the least number of ‘likes’ of all of the Group of 8 university libraries. A number of university libraries have reached 2,000 ‘likes’ on Facebook, however the University of Melbourne has had significant success with their account with 6,426 ‘likes’.
Social media content on Group of 8 social media accounts

A review of the content being posted on the other Group of 8 university library social media accounts reveals that the other libraries have much more varied and creative approaches to their social media content.

A number of university libraries post photos from the archives to show students the historical views of the campus. These posts are relatively popular and on the University of Melbourne page, regularly receive around 20 ‘likes’.

Figure 3.2 Examples of archival content used on Group of 8 social media accounts

Two Group of 8 university libraries have YouTube accounts which they use to post virtual tours of libraries, short information literacy videos and interviews, recorded talks and more creative videos. The YouTube videos are embedded on the Facebook page and linked from the Twitter accounts.
Other Group of 8 university libraries use their social media platforms to promote resources and collections through carefully selected images and creative text. Students are shown to engage with and even share these posts which are usually timed for seasonal relevance.

Thelma Golden Charis, the librarian who gave us MeSH (Medical Subject Headings) used in Medline and Pubmed died July 14, 2013 in Bethesda, MD, one day shy of her 97th birthday. She trained an entire generation of medical indexers working at the National Library of Medicine and around the world. She also owned lots of pairs of great glasses. So think of her next time you use the MeSH headings and get great search results.

We found this 1924 Christmas cover in the Vogue Archives, available online 24/7 during the break. 

Figure 3.3 Examples of YouTube content posted by Group of 8 university libraries

Figure 3.4 Promotion of resources and collections on social media accounts
Group of 8 university libraries have also been using social media to promote events such as ‘meet the author’ sessions and information literacy classes.

**Figure 3.5 Examples of events promoted on Group of 8 social media accounts**

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4. **Social Media Content**

An informal survey of UWA students conducted by the Library (whilst operating as a combined Library/IT department called Information Services) in September 2013 revealed that Facebook is the fourth most popular method that students would like to engage with us, after e-mail, in person and askUWA.

The survey showed that students were interested in engaging with the Library about changes to opening hours (84%), new resources (84.47%), new services (82.23%), IT outages (79.74%), facilities and services (75.19%), research support (71.68%) and Ebooks (61.46%). They were less interested in connecting with staff (33.15%) and finding out about Library news and events (36.68%).

As shown in the section above, the other Group of 8 universities posted much more frequently and creatively than the UWA Library currently does. There are a number of ways in which the UWA Library social media accounts can be reinvented to encourage more engagement. For example, the use of creative commons images/archival images with each post would make them more interesting and appealing.

The creation of a UWA Library YouTube account would allow the Library to embed and link to videos in Facebook and Twitter and therefore make the content on these channels more interesting. The Science Library recently starting filming researchers talking about their work and these videos could be loaded to YouTube and occasionally posted on Facebook and Twitter. Friends of the Library talks could also be filmed and information literacy and library tours could be loaded onto YouTube.

Occasional creative videos could be produced, an example of which might be a documentary showing the EDFAA flood and recovery using the videos and photos collected at the time.

**Recommendation 1**: Frequency and variety of posts to social media to be increased.

**Recommendation 2**: Creation of a UWA Library YouTube account.
### 4.1 Proposed Content Plan

<table>
<thead>
<tr>
<th>Content type</th>
<th>Examples</th>
<th>Frequency</th>
</tr>
</thead>
</table>
| Gathering and sharing information    | Need somewhere to charge your mobile phone or tablet on campus? We’re trialling a new power charging service in the Reid Library over the next 2 months. Pop in and try out the ChargeBar and let us know what you think! (PHOTO of ChargeBar)  
Having trouble finding somewhere to complete statistical analysis? Good news! SPSS is now available on the PCs in Science Library Teaching Room 2.  
Did you know? You can now return your Reserve items using the self-check machines in the Reserve area in the Reid and Law Libraries. This function coming soon to Science – watch this space! (PHOTO of self-check machine) | Weekly and as new services are introduced |
| Promoting information and digital literacy | **Tech Tip:** iPhone users! Double-tap the spacebar when typing to quickly add a full stop.  
**Tech Tip:** Make sure you create regular back-ups of your assignments and EndNote libraries. One day you might thank yourself for this! Check out our page on saving and recovering EndNote libraries [here](#).  
**Did you know?** As a UWA staff or student you can access local wifi when visiting many other universities worldwide. More info [here](#).  
**Did you know?** Log in to OneSearch to save items to your e-Shelf for easy access later. | Daily                                       |
| Hosting stories and experiences      | Hear from Guild President, Cameron Barnes about why you should visit the subject libraries.  
We recently caught up with Nathan Hart to chat about his work on anti-shark protection suits. Hear what Nathan has to say below… (EMBED VIDEO)  
Did you miss Dr Sue Boyd’s talk about her experiences in the Australian diplomatic service in Berlin? Find out what went on ‘behind the iron curtain’… (EMBED VIDEO) | Weekly                                       |
| Broadcasting events/surveys          | Help us to help you! Take part in our student survey to go in the running to win an iPad mini! (ADD LINK)  
Want to work for us? We’re looking for undergraduate & postgraduate students who will be enrolled at UWA in 2014 to do casual work in our subject libraries. You can collect an information sheet from the inquiry desk in any of our subject libraries. (PHOTO of someone working on desk)  
Looking for somewhere to watch the Melbourne Cup on campus today? Pop into the Science Library foyer and watch it on the | Timely, as they arise                         |
screens! (PHOTO of students watching Melbourne Cup in foyer last year)

Congratulations to the two grand prize winners from our Student Survey 2013! Thomas and Jacinta have each won an iPad mini just by providing their feedback on library services. (PHOTO)

Is this a familiar sight? Spare a thought for these UWA students taking an exam in Winthrop Hall in 1932. Good luck with your exams everyone! (LINK TO SLWA PHOTO)

Happy 2\textsuperscript{nd} Birthday to the (post-flood) EDFAA Library! We just wanted to share this short video with never-before-seen pics and video to celebrate how we’ve managed to rise from the ashes flood... (EMBED VIDEO)

<table>
<thead>
<tr>
<th>Notification about outages/We’re experiencing some hiccups with single sign-on at the moment, but we’re working to resolve these ASAP! We are very sorry for the inconvenience!</th>
<th>Only if the issue is uni-wide and critical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotion of resources and services The Fiona Stanley Hospital opens today. It is named after our very own Prof Fiona Stanley! You can even read Prof Stanley’s 1985 thesis ‘The epidemiology of the cerebral palsies in Western Australia’ in our digital repository. Wanting to revise past exam papers this week? Exam papers from the past 5 years can be accessed online through CMO. Check out our Exam Papers page for more info. (PHOTO of students taking exam) SPICE and SPIDERS are not just what little girls and boys are made of! Check out our guide for some helpful systematic reviews tools or pop into the Medical and Dental Library to ask one of our librarians. The Knovel University Challenge 2013 is now open! Access Knovel via OneSearch, answer a few questions and you might win a prize! Enter online at <a href="http://knoveluniversitychallenge.com/">http://knoveluniversitychallenge.com/</a> (EMBED LINK to Knovel page) Ever wondered what they thought Australia looked like back in 1595? Watch our special collections librarian sharing a world map from the late sixteenth century...you can even see the west coast of Australia! (EMBED VIDEO) Have you checked out W/Prof Jenny Gregory’s centenary history of UWA yet? We have a copy in the Reid Library collection. (PHOTO of book cover) You Said...”It would be really great if Google calendars were enabled through our Gmail accounts” We Did... Student calendaring now available</td>
<td>Daily</td>
</tr>
</tbody>
</table>


Recommendation 3: Revitalise existing social media accounts (Facebook and Twitter) by adopting the proposed content plan.

Recommendation 4: Content bank to be developed that can be drawn on during slow news weeks. This would consist of posts promoting resources and services but could also include videos (such as interviews with Manager, Special Collections about interesting items in the collection, recorded Friends of the Library talks, recordings of researchers talking about their work, virtual tours of subject libraries, etc).

Recommendation 5: Calendar of key UWA and library dates, events and launches to be developed at the beginning of each year and updated regularly to guide timely and relevant social media posts.

4.2 Guidelines for content authors

The UWA Staff Social media usage guidelines outline that:

‘Staff should remember that the principles behind using social media with students are sharing, connecting and interacting. There should be a focus on adding value to the face-to-face programs already operating for students’.

The UWA Library guidelines for content authors document was created in 2010 when the Library’s social media presence was first established. The guidelines are still relevant and useful, however the suggested frequency of posts have been increased.

Guidelines for UWA Library Presence on Social Media

1. Be Engaging
   a. Be Personable but Professional
      Feel free to provide unique, individual perspectives on non-confidential activities or matters pertaining to your particular area(s) of expertise. However, be mindful that your views and the views of the UWA Library may be two different things.

   b. Be Proactive
      Monitor posts (e.g. @’s and #'s on Twitter) and regularly check the saved searches to monitor what people are already saying about the Library. If you notice a large amount of positive or negative discussion, promote it or offer a solution! Remember, Twitter needs to be posted to three times a day, and the ideal rate from Facebook is currently once a day.

   c. Have a Conversation
      Put a human face on the Library – don’t feel too restricted by formalities. Respond frequently, promptly and sincerely to comments, direct messages (DM’s) and @’s. However, be careful that you don’t end up spamming others users while doing so.
d. **Be Varied**

Variety is the spice of life, and the spice must flow. Posts and tweets should be a mixture of different content types, and need to balance promotional content with conversational and personal material. Avoid repetition where possible – space, particularly on Twitter, is precious.

2. **Be Respectful**

   a. **Respect the Community**

   UWA considers equity to be one of its fundamental principles. Accordingly, we value the open exchange of ideas and thought and strive to foster openness, honesty, tolerance, fairness, trust and responsibility in social, moral and academic matters. These principles and values must be considered before content is published to the web and when moderating user-generated content.

   b. **Respect Confidentiality**

   UWA Library employees have an obligation to protect confidential and proprietary information held by the Library. Use common sense and common courtesy: for example, it’s best to ask permission to publish or report on conversations that are meant to be private or internal. Make sure your efforts to be transparent don’t violate the UWA Library and UWA privacy, confidentiality, and legal guidelines for external commercial speech.

   Do not participate in social media when the topic being discussed may be considered a crisis situation or legal/litigious matter without prior approval. Even anonymous comments may be traced back to you or the Library IP address. Refer all social media activity around crisis topics to the Social Media coordinator.

3. **Be Open, Accurate and Accountable**

   a. **Honesty is the Best Policy**

   Never represent yourself or UWA Library in a false or misleading way. All statements must be true and not misleading; all claims must be substantiated.

   b. **Be Accurate**

   Do your homework and check your facts before you post. Cite, and be generous with links and credits. If you get something wrong, admit it and make the necessary correction.

   c. **No Astroturfing**

   If you want to use a personal social media account to participate in a discussion taking place on an official UWA Library social media account, or to discuss or promote our services, you need to clearly identify yourself as an employee of UWA Library. When posting in Twitter you must end the post with your unique identifier: ^initials
NOTE: Mainstream media inquiries must be referred to UWA Public Affairs. Research inquires or inquiries of a commercial nature should be referred to the Associate Director (Research and Learning Support).

5. Social Media Team

A dedicated social media team is one of the most important factors for social media success. Membership of the UWA Library Social Media Team has diminished over time and there are now only 3 staff who have access to and post to the social media accounts. A much larger team is necessary to monitor the accounts so that student queries can be responded to in a timely manner, create frequent interesting content and ensure accounts remain active when staff go on leave.

The re-establishment of a social media team consisting of members of the Student Engagement project team would be beneficial for the UWA Library. A number of members of this team are also part of the CLIP Team which is responsible for promotion of both RLS and the UWA Library-wide services and resources. Members of the Student Engagement project team have constant contact with students and staff.

The objective of the Social Media Team should be to promote, protect and enhance the UWA Library reputation as it is represented in social media. As a result, the Social Media team is responsible for:

- Monitoring the official feeds daily
- Responding to direct messages from clients within 18 hours
- Responding to mentions about IS that require a response within 18 hours
- Ensuring that a unique item is published on our Twitter account at least three times a day
- Ensuring that a unique item is published to our Facebook account at least once a day
- Representing UWA Library on related social media accounts managed by non-UWA Library staff (ie, the UWA Students page)

Recommendation 6: Reinstate a Social Media Team to monitor and update social media accounts. Membership should consist of CLIP Team Chair and Deputy Chair, Student IT Coordinator, one or two RLS Librarians, three RLS Senior Library Officers and a representative from Client Services. Staff time to be allocated for the creation of creative content and posts.

Recommendation 7: Social Media Team be added to a Social Media e-mail list. E-mail list to be promoted amongst UWA Library staff and staff encouraged to send content ideas through to the team to post.

Recommendation 8: Social Media Team to be trained in digital media and writing for social media.
6. **Student and staff support**

As well as using the UWA Library social media accounts to support information and digital literacy instruction, the Library needs to be aware of the ways in which we can support academics who may be using social media for teaching, learning and research purposes. The most obvious example is when unit coordinators use social media within their courses in the form of Facebook, blogs or discussion boards. UWA Library needs to remain aware of technologies being used in courses and flexible enough to be able to provide support, instruction and advice to both students and staff.

**Recommendation 9**: Facilitate a quarterly information sharing forum for the UWA Library staff in new and emerging technologies.

Whilst students are very experienced with using social media, they are not as familiar with the correct social media etiquette and issues such as confidentiality, safety, privacy, liability and the fact that posts and tweets cannot be erased. As more and more employers are looking up potential new recruits’ social media profiles when making recruitment decisions, it is important that students are using their social media carefully and even, strategically. There is a small amount of information for students available on the [Social media usage guidelines](#) page, but as more and more students use social media it should be transferred into the compulsory CaRS unit and expanded so they don’t miss this important information.

**Recommendation 10**: Add a section on social media etiquette to CaRS.

Whilst academics do not use social media to the same extent as students, there are advantages to research staff creating social media profiles. This can have the benefit of helping their research to reach a wider audience and increase metrics. However, academics also face similar issues around safety, privacy, etc. Librarians and FLCs should be discussing issues surrounding social media and providing advice on how it can be used more effectively during liaison with researchers.

**Recommendation 11**: Start a project to create a social media toolkit for researchers.

7. **Promotion**

As shown by the Library student engagement survey, students are not familiar with the existing social media accounts. The survey was completed by 432 students. 88% did not know that IS (now UWA Library) had a Facebook page and 94% did not know about the Twitter account. It is clear that increased promotion is required in our student community about these accounts. It can be anticipated that the larger the group of followers, the more engagement will occur. Once students begin sharing our posts, the visibility of these posts will increase and reach more and more students.

Other Group of 8 university libraries have been known to run promotional campaigns for their social media in which students only receive prizes/giveaways if they ‘like’ the official social media accounts.

The University of Melbourne Library has had a great deal of success using the [Promoted Page](#) functionality offered through Facebook. This function allows you to add a budget to a post so more people who like the Page and their friends see the message. University of Melbourne identifies when a post is generating a bit of interest and boosts the exposure of this post by paying to have it promoted further. This usually leads to an increase in likes and therefore an increase in the audience for future posts.
**Recommendation 12:** Increase promotion of UWA Library social media accounts by setting aside a promotional budget to be used for boosting Facebook posts, using the accounts for activities during Orientation sessions and providing small prizes to new followers on Open Day.
8. Monitoring and Review

It is important to continually monitor and review our use of social media platforms. Monthly analytics reports provided to the Associate Director (Research and Learning Support) would allow for ongoing monitoring of engagement levels and an indication of the success of the new content. This monthly review should also gather any trends in questions/comments from users on the social media accounts and report on these in case they need to be further escalated.

Annual evaluation should be carried out to ensure that the accounts are still relevant to our clients, creating engagement and a worthwhile return on investment of staff time. This annual evaluation could include an environmental scan to identify any new and emerging social media tools for further investigation as well as best practice academic library use of social media.

An annual archive should be created of the social media posts and tweets. There are functions with Facebook and Twitter that allow archives of material to be generated.

Recommendation 13: Monthly analytics reports to be provided to the Associate Director (Research and Learning Support) and included in the SMT Monthly Report.

Recommendation 14: Annual evaluation to be carried out on the UWA Library social media presence to measure return on investment of staff time.

Recommendation 15: Annual archive to be created of UWA Library social media posts and tweets.

9. Summary of Recommendations

Recommendation 1: Frequency of posts to social media to be increased.

Recommendation 2: Creation of a UWA Library YouTube account. The benefits of creating a YouTube account are that this will allow us to embed and link to videos in Facebook and Twitter and therefore make our content more interesting in these channels.

Recommendation 3: Revitalise existing social media accounts (Facebook and Twitter) by adopting the proposed content plan.

Recommendation 4: Content bank to be developed that can be drawn on during slow news weeks. This could include videos (such as interviews with Manager, Special Collections about interesting items in the collection, recorded Friends of the Library talks, recordings of researchers talking about their work, virtual tours of subject libraries, etc).

Recommendation 5: Calendar of key UWA and Library dates, events and launches to be developed at the beginning of each year and updated regularly to guide timely and relevant social media posts.

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Daniel Chan
Student IT Coordinator

Julianne Filardi
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Librarian
Law Library

Christopher Hotinski
Web Analyst
eResearch Support and Digital Developments Unit

Roz Howard
Assistant Director
Reid Arts and Business Library

Katie Mills
Associate Manager
Science Library
References


Social media accounts

Australian National University
https://www.facebook.com/ANULibrary
https://twitter.com/ANULibrary

Monash University
https://www.facebook.com/monashuniversitylibrary
https://twitter.com/monashunilib

University of Adelaide
https://www.facebook.com/barrsmithlibrary
https://twitter.com/uofalib

University of Melbourne
https://www.facebook.com/unilib
https://twitter.com/unilib

University of New South Wales
https://www.facebook.com/UNSWLibrary
https://twitter.com/UNSW

University of Queensland
https://www.facebook.com/uniofqldlibrary
https://twitter.com/uqlibrary

University of Sydney
https://www.facebook.com/sydneyunilib
https://twitter.com/Sydney_Uni

University of Western Australia
https://www.facebook.com/UWAInformationServices
https://twitter.com/uwa_is
Appendix A

Student Engagement Survey: Report

The informal student engagement asked students about their preferences for hearing about Library services with an emphasis on the use of social media. The survey was completed by 432 students during the week commencing 16 September. 79% of students surveyed were undergraduates, 18.5% postgraduates and 2.5% Honours students.

The survey showed that students were interested in engaging with the Library about changes to opening hours (84%), new resources (84.47%), new services (82.23%), IT outages (79.74%), facilities and services (75.19%), research support (71.68%) and Ebooks (61.46%). They are less interested in connecting with staff (33.15%) and finding out about news and events (36.68%).

Please note: At the time this survey was conducted, the Library social media accounts were branded as Information Services due to the combined Library/IT department.

Key findings:

- 79% check their UWA email daily
- 88% did not know that Information Services (IS) had a Facebook page
- 58% would use the IS Facebook page
- 94% did not know that IS had a Twitter account
- 87% would not like to follow IS on Twitter
- Students would like to engage with IS in a variety of ways with email being the most popular (85.92%), in person at the inquiry desk (65.16%), AskUWA (42.96%), Facebook (33.65%), Suggestions Blog (21.48%)

Students and communication:

- UWA email is the most preferred method for students to be contacted about new resources with 48% preferring email, 22% website (UWA or IS pages) and 11% Facebook
- SMS was the least popular method for contacting students about new resources (2%), opening hours (3%) and IT outages (4.42%)
- Twitter was also an unpopular media for contacting students about new resources (2.34%), opening hours (2.86%) and IT outages (3.81%)

Recommendations:

- Create an effective strategy for the Information Services Facebook page
- Run a promotional campaign for the Information Services Facebook page
- Give greater prominence to the Information Services Facebook page on the IS homepage
- Rewrite the social media strategy
- Focus on Facebook rather than Twitter
- Staff training in use of social media
- Continue to offer a variety of media for students to engage with IS