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Rethinking Facebook

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Rethinking Facebook: An Exploration

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Abstract: This two-phase study began as an exploration of Facebook usage at academic libraries and resulted in the discovery of the broader implications for social media management. In Phase One of this study, the authors looked at the Facebook pages of a sampling of academic libraries to determine the combination of time, resources, and planning that would lead to success on Facebook. To assess this, they took a mixed-method approach that compared the results of a survey of page administrators with data pulled from the library's Facebook pages to see what insight could be gleaned. Phase Two of this study looks at how the results of Phase One have influenced the social media strategies at two very different academic libraries: one at a research university, the other at a small liberal arts college, despite the waning of Facebook as a prime source of social media engagement among college students. This study also highlights the importance of continuity planning for social media activities to ensure continued success.

Keywords: Facebook, social media, marketing, outreach, academic libraries

In 2014, librarians at University Libraries, University at Albany, State University of New York, a medium-sized research university, became curious as how to best develop an effective social media presence, with particular interest in library Facebook accounts. They

undertook a study of the library Facebook pages of a group of peer institutions to determine if more staff time and a higher posting frequency actually resulted in greater engagement. The intention of this study was to apply the findings to design a more efficient and effective Facebook strategy as part of an overall library marketing plan. Although there were case studies and anecdotal publications on best practices for Facebook page implementation, at the time there were very few empirical, research-based findings. This study sought to identify successes and challenges in a select group of peer institutions' social media efforts through a mixed-methods approach that compared the results of a survey of the Facebook page administrators at those institutions with data pulled directly from their pages.

Midway into the data analysis phase of this project, one author accepted a position at Madeleine Clark Wallace Library at Wheaton College, MA, a liberal arts college library. The other author took on new responsibilities and marketing was less of a day-to-day focus. Furthermore, in 2017, University Libraries hired a Marketing and Outreach Librarian who assumed responsibility for Facebook, and who was subsequently approached to join the study. The primary initial lines of inquiry for this study related to determining whether greater expenditure of staff time and higher posting frequency generate more user engagement. However, the inclusion of authors from various academic settings presented an opportunity to extend the exploration of the effect of time and post frequency to how social media marketing is practiced in a research library versus the liberal arts college library. As a result, this study is divided into two parts: Phase One is the mixed-method study of academic library Facebook pages, and Phase Two is the case study.

Since 2014, Facebook has waned in terms of popularity with students. Pew Research Center (2018) places the 18-24 year old age bracket to be less likely to use Facebook and more likely to use other platforms like Snapchat, Instagram, and Twitter. This study remains relevant, however, because many academic libraries continue to rely on Facebook as a marketing and outreach platform. Furthermore, the case study illuminates the need for planning continuity strategies to achieve maximal return on the investment of staff time and effort in academic library social media accounts. As social media platform options and popularity change, a library's social media strategy must be updated to ensure that it fits the campus populations; takes into consideration the library's time, staff, and resource constraints; and provides interesting and engaging content. It is equally important that a library's social media strategy should align with its mission and strategic goals.

Review of the Literature

Measures of Facebook Success

The most basic indicator of a Facebook page's success is the number of fans it has (Glazer, 2012). Demonstrating the difficulty libraries often have attracting followers, a 2011 study of 115 academic libraries' Facebook pages found that the median number of followers was 135, with 36% of pages having fewer than 100 followers, and 31% having between 100 and 200 followers. There were a few pages with over 1000 followers, which indicates that drawing a large fan base is possible (Wan, 2011). Studies have found that academic libraries most often use Facebook as a one-way information delivery tool (Aharony, 2012; Griffin & Taylor, 2013). Even when libraries try to generate conversations by asking questions and soliciting opinions, students seem reluctant to engage, and they are often only able to generate interaction from other librarians and those outside their user community (Gerolimos, 2011). Others have had success with contests, quizzes, and giveaways (Glazer, 2012). Offering a prize for answering a question has also been shown to generate a large number of comments (Palmer, 2014). Some studies have determined that increasing post frequency has a significant effect on engagement and interactive posts (pictures, videos, links) has generated much more user interaction than static ones (Houk & Thornhill, 2013; Webb & Laing, 2015).

Use and Development of Facebook Metrics by Libraries

Comments, along with other feedback such as likes and shares, are almost universally seen as essential metrics for assessing Facebook pages (Glazer, 2012; Griffin & Taylor, 2013; Romero, 2011). Facebook Insights, an analytics tool that tracks a variety of metrics including likes, comments, shares, and clicks, has helped some librarians evaluate the efficacy of certain posting strategies. A number of studies and articles also attempt to take metrics a step further and calculate a return on investment (ROI) on social media efforts by libraries (Crumpton & White, 2016; Griffin & Taylor, 2013; King, 2015; Romero, 2011).

Content Domains of Library Facebook Pages

In a 2011 study, Nancy Kim Phillips determined that the academic library Facebook posts fell into three "domains of relationship building" (2011, p. 513). Not surprisingly, the largest domain is The Library, covering posts on library events, services, resources, and news. The Student Domain is the next largest, covering posts about student life (e.g. well wishes,

student pictures, campus activities). The third domain, The Community, covers posts related to the local community and broader society. These domains provide the library with "a strong foundation of shared experiences, history and culture" on which to build relationships with students that have the potential to turn into regular interactions (Phillips, 2011, p. 519).

These studies provide useful data and conclusions that inform the development of the present study. None of these studies, however, used a mixed-methods (survey and Facebook page data collection) approach to understand academic library Facebook and social media strategies; nor do they demonstrate how the data was used to change process or otherwise applied in real world cases.

Study Methods

Phase One: Mixed-Methods Analysis of Academic Library Facebook Pages

Phase One of this project, undertaken when the two original authors were at University Libraries, sought to assess the Facebook strategies of research university libraries using a mixed-methods approach. Specifically, survey responses from a select group of research university libraries were compared and contrasted with data collection from the libraries' Facebook pages. Eighteen peer institutions were identified in the university's 2010 Middle States Self Study, and the remainder were garnered from 2011-2012 ARL library rankings based on comparable collection size (Kyrillidou, Morris, & Roebuck, 2013; University at Albany, State University of New York, 2010). The goal was to understand patterns related to expenditure of effort and resources on Facebook and user engagement at peer institutions. The authors sent a brief survey to peer libraries through Facebook's direct messaging feature. Survey information was also supplemented with contextual/demographic data from the 2013-2014 Academic Trends and Statistics Data available from the ACRLMetrics subscription dataset ("ACRL Statistics Portal," n.d.).

To get a similarly in-depth understanding of the peer libraries' posting frequencies and content and engagement, the authors collected data directly from the libraries' pages for the 10-week period between October 13, 2014 and December 17, 2014. Data collected included the quantity and types of posted content, the frequency of posts, and the quantity and types of interactions with followers such as likes, comments, and shares.

Phase One Data Analysis

Survey results. Out of the 25 identified peer institutions, 16 completed the survey, but one survey response could not be used due to incomplete information from the ACRL Academic Trends and Statistics dataset; therefore, the final set consisted of 15 libraries [Table 1]. The survey results demonstrated low levels of administration and planning for Facebook. Sixty percent of libraries had three or fewer page administrators. Approximately half the respondents (8) reported that they have a single person that oversees their libraries' entire social media presence, which included platforms such as Twitter, YouTube, Instagram, Pinterest, Foursquare/Swarm, Yelp, LinkedIn, blogs, Tumbler, and Vimeo.

When asked about planning and posting content, six libraries indicated, in general, they post several times a week, and five indicated posting once per day. A majority (11) indicated that content is not screened or approved by anyone other than the person posting, but four out of the fifteen libraries required one or more levels of approval before posting content. Facebook page administrators spent fewer than three hours per week creating posts, and just under half (7) spent less than one hour. Planning, administration, and assessment of the library's Facebook presence took minimal time for most libraries each semester, with all but one indicating that they spent 4-8 hours or less per semester on these activities. When asked to identify the main goals of their page, all 15 indicated news and events publicity was the priority, and most (13) indicated that marketing library collections and services was also important. Other popular goals included facilitating library interaction with students and faculty (12), driving traffic to other library websites/pages (11), demonstrating the value of the library (10), and establishing public relations with the community (7). Delivering services to patrons (5) and fundraising (2) were the least common goals.

Page capture results. Facebook posts from the sample set were collected during the 10-week period of October 13, 2014 through December 17, 2014. The posts were counted and coded. The total number of posts of each library diverged widely, ranging from 18 to 108 posts for the entire 10-week period. Engagement during the same period likewise showed no demonstrable pattern across institutions. Aggregated likes for all posts at a given institution ranged from 73 to 309. User comments also varied widely: comment count ranged from zero comments to 35 comments over the 10-week period. Sharing of posts during this period ranged from one share to 196 shares.

In terms of posting patterns over time, there was no consistent pattern. Some institutions seemed to post frequently some weeks but not others. Other libraries had a spike

in posts, usually due a special occasion of some sort. One institution in particular went from a very consistent pattern of under 10 posts a week to 80 posts in Week 3, due to a special event. Still other institutions had very low variation in posts per week. [Figure 1]

Comparison of survey responses and actual Facebook page content. The authors found no consistent pattern of how well the stated goals in each institution's survey responses matched up to its actual posting activity. The survey included a set of perceived potential goals and aims of an institution's Facebook page:

- Facilitate library interaction with students and faculty
- Publicize library news and events
- Establish public relations with the community
- Drive traffic to other library websites/pages
- Demonstrate value of library
- Fundraising
- Deliver services to patrons
- Market library collections and services

However, the data collection process yielded a different breakout of categories:

- Photos
- Promoting Collections
- Promoting Services
- Events
- Campus Community
- Videos
- Educational/Information
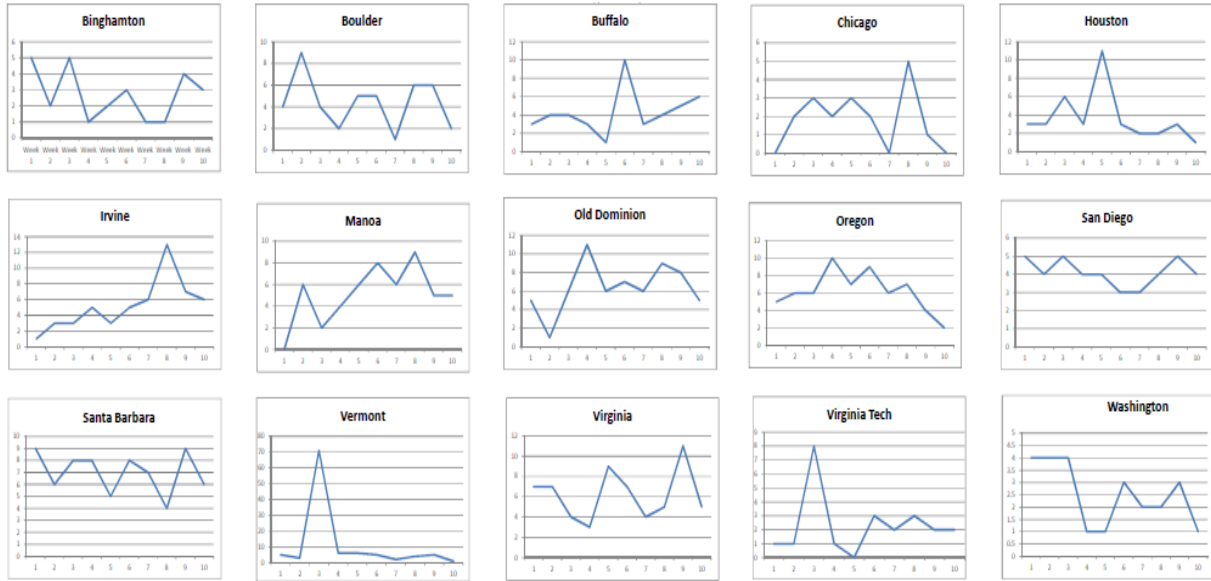- Emergency Notifications
- Fundraising
- Other

Figure 1: 10 Week Facebook Posting Patterns by Institution

The direct capture of information from the library pages produced a numerical percentage of all posts per category. The survey structure, however, required each library to respond yes or no to posting in each provided category. Nonetheless, when the survey "yes" results are juxtaposed with radar graphs of percentage of posts by category [Figure 2], it is evident that most libraries' posting patterns do not necessarily reflect the goals identified in the survey.

Categorical Breakout of Collected Posts- Binghamton
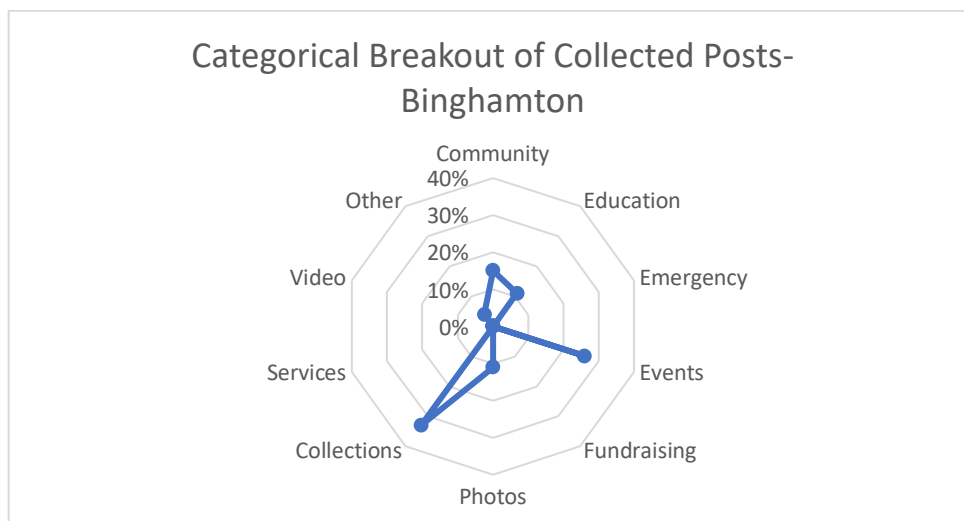
Stated goals in survey – Binghamton
- Interaction
- Publicity
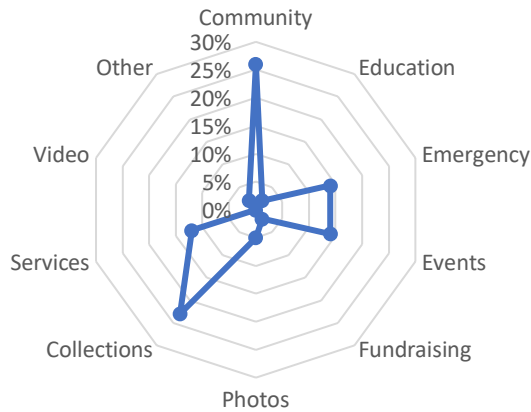- Web Page
- Services
- Marketing

Categorical Breakout of Collected Posts- Boulder
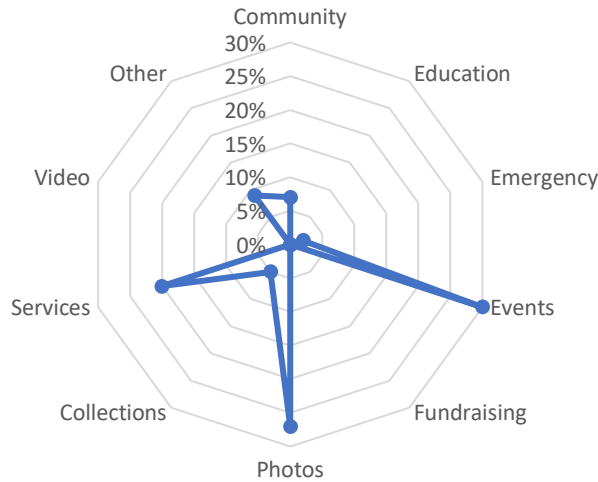
Stated goals in survey – Boulder
- Interaction
- Publicity
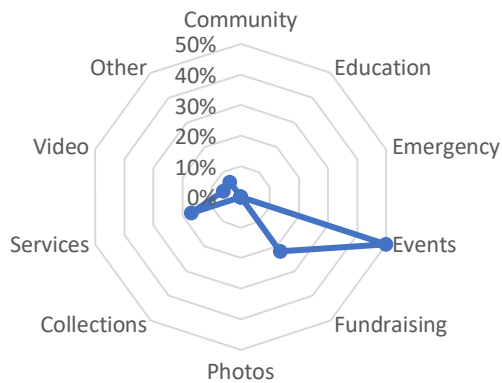- Value
- Services
- Marketing

Categorical Breakout of Collected Posts- Buffalo

Stated goals in survey – Buffalo
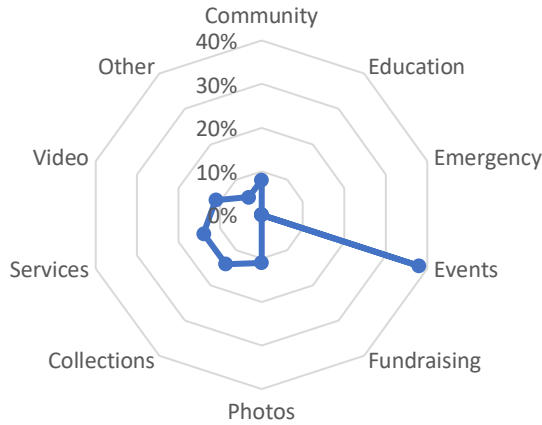- Publicity
- Web Pages
- Marketing

Categorical Breakout of Collected Posts- Chicago

Stated goals in survey – Chicago
- Interaction
- Publicity
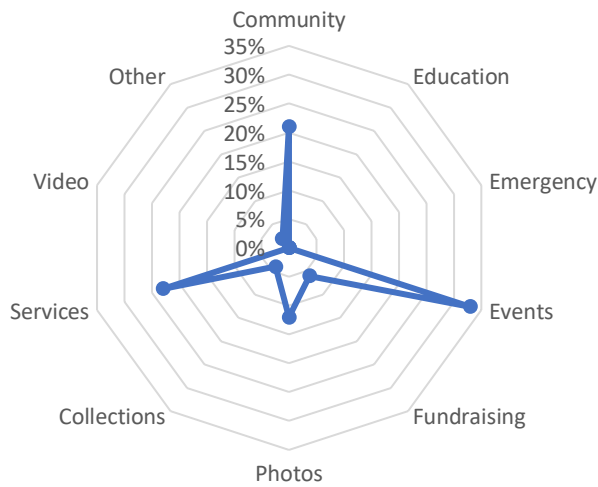- Web Pages
- Value
- Marketing

Categorical Breakout of Collected Posts- Houston

Stated goals in survey – Houston
- Interaction
- Publicity
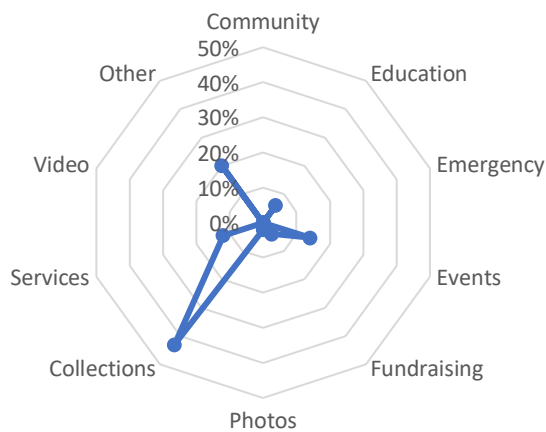- Community
- Web Pages
- Value
- Marketing

Categorical Breakout of Collected Posts- Irvine

Stated goals in survey – Irvine
- Interaction
- Publicity
- Community
- Web Pages
- Value
- Services
- Marketing

Categorical Breakout of Collected Posts- Manoa

Stated goals in survey – Manoa
- Publicity
- Community
- Web Pages
- Value

Categorical Breakout of Collected Posts- Old Dominion
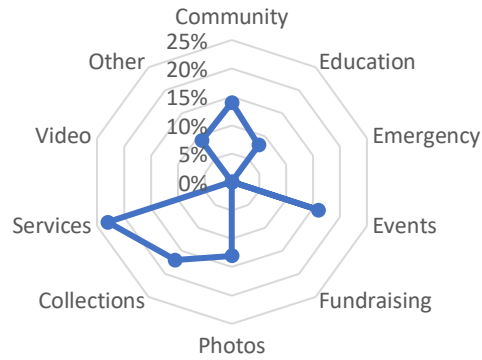
Stated goals in survey – Old Dominion
- interaction
- Publicity
- Web Pages
- Value
- Marketing

Categorical Breakout of Collected Posts- Oregon

Stated goals in survey – Oregon
- Interaction
- Publicity
- Web Pages
- Value
- Fundraising
- Services
- Marketing

Categorical Breakout of Collected Posts- Santa Barbara

Categorical Breakout of Collected Posts- San Diego

Categorical Breakout of Collected Posts- Vermont
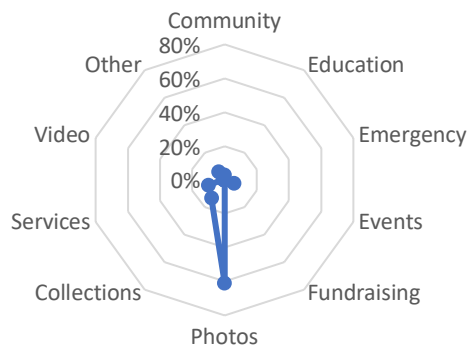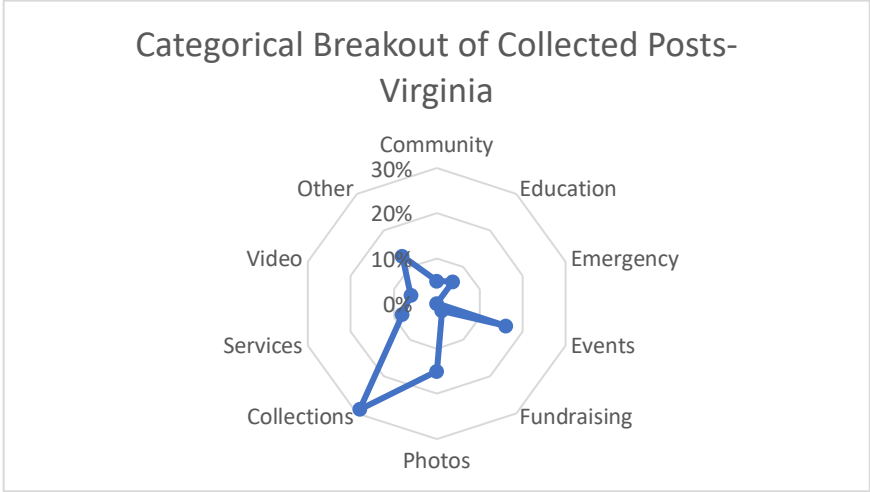
Stated goals in survey – Virginia
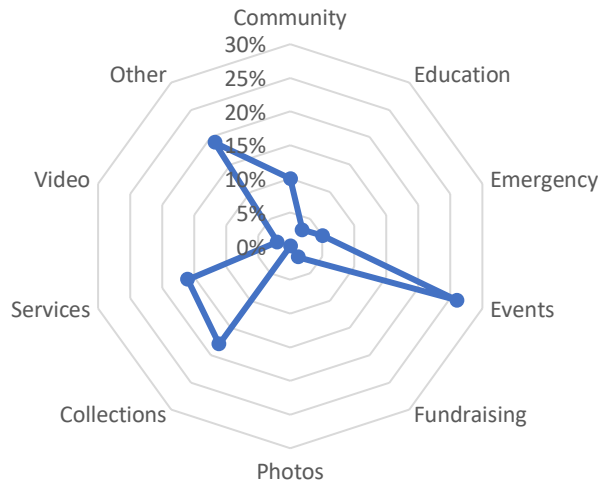- Interaction
- Publicity
- Web Pages
- Value
- Marketing

Stated goals in survey – Virginia Tech
- Interaction
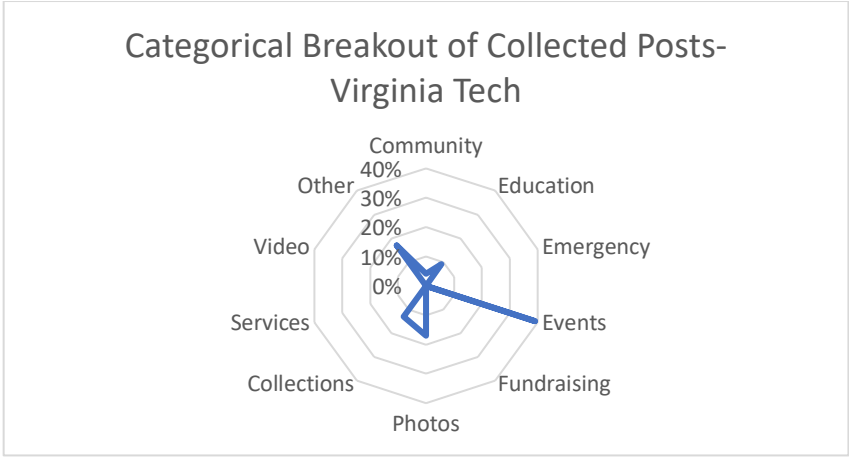- Publicity
- Community
- Marketing
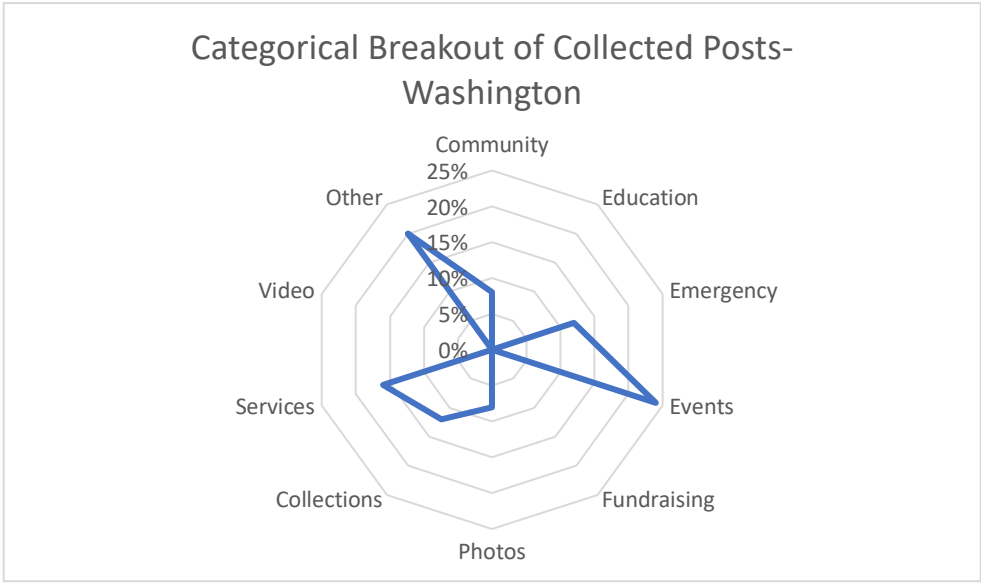
Stated goals in survey – Washington
- Interaction
- Publicity
- Community
- Web Pages
- Marketing

Figure 2: Categorical Breakout of Collected Posts by Institution

Despite variance of intentions and goals for Facebook posts, for 12 of the 15 libraries, the highest percentage of posts were about events. Of the three remaining libraries, one was more dominant in community relations post, despite not having identified it as a goal of their page. Another was dominant in posts that publicized their collections, which makes sense as they included demonstrating library value as one of their goals, which can be considered consistent with their frequent posts featuring library collections. The third library's main category was photographs, but on closer inspection, these photos were of a single event. For discussion about categorical distinctions, see the limitations section of this article.

#admins (survey)	1-3	4-6	7-9	10+	Totals
1	1	2	0	0	3
2	0	3	0	0	3
3	1	1	1	0	3
4	0	1	0	0	1
5	3	1	0	1	5
totals	5	8	1	1	

time spent posting (survey)	1-3	4-6	7-9	10+	Totals
<1 hour	5	1	0	1	7
1-3 hours	0	6	1	0	7
3-5 hours	0	1	0	0	1
more than 5 hours	0	0	0	0	0
totals	5	8	1	1	

time spent planning (survey)	1-3	4-6	7-9	10+	Totals
<1 hour	1	0	0	0	1
1-3 hours	2	6	0	0	8
4-8 hours	1	2	1	1	5
9+ hours	0	1	0	0	1
totals	4	9	1	1	

frequency of posting (survey)	1-3	4-6	7-9	10+	Totals
<1x per day	1	0	0	0	1
1x per day	0	3	1	1	5
several times per week	2	4	0	0	6

1x per week	1	1	0	0	2
several times per month	1	0	0	0	1
1x per month	0	0	0	0	0
<1x per month	0	0	0	0	0
totals	5	8	1	1	

Figure 3: Average Number of Posts per Week

Crosstabs were calculated to compare ranges of average number of posts per week to frequency of categorical responses about various aspects of planning and executing Facebook page postings [Figure 3]. Essentially, the number of administrators, the time spent posting, and the time spent planning led to posting frequencies per week that were substantively unvarying across institutions. That is to say, the majority of institutions posted four to six times per week or to a lesser extent, one to three times per week, regardless of their responses to survey questions related to the effort expended in maintaining a given library's Facebook page. The range of posts per week captured versus the number of postings stated on the survey was essentially consistent; however, there is a limitation to this comparison as we solicited categorical responses to the question about posting frequency that were less specific than the numerical data consisting of mean number of captured posts per week. Thus, at best, it is unclear whether the Facebook administrators polled had a definitive sense of how frequently they post content. Crosstabs were also run against two of the survey questions to determine if a greater number of Facebook administrators also indicated a greater number of social media accounts generally. Nine out of the 15 libraries had between one and four social media accounts, of which three included five or more Facebook administrators. Six out of the 15 libraries had five or more social media accounts, including two with five or more administrators, and two with two administrators. There was no progressive increase in number of social media accounts coincident with the number of Facebook administrators.

Overall, the authors found these results to disprove a hypothesis that more time spent on administration and planning efforts for Facebook pages would lead to greater library user engagement and interaction. That this hypothesis was disproven served to affect the implementation of social media accounts at University Libraries and Wallace Library in different ways, as described in Phase Two.

Phase Two: Application of Findings in Two Case Studies

University Libraries. University Libraries is located at a mid-sized, Ph.D. granting institution. It has three branches on two campuses. University Libraries has had a Facebook account since the early 2010s. The way in which this account has been utilized has changed throughout the years, largely due to changes in staff and in perceptions of how the page should be managed. More recently, a third factor affecting the role of University Libraries' Facebook page is a shift in library user interest to other social media platforms. Early implementation efforts at creating a meaningful Facebook presence for University Libraries varied. The page began as a project of University Libraries Reference Department, and was later expanded to represent all departments. In 2011-2012, a graduate student was hired to develop a Facebook posting policy and schedule, but that schedule was not adhered to after the graduate fellowship ended. During 2013, library administration established a Social Media Workgroup, chaired by one of the authors with another author serving as a member. However, this was disbanded upon a change in library administrative leadership. Throughout these changes, posts centered on the creation of "events" and event promotion— occasionally there would be photographs shared from these events. Despite these early efforts at generating a policy, changes came in fits and starts, including the survey and data collection efforts that are the genesis of this study. From 2014-2016, there were many simultaneous administrators and editors for the account, which is reflected in the inconsistent content and voice of posts from this time.

In early 2017, management of this account was given to the newly created position of Outreach and Marketing Librarian. At this time, the account was no longer regularly maintained. More focus was given to accounts with higher student engagement, namely Twitter and Instagram. An assessment of the Facebook account revealed that the vast majority of followers were alumni, staff, faculty, and users that did not appear to have an affiliation with the university. Despite having a significant number of followers, there was little engagement (likes, comments, shares, views) with the page; this is consistent with the results of the data collected from the survey in Phase One from peer institutions.

From January 10, 2018 to December 10, 2018, University Libraries saw growth in page likes of approximately 4%. Looking further at these numbers, it is apparent that time of year is a factor in account growth. The greatest increase in follows or page likes coincides with the ushering in of a new class of freshmen, graduate students, and transfers in the fall— this period also accounts for new student orientations over the summer months, where

University Libraries heavily advertises its social media accounts. In 2018, 2.5 % of University Libraries' page growth happened during that period. Spring semester usually yields fewer new page likes and follows than the fall given that there is not a large percentage of new incoming students, thus follower count only grew by approximately 1.4%. Such small percentages in growth can be an outcome related to the college-aged demographic moving away from the Facebook platform.

From January 10, 2018 to December 10, 2018, University Libraries posted a total of 92 times. These posts can be broken into five categories: announcements, events, auxiliary account promotion, general libraries, and post shares from other pages. These posts often present as either links, photographs, statuses, or a combination of links and photographs; occasionally an "event" will also be created or University Libraries will be invited as a host on an affiliate's event. Photographs tend to be from events or in promotion of upcoming events. There is no strategy in place for how much content is posted from each category. The three most frequently posted categories are events (35 posts), general libraries (26 posts), and auxiliary account promotion (20 posts). Posts tend to have a further reach (total of people who have seen post at least once) during the periods where the page sees the most growth: the beginning of the fall semester [Figure 4]. After reviewing the findings of Phase One, University Libraries decided not to expend energy on creating a set of regularly scheduled posts per week. Staff time spent on creating posts out of need or on a case-by-case basis is more efficient for the outcomes received from posting.
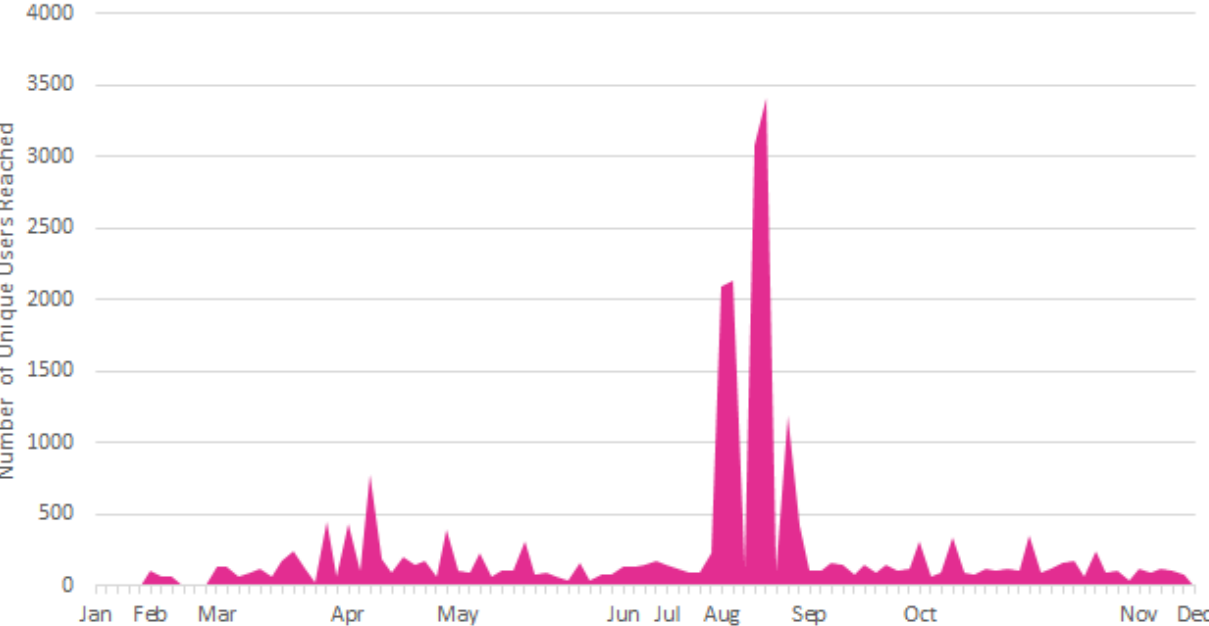

Figure 4: Lifetime Post Reach (2018)

Given these numbers, the primary focus of this Facebook account has shifted from a place to post unique content, to act instead as a point of promotion for our auxiliary accounts (Spotify, podcast, Buzzfeed quizzes). University Libraries hopes to maintain the number of page likes/followers with the idea that there will be new page likes with the promotion of social media channels to new students each semester. Furthermore, the insights gained from Phase One, combined with the desire to engage alumni on a social platform they continue to support and follow, led the Outreach and Marketing Librarian to revive Throwback Thursday posts (#TBT) with the aid of the University Special Collections and Archives. These posts help to stimulate goodwill and fond memories from the alumni and the larger University community, as well as keep these long-time followers engaged. However, Twitter and Instagram are the accounts on which University Libraries chooses to spend the majority of effort; these accounts have more followers and meet the libraries' student user base on its preferred social media platforms.

Madeleine Clark Wallace Library.

Wallace Library is a small, four-year, liberal arts college. The library has Twitter (since 2013) and Instagram (since 2014) accounts, but no Facebook account. These accounts were started and maintained by the eResources Librarian until she retired in the spring of 2018, when a team of four librarians took over administration of the accounts under the leadership of the author at Wallace Library. Over the next year, the team followed a rotating posting schedule that focused primarily on Instagram over Twitter. The main goals of both accounts was generating engagement and positive feelings about the library. In the spring of 2019, the author took on an additional role at the institution and was no longer able to lead the social media team. Wallace Library is in the process of developing a new approach to social media that will provide stability through a clearly defined and regularly reviewed social media strategy and flexibility in responsibility for posting.

As mentioned above, Wallace Library uses social media as an outreach tool to generate positive feelings about the library. Additionally, engagement itself is a goal, not a means to achieving other goals. Like many small college libraries, the team is made up of busy librarians who have taken on social media as an additional duty; they do not have the time and bandwidth to design and execute in-depth social media campaigns, and chasing engagement and positive feelings is simple, effective, and achievable. Analysis of the data collected in Phase One of this study, and the realization that there is no secret formula of effort and content focus that will ensure engagement on Facebook, led the library to

determine that creating and maintaining a Facebook page was not worth pursuing. Adding Facebook to Wallace Library's social media presence would require more staff time, energy, and resources than would generate a meaningful return of student engagement. While the author at Wallace Library led its social media team, the data collected in Phase One of this project also informed Wallace Library's Instagram and Twitter strategy. Instead of having a long list of goals for these accounts, the author defined the goals as generating positive feelings about the library, as demonstrated by engagement, and event promotion. Wallace Library has also applied the insight gained from Phase One to its other social media accounts.

Instagram.

Between April 9, 2018 and November 9, 2018, a full 50% of the 78 Instagram posts fell into the "general library" category. Examples include pictures of the interior and exterior of the library building, the campus quad taken from the library steps, other locations on campus, and faculty, staff, and students in an around the library. These pictures are often accompanied by literary or musical quotes, references to life on campus and other musings as the poster chooses to include. The other 50% of posts are divided between college history/objects from the archives (24%), events (12%), announcements (8%), and student work (6%). [Figure 5]
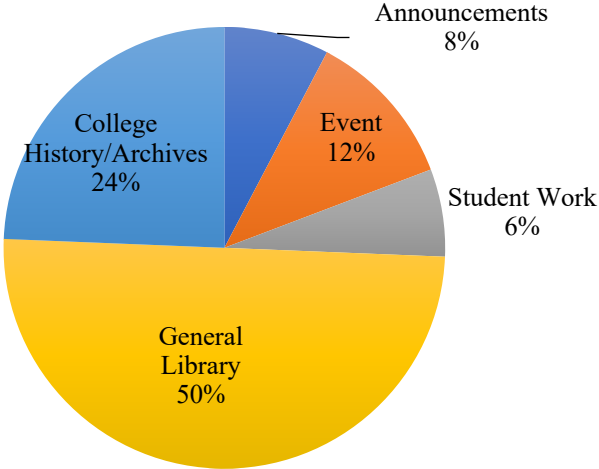

Figure 5: Wallace Library Instagram Posts by Type

Twitter. The breakdown of Wallace Library's Twitter posts during the same period reflects the different makeup of followers of the two accounts: there are more faculty, staff, and alumni followers on Twitter, and more students on Instagram. Posting patterns reflect this, with events (31%) being the most common content type, followed by college history/objects from the archives and announcements (29% each), general library (8%), and student work (3%). [Figure 6]
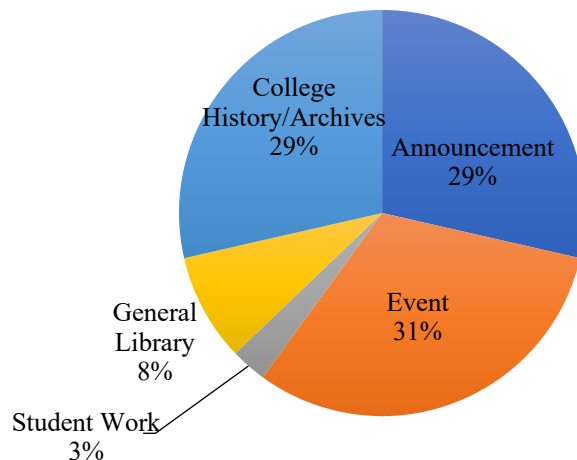

Figure 6: Wallace Library Twitter Posts by Type

As noted above, Wallace Library is in the process of reorganizing its social media process. Social media will now be under the management of the Web, Marketing, and Outreach Team, who will develop a social media policy and make recommendations to the Dean of Library Services about who should be responsible for posting, based on staff member interest and availability. Social Media Posters will serve for one year, or until other duties take precedence. The Web, Marketing and Outreach Team will consult with the Social Media Posters periodically throughout the year and will review and update the policy annually. This model will combine the stability and continuity necessary for user engagement on social media with the flexibility and shared responsibility that are necessary for a small library.

Limitations

A significant limitation to this study is that non-administrators of a Facebook page have no way to know who follows a Facebook page, and therefore cannot assess the relationship of the followers to the institution; namely, if followers are students, faculty, staff, alumni, or others not affiliated with the institution. Facebook's ever-changing metrics and user access from a non-administered page severely limited the ability to do analysis as the access had changed from the time the idea for this study was conceived to the time the analysis was conducted.

One of the key indicators of engagement on Facebook is page reach, the number of people who see a particular post. Facebook has continually tweaked their feed display algorithm to determine which posts have the most potential to be interesting to users (Wallaroo Media, 2019). As a result, a given page's posts are, on average, only seen by a small percentage of its followers. A post will only have an impact if people see it, so a page's reach is an essential factor in determining the efficacy of a Facebook page. Facebook's page reach metrics are likewise only available to page administrators, limiting the scope of collectable data for this study.

Other limitations had to do with the design of the survey. The survey questions could have been worded more specifically to obtain better quantification of certain amounts of time spent by libraries doing Facebook activities. The survey also used author-defined goals, aims and objectives in the survey, rather than having the participating libraries directly assess their own success. The purpose of this survey was not to measure whether or not there was a self-perception of success in the peer reviewed institutions. Rather, the purpose was to see if the goals and aims identified in the peer institutions aligned with actual posting practices, and to identify the relationship of effort expended to posting activity and follower engagement of the pages.

A limitation to post collection was that the authors coded each post with only one category/classification. Certain posts could be classified with multiple categories given the classification structure that was used; for example, a photo post might be posted to publicize an event. Another approach would be to have two types of classifications, one related to message purpose (e.g. events promotion, community outreach, etc.) and one related to media format (e.g. photo, text, and video).

Staff turnover made the continuity of data collection from Phase One to Phase Two challenging. This experience points to a greater issue in organizational continuity. In both University Libraries and Wallace Library, there was information lost as staff turnover occurred and new staff implemented different philosophies and approaches to the social media presence of the institution.

Discussion

Phase One of the present research project demonstrated that there is no magic formula or "sweet spot" of content, post type, and posting frequency to generate user interest and/or engagement. Additionally, the fact that the majority of the posts created by the libraries in the study do not fit with the page administrators' stated goals for their Facebook page points to a larger reality about social media; content chosen by page administrators doesn't necessarily align with the marketing goals of the content creators. Likewise, there did not appear to be a good rule of thumb or best practice on what works with engaging library users on Facebook. Phase Two shows how two very different academic libraries were able to utilize the insights gained from the preliminary mixed-methods study to make change and inform their social media strategies. The strategies, which differ given the student makeup, type of institution, and resources available to each library, meet the needs of each library in different ways. Although both University Libraries and Wallace Library now focus primarily on Instagram and Twitter, University Libraries maintains its Facebook page in order to communicate with the wealth of alumni that still follow it and to promote its auxiliary accounts, such as Spotify and a podcast hosted on Anchor FM. On the other hand, Wallace Library, which has a much newer presence on social media generally, sees little use in creating a presence on Facebook and directs its limited resources elsewhere with what could be considered reasonable success at generating engagement for an institution of its size and type.

An additional insight garnered from this project relates to collecting and storing meaningful data from various social platforms. Facebook Insights, an integrated analytics tool, is a very robust source of data. However, most of the data provided by Insights is completely irrelevant to the needs of most libraries. Although the data can be exported to an Excel spreadsheet, it requires much editing and cleaning to navigate and parse out information that is of the most help and insight for an academic library, such as: post engagements, (likes, comments, shares), post impressions and/or reach, and new likes or follows. In comparison, Twitter analytics do not provide as much information, but what they

do provide is easy to read and relevant, for example: top post (Tweet), impressions (reach), profile visits, and mentions. Twitter's analytic information is more concise and requires less cleaning and manipulation than that provided by Facebook. University Libraries recently acquired LibAnswers, which includes tools for social media management – scheduling posts and delivering analytics. The analytics component of LibAnswers for Facebook is clean, provides only relevant data, and generates easy to read graphs. The Marketing and Outreach Librarian at University Libraries anticipates that this tool will generate useful information requiring less librarian manipulation, formatting, and cleaning; and will provide better information that leads to meaningful understanding of student and user engagement with University Libraries' Facebook presence.

How should an academic library measure the success of its Facebook page? Those who choose to evaluate their social media presence have looked at such metrics as growth in followers or reaching new audiences, general metrics of the engagement rate of users with the platform, web analytics, or surveys of page followers (Winn, et al., 2017; Liew, et al., 2015, Castonguay, 2013; Shawafi & Hassan, 2018; Tonyan 2016; Webb & Laing, 2015) . General good feelings about enhancing "interconnectivity" and "developing a capital of sympathy," are less quantifiable measures of success (Liew, et. al 2015); however, they most closely describe how University Libraries and Wallace Library now view "success" in light of the findings of Phase One.

A key takeaway from this study is the importance of organizational planning for social media continuity, particularly in relation to staff turnover. In University Libraries, there was very little continuity as responsibility for the library's Facebook page and other social media accounts changed hands over time. Likewise, the departure of a staff person primarily responsible for social media at Wallace Library left the librarians there dividing the responsibilities with no one librarian as custodian for social media. Documentation of practices and policies and other communication efforts helps assure a seamless transition when responsibility for library social media accounts changes, even as policies and processes are updated going forward. Additionally, creating a flexible structure for social media oversight and responsibility like that being implemented at Wallace Library can provide continuity while also taking the shifting responsibilities of a small staff into consideration.

Conclusion

When this project was originally conceived, the authors sought to determine the nexus between planning, administration, and content of academic library Facebook pages with how well those pages met library goals and objectives. Analysis of the data collected in Phase One demonstrates that, for the sample provided, the amount of planning and strategizing reported by librarians had little impact on user engagement, posting frequency, and even at times, the relationship between the stated goals of the pages and how they were actually utilized. It was in the application of these findings as authors changed roles and institutions which brought forth further insights and ideas related to best practices. The results of this study suggest that best practices for Facebook do not hinge upon posting frequency, content, or standard strategies. Rather, they are contingent on knowing your unique user base and community and making conscience decisions that assure continuity when staff changes occur.

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