

**Social Media: Use and Usefulness at the University of Alberta  
Report of the TLAT Subcommittee on Social Media**

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**TLAT Subcommittee on Social Media**

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# **Social Media: Use and Usefulness at the University of Alberta**

## **Report of the TLAT Subcommittee on Social Media**

### **Executive Summary**

Social media, the use of electronic means to communicate and interact, is ubiquitous. Students, faculty, and staff use email for formal and informal communication. Many classes and student groups have electronic discussion forums. Some classes include a formal or informal social networking component, such as Facebook. Some instructors and student groups use an online microblogging system, such as Twitter, to disseminate information. Increasingly, students use laptops in class to communicate with colleagues inside and outside of the class.

The Teaching, Learning and Technology (TLAT) Committee struck a Subcommittee on Social Media in November 2009 to examine the use and potential use of social media at the University of Alberta and develop guidelines and recommendations for formal and informal use of social media for teaching, learning, and communication. The subcommittee met six times between November, 2009 and May 2010 and maintained electronic communication throughout this period. The subcommittee developed, administered, and analyzed surveys of students and faculty on use and usefulness of social media, conducted informal interviews with students and faculty on benefits and drawbacks to using social media in formal and informal learning contexts, reviewed the scholarly literature on social media in higher education, and explored policies and guidelines regarding use of social media across the university and at other universities and in industry settings.

This report begins with the subcommittee's recommendations and draft guidelines. These recommendations and guidelines are supported by the body and appendices of the report, summarizing the scholarly activity of the subcommittee.

## Recommendations

Based on our literature review, search of policies across campus and at other institutions and in industry, our student and faculty surveys, discussion in meetings, and consultation with students and staff, the TLAT Social Media Subcommittee makes three recommendations:

- (1) **Establish a long-term committee to advise on new developments in social media.** Social media is growing by leaps and bounds and has the potential to revolutionize many aspects of the academic life, including teaching and learning. It also has the potential to be harmful to the teaching and learning process. An advisory committee to the Vice Provost (Information Technology) or a subcommittee of the Teaching, Learning and Technology Council would take a big picture approach to the literature and developments at other universities and institutions, helping the University of Alberta become a leader in innovative use of technology and social media for teaching, learning, and communication.
- (2) **Continue to develop guidelines and policies.** The TLAT Subcommittee on Social Media has drafted guidelines for use of social media for teaching, learning, and communication (below, pages 3-4). In doing so, our goals were not to be pejorative or restrictive but to inform and instigate reflection and discussion on the subject. We recommend that these draft guidelines be accepted and that the broad university community be consulted for feedback. In addition, a number of University policies (e.g. the Code of Student Behaviour, Campus Conditions for Computer Use), although they indirectly cover potential concerns such as online harassment, the use and sharing copyrighted content, etc., need to be revised so as to become more explicit as regards to the social media environment.
- (3) **Support mobile computing and content sharing technologies.** The results of our surveys of students and faculty provide strong evidence for increasing central support for mobile computing (e.g., smart phones, laptop computers) and content sharing sites. Mobile technologies, coupled with enhanced social media will greatly aid students, instructors, and staff as they engage in teaching and learning at any time and in any place.

## Draft Guidelines for Social Media Use

For purposes of this document, social media is defined to be any use of electronic media for developing networks and connections for sharing information (Educause, <http://www.educause.edu/groups/SOCMEDIA>). Examples of social media include email, text messaging, social networking sites, and content sharing sites.

Students, staff and faculty using social media for any purpose related to the University of Alberta are subject to these guidelines and the specific policies of the University of Alberta. While not governed by University of Alberta guidelines and policies, alumni are ambassadors for the University of Alberta and are advised to reflect on how upholding the reputation of the University of Alberta impacts them.

Generally speaking, if some behaviour is unacceptable in a face-to-face encounter, then that same behaviour is unacceptable online.

### Policies

Know and follow the University of Alberta Policies. A complete and up-to-date list can be found at <http://www.ualberta.ca/policies> [this link to be created]

### Identity

**Honesty and transparency.** Be honest about your identity. Do not hide your identity or misrepresent yourself online.

**Use of a Disclaimer.** If you are conveying your personal opinions on matters pertaining to the University of Alberta, it is recommended that you use a disclaimer, such as “*The views on this [type of social media] are my own and do not necessarily reflect the views of the University of Alberta.*”

### Content

**Accuracy.** Verify all information before posting on the Internet. Where possible, include citations and links to your sources.

**Respect.** Think before you post. Information on the Internet is widely accessible and often permanent. Controversial, disrespectful, harmful, or offensive posts may have long-term effects on you and the broader University community, including unanticipated negative consequences.

**Ownership.** It is necessary to comply with University policies regarding Copyright ([www.copyright.ualberta.ca](http://www.copyright.ualberta.ca)). You may freely post your information that you own; you must also comply with the copyright policies of the social media network (e.g. YouTube or Facebook). Copyrighted and proprietary information, including records of class activities (e.g., classroom video or audio files), may only be posted with permission.

**Awareness of liability.** You are responsible for your use of social media. Inaccurate, harmful, or offensive posts may be a violation of the Code of Student Behaviour, CCID Conditions of Use policy, Copyright Policy, faculty and staff agreements and/or other relevant University policies and procedures.

### **Privacy**

**Confidentiality.** Maintain confidentiality of others' personal information. Be especially careful not to violate the Alberta Freedom of Information and Protection of Privacy Act.

**Identity protection.** Although you must be honest about your identity, do not provide personal information such as personal phone numbers, address, or other confidential information that may be used to invade your privacy.

## Background

The use of social media, such as email, instant messaging, discussion forums, blogs, aggregate sites and virtual worlds, for formal and informal learning and communication is ubiquitous. Recent American studies indicate that almost all older teens and young adults use email, over three-quarters use social networking sites such as Facebook, over three-quarters use cell phone text messaging, and over half use video sharing sites, such as YouTube, and up to one-quarter use Twitter or other status-updating sites (Lenhart, Purcell, Smith & Zickuhr, 2010; Lenhart, Ling, Campbell, & Purcell, 2010; Noel-Levitz, NRCUA, & OmniUpdate, 2010; Taylor & Keeter, 2010). Clearly university students are active users of social media.

University students are active users of social media for academic as well as for personal uses. Nelson Laird and Kuh's (2005) analysis of the 2003 National Survey of Student Engagement (NSSE) indicated that two-fifths of the students surveyed spent over five hours a week completing their academic work online. In addition, over half frequently completed academic work by communicating with other students online. The students who engaged in online communication and collaboration with other students in the class were more likely to be in courses that emphasized higher order thinking skills than were those students who did not communicate with course colleagues online. Formal and informal uses of social media allow students, faculty, and staff to develop a sense of community as they communicate, collaborate, converge, and be creative using electronic media (Manlow, Friedman, & Friedman, 2010).

Examples of using social media for formal learning abound. A large number of courses at the University of Alberta have at least minimal communication between students and faculty through course management systems (e.g., eClass and Moodle; LMS Review, 2009). Student response systems (e.g., iClickers) are used in a number of classes to increase communication within the classroom. Different faculties and departments are beginning to examine social media for student peer review, such as Calibrated Peer Review, developed by the University of California, Los Angeles, to allow students and instructors to review written work by students (Enders, Jenkins, & Hoverman, 2010; <http://cpr.molsci.ucla.edu/>). Student in some Faculties are beginning to share content through eClass and WordPress blogging software, allowing audiences and authors to communicate directly about a piece of academic work. Microblogging through status-updating sites such as Twitter, may have potential for contributing to the classroom environment (Aagard, Bowen, & Olesova, 2010) and continuing the discussion outside of the classroom (Ebner, Leinhardt, Rohs, & Meyer, 2010).

Not all social media is – or should be – used for formal learning by university students. Madge, Meek, Wellens, and Hooley (2009) found that, although almost half of the British university students surveyed used Facebook for informal learning purposes (discussing or collaborating on projects and assignments), few agreed that it should be used for formal communication and learning purposes. Our survey, described below, supports these findings. Although the vast majority of University of Alberta students use Facebook for personal communication and over a third use it for informal learning, less than one-quarter of students surveyed indicated that Facebook could be an effective form of formal course-based information and communication.

The University of Alberta is sensitive to the need to develop and support informal as well as formal uses of social media. For example, the University of Alberta mobile applications allow students to find their way across campus, synchronize schedules and courses; new components are added with each version. Bearbook, a Facebook application developed by University of Alberta students, allows students to coordinate schedules and is being expanded to allow students to exchange texts and notes.

Social media use for formal or informal learning is not without risk, however. Even with software security safeguards, communication through social media is permanently archived and, in many cases, widely distributed. Although testimonials abound of students collaborating on individual assignments and projects, universities have begun charging students for code violations when they are found to be collaborating on social media sites (CBC News, 2008; Dyer, 2010). As well, although anonymous hurtful statements about instructors are posted regularly at RateMyProfessors.com, universities have begun charging students who express their opinions openly on social media sites (CBC News, 2010). Following the lead of industry and other universities, we need to develop clear and useful guidelines for appropriate communication with social media to protect the university community from online bullying and harassment.

Based on questions and concerns about social media raised in the research literature, the press, and around campus, the goals of the TLAT Subcommittee on Social Media were to define and investigate the use of social media in teaching, learning, and administration and make recommendations for how the University of Alberta can lead and support pedagogically appropriate innovations in use of social media for teaching and learning in higher education. Although the goals for the subcommittee were too extensive to complete during our tenure (see Appendix A), November, 2009 – May, 2010, we did accomplish the following tasks from our lofty list:

- Survey students and faculty at the University of Alberta to determine perceptions regarding the pedagogical appropriateness of using different types of social media for formal and informal teaching and learning activities.
- Develop general guidelines on appropriate conduct of University of Alberta members in social-networking sites.

## **Surveys of Students and Faculty**

We developed student and faculty surveys to examine use and perceived usefulness of social media for formal (e.g., class-based information, assignments, and communication) and informal (e.g. student collaboration and communication) learning. We also asked whether the University should support different technologies, including mobile computing, which was outside of our mandate but still important.

The students were surveyed in March, 2010 using Student Voices, an online survey tool licensed to the Dean of Students Office. We conducted a randomly sampled 10% survey of undergraduate and graduate students registered in each faculty/school. Our response rate was 331, or approximately 10% of the sample, consistent with the response rate of many online

surveys (ref needed). The responses were representative of the University demographics for Faculty, year, and gender. With very few exceptions, responses did not differ across Faculty, year, or gender, so only aggregate results are presented here and in Appendix B.

Faculty were surveyed in March, 2010 through an online survey hosted by Learning Solutions. We surveyed all academic staff. Our response rate was 495 self-reported tenure-track, faculty lecturer, sessional, and FSO instructors (due to a sampling error, the survey went out to more than instructional staff), or approximately 5% of the instructional staff. Although there were faculty, gender, and position differences in the results, for the purposes of this report and to be consistent with the student survey, only aggregate results are presented here and in Appendix C.

As expected, given age demographics, Table 1 shows that students are generally more comfortable using computers and using social media than are their instructors,  $\chi^2(4) = 34.42$  and  $49.31$ ,  $p < .001$ , respectively. These differences temper all student versus instructor differences found in use and perceived usefulness of different types of social media for teaching and learning.

**Table 1. Percentage of students and instructors responding they are very or moderately comfortable with using computers and social media.**

<b>Technology</b>	<b>Students</b>	<b>Instructors</b>
Computers	100	89
Social Media	76	54

Students are most likely to use a course management system (78%) or email (75%) for formal instructional activities and communication. By contrast, they use email (76%), cell phone text messaging (44%), Facebook (34%), a course management system (27%), and instant messaging (25%) for informal communication and collaboration. As predicted by the literature, they use email, cell and instant messaging, Facebook, and media sharing (use ranging from 73-87%) for personal communication.

Instructors use email (86%) or a course management system (72%) for formal instruction and communication with students. Although students and instructors use a course management system equally, instructors reported using email more than did students for instructional activities and communication,  $\chi^2(1) = 24.51$ ,  $p < .001$ .

Students and instructors are in general agreement about the effectiveness of different types of social media for disseminating course-based information, communication, and informal collaboration. As Table 2 shows, students and instructors perceive course management systems and email to be very effective types of social media for information dissemination and communication, with text and instant messaging and social networking (e.g. Facebook) becoming more effective for informal learning and communication.



**Table 2. Percentage of students and instructors responding that the type of social media is extremely or very effective.**

<b>Social Media</b>	<b>Students</b>	<b>Instructors</b>
Email		
for course based information	84	84
for communication	95	95
for collaboration among students	92	90
Course management system		
for course based information	80	86
for communication	74	83
for collaboration among students	55	76
Content sharing system		
for course based information	49	64
for communication	50	60
for collaboration among students	56	71
Synchronous communication		
for course based information	36	41
for communication	51	54
for collaboration among students	81	79
Social networking sites		
for course based information	27	19
for communication	37	24
for collaboration among students	67	54

As shown in Table 3, students and instructors are also in general agreement that the University should support the use of newer technologies that are not yet fully supported, such as mobile computing and content sharing sites, such as Google Docs for example. Interestingly, instructors are more favourable than are students toward the University supporting use of social networking sites, such as Facebook,  $\chi^2(4) = 17.59, p < .001$ , and requiring all students to have access to mobile computing devices,  $\chi^2(4) = 33.40, p < .001$ . Interestingly, of the 24% of students reporting owning a smart phone, 92% agreed or strongly agreed that the university should require students to have a mobile device.

**Table 3. Percentage of students and instructors responding that they strongly agreed or agreed with the statement.**

<b>Statement</b>	<b>Students</b>	<b>Instructors</b>
The University should support the use of content sharing sites for teaching and learning.	61	58
The University should support the use of social networking sites for teaching and learning.	38	44*
The University should support the use of mobile computing for teaching and learning.	76	80
The University should require all students to have a mobile device.	20	38*

\* $p < 0.001$

In summary, students and instructors are remarkably similar in their use and perception of usefulness of different types of social media and technologies to support teaching and learning. They are very comfortable using computers and social media, use email and a course management system for formal learning, and perceive these types of social media to be effective for formal learning. Students and faculty also believe that synchronous communication (e.g., text and instant messaging) and social networking (e.g., Facebook) are effective for informal learning and communication. Finally, students and instructors would encourage the University to support content sharing technologies such Google Docs as well as mobile computing.

### **Draft Guidelines**

The Draft Guidelines are presented on pages 3-4. These are based on extant guidelines, discussion within the group and discussion of group members with colleagues and students.

The Subcommittee acquired extant documents from the University of Alberta, namely the TLAT Guidelines for Best Practices (Elaine Geedes, 2008) and a document developed by the Division of Marketing & Communication, External Relations. These resource documents comprise Appendices D and E, respectively.

We also collected guidelines developed by DePaul University (most guidelines at other universities have been adapted from these original guidelines), Queen's University, Brock University, and Simon Fraser University; these were the only guidelines we could identify at the time. We also examined guidelines developed by IBM, a company that has published guidelines for company use of social media. These resources are included in Appendix F.

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## **APPENDIX A**

### **TLAT Subcommittee on Social Media Terms of Reference**

#### **Purpose**

Online social networking through the use of social media, such as email, instant messaging, discussion forums, blogs, aggregate sites and virtual worlds comprise the most common forms of communication at the University of Alberta. How can we most appropriately use both University-approved social media (e.g., Webmail, Blackboard Vista, Moodle, HelpDesk) and other forms of social media (e.g., Facebook, MSN, Blogger, Second Life) in teaching, learning, and administration at the University of Alberta? The goals of this subcommittee are to define and investigate the use of social media in teaching, learning, and administration and make recommendations for how the University of Alberta can lead and support pedagogically appropriate innovations in use of social media for teaching and learning in higher education.

#### **Tasks**

Conduct a literature review to define social networking and how social media is used in teaching, learning, and administration at the post secondary level.

Conduct a survey of instructors across Canadian institutions on how they are using social media in formal and informal teaching, learning and administration at the post-secondary level.

Consult with students, faculty, and staff at the University of Alberta to determine perceptions regarding the pedagogical appropriateness of using different types of social media for formal and informal teaching and learning activities.

Make recommendation regarding the use of social media and how to support pedagogically-appropriate innovation in the use of social media in teaching, learning, and administration at the University of Alberta. These recommendations may include:

- General guidelines on appropriate conduct of University of Alberta members in social-networking sites.
- Whether the University of Alberta should endorse and support use of social media other than conventional course management and administrative media, including:
  - What forms of social media?
  - How should we support?
  - Who should support?
- Mechanisms for keeping pace with the changing face of social media and different forms of communication.

#### **Composition**

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Jonathan Schaeffer, VP(IT), or delegate (jonathan@ualberta.ca or gordie.mah@ualberta.ca)

**APPENDIX B**  
**Student Survey Frequencies**

**Goal: Demographics, Access**

**Faculty %**

6	Agriculture, Life, and Environmental Sciences
19	Arts
1	Augustana
4	School of Business
1	Campus St. Jean
8	Education
13	Engineering
12	Extension
8	Graduate Studies and Research
1	Law
1	School of Library and Information Studies
2	Medicine and Dentistry
0	Native Studies
2	Nursing
1	Pharmacy and Pharmaceutical Sciences
2	Physical Education and Recreation
1	School of Public Health
1	Rehabilitation Medicine
17	Science

**Year**

16%	1 <sup>st</sup> Year
17%	2 <sup>nd</sup> Year
19%	3 <sup>rd</sup> Year
17%	4 <sup>th</sup> Year
4%	5 <sup>th</sup> Year
14%	Graduate student
14%	Other/Open Studies

**Gender**

39% Male      61% Female

**Age**

9%	19 and under
11%	20
10%	21
15%	22
30%	23-30
25%	above 30

**Internet access during school year**

55% Shared computer  
 96% Own computer  
 24% Internet-connected smartphone

**Preferred Internet access during school year**

16% Shared computer  
 95% Own computer  
 8% Internet-connected smartphone

**Comfort level using computers**

77% Very comfortable  
 22% Moderately comfortable

**Comfort level using social media**

35% Very comfortable  
 41% Moderately comfortable  
 15% Neither comfortable nor uncomfortable

**Goal: What types of social media do students use?****In what contexts have you used the following types of social media?**

- A course-related activities developed by your instructor  
 B course related activities such as collaborating on homework, working on group projects (not developed by instructor)  
 C extracurricular activities (student groups, non-course-related)  
 D personal or other activities

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
Email	75	76	75	87
Instant Messaging (MSN, ICQ, Gtalk)	2	25	27	73
Cell phone text messaging (SMS)	4	44	48	86
Skype	3	6	8	42
Course Management System (eClass, Blackboard, Moodle)	78	27	3	4
Discussion forums	36	18	14	29
Google Wave	1	2	3	8
Blogs (Blogger, WordPress, ...)	9	4	6	33
Wikis (MediaWiki, Pbwiki, Pmwiki, Twiki, ...)	15	19	12	32
Media Sharing (Flickr, YouTube, iTunes, Picasa, ...)	15	17	29	82
Facebook	6	34	45	86
Twitter	1	1	3	19
Nexopia	0	0	1	6
Other social networking site	1	1	4	13
Ning	1	0	1	2

LinkedIn	1	2	3	9
Other professional networking site	1	1	3	6
Second Life	1	0	1	4
IMVU	0	0	0	1
Other virtual world	1	1	2	6

### Top 5 for

Course-related activities developed by your instructor

Course management system  
Email

Course related activities such as collaborating on homework, working on group projects (not developed by instructor)

Email  
SMS  
Facebook  
IM  
Google Wave

Extracurricular activities (student groups, non-course-related)

Email  
SMS  
Facebook  
Google Wave  
IM

### **Goal: What are students' perceptions regarding the appropriateness of different types of social media for teaching and learning?**

The University of Alberta should support the use of content sharing sites (Google Wave, blogs, Wikis) for teaching and learning.

25% Strongly Agree  
36% Agree  
28% Neither Agree nor Disagree  
5% Disagree  
6% Strongly Disagree

The University of Alberta should support the use of social networking sites (Facebook, Nexopia) for teaching and learning.

15% Strongly Agree  
23% Agree  
19% Neither Agree nor Disagree  
22% Disagree  
21% Strongly Disagree



The University of Alberta should support the use of professional networking sites (Ning, LinkedIn) for teaching and learning.

11%	Strongly Agree
18%	Agree
51%	Neither Agree nor Disagree
12%	Disagree
8%	Strongly Disagree

The University of Alberta should support the use of virtual worlds (Second Life) for teaching and learning.

4%	Strongly Agree
9%	Agree
38%	Neither Agree nor Disagree
18%	Disagree
30%	Strongly Disagree

The University of Alberta should support the use of mobile computing (laptop/netbook, smart phones) for teaching and learning.

38%	Strongly Agree
38%	Agree
14%	Neither Agree nor Disagree
6%	Disagree
4%	Strongly Disagree

The University of Alberta should require all students to have a mobile device (laptop/netbook, smart phone).

8%	Strongly Agree
12%	Agree
22%	Neither Agree nor Disagree
17%	Disagree
41%	Strongly Disagree

**How strongly do you agree that the following social media could be effective for...**

- 1:** Extremely effective
- 2:** Very Effective
- 3:** Moderately effective
- 4:** Not very effective
- 5:** Not at all effective

Course based information

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Email	57	27	15	1	0
Synchronous communication channels (e.g., instant messaging, text messaging)	16	20	36	19	9
Course Management System (eClass, Blackboard, Moodle)	49	31	16	3	1
Content Sharing Systems (e.g. discussion forums, Google Wave, Wikis, Blogs)	21	28	33	12	5
Social Networking Sites (e.g. Facebook, Nexopia)	7	20	29	23	20
Professional Networking Sites (e.g., Ning, LinkedIn)	6	10	40	25	19
Virtual Worlds (e.g., Second Life)	2	5	27	20	46

Communication between students, TA, and instructor

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Email	80	15	4	0	0
Synchronous communication channels (e.g., instant messaging, text messaging)	27	24	30	13	7
Course Management System (eClass, Blackboard, Moodle)	44	30	18	7	2
Content Sharing Systems (e.g. discussion forums, Google Wave, Wikis, Blogs)	19	31	31	12	7
Social Networking Sites (e.g. Facebook, Nexopia)	14	23	26	19	18
Professional Networking Sites (e.g., Ning, LinkedIn)	7	12	36	24	23
Virtual Worlds (e.g., Second Life)	3	5	26	22	44

- 1:** Extremely effective
- 2:** Very Effective
- 3:** Moderately effective
- 4:** Not very effective
- 5:** Not at all effective

Collaboration among students

	1	2	3	4	5
Email	74	18	6	1	1
Synchronous communication channels (e.g., instant messaging, text messaging)	57	24	13	3	3
Course Management System (eClass, Blackboard, Moodle)	28	27	23	15	6
Content Sharing Systems (e.g. discussion forums, Google Wave, Wikis, Blogs)	26	30	26	11	7
Social Networking Sites (e.g. Facebook, Nexopia)	42	25	18	7	9
Professional Networking Sites (e.g., Ning, LinkedIn)	8	13	35	24	20
Virtual Worlds (e.g., Second Life)	5	6	26	21	42

## APPENDIX C Faculty Survey Frequencies

### Goal: Demographics, Access

#### Faculty

%	
5	Agriculture, Life, and Environmental Sciences
20	Arts
3	Augustana
5	School of Business
2	Campus St. Jean
6	Education
8	Engineering
3	Extension
0.7	Graduate Studies and Research
1	Law
1	School of Library and Information Studies
17	Medicine and Dentistry
0.5	Native Studies
6	Nursing
0.5	Pharmacy and Pharmaceutical Sciences
2	Physical Education and Recreation
2	School of Public Health
2	Rehabilitation Medicine
15	Science

#### Position

64%	Tenure-track
10%	Faculty Lecturer
12%	Sessional
14%	FSO

#### Gender

53% Male      47% Female

#### Age

10%	25-29
25%	30-39
28%	40-49
30%	50-59
8%	60+

**Comfort level using computers**

72% Very comfortable  
 17% Moderately comfortable  
 0.4% Neither  
 10.5% Moderately/Very Uncomfortable

**Comfort level using social media**

26% Very comfortable  
 28% Moderately comfortable  
 23% Neither comfortable nor uncomfortable  
 23% Moderately/Very Uncomfortable

**Goal: What types of social media do instructors use?****In what contexts have you used the following types of social media?**

- A course-related activities  
 B personal or other activities

	<b>A</b>	<b>B</b>
Email	85	86
Instant Messaging (MSN, ICQ, Gtalk)	9	49
Cell phone text messaging (SMS)	9	66
Skype	17	66
Course Management System (eClass, Blackboard, Moodle)	72	7
Discussion forums	37	36
Google Wave	4	12
Blogs (Blogger, WordPress, ...)	14	37
Wikis (MediaWiki, Pbwiki, Pmwiki, Twiki, ...)	23	33
Media Sharing (Flickr, YouTube, iTunes, Picasa, ...)	31	61
Facebook	10	61
Twitter	3	19
Nexopia	.2	2
Other social networking site	2	10
Ning	2	6
LinkedIn	4	25
Other professional networking site	2	5
Second Life	3	7
IMVU	0	1
Other virtual world	2	2

**Top 5 for Course-related activities**

- Email  
 Course management system

**Goal: How effective are these types of social media for teaching and learning, according to instructors' perceptions?**

The University of Alberta should support the use of content sharing sites (Google Wave, blogs, Wikis) for teaching and learning.

- 29% Strongly Agree
- 29% Agree
- 30% Neither Agree nor Disagree
- 7% Disagree
- 6% Strongly Disagree

The University of Alberta should support the use of social networking sites (Facebook, Nexopia) for teaching and learning.

- 21% Strongly Agree
- 23% Agree
- 31% Neither Agree nor Disagree
- 16% Disagree
- 10% Strongly Disagree

The University of Alberta should support the use of professional networking sites (Ning, LinkedIn) for teaching and learning.

- 9% Strongly Agree
- 20% Agree
- 47% Neither Agree nor Disagree
- 13% Disagree
- 12% Strongly Disagree

The University of Alberta should support the use of virtual worlds (Second Life) for teaching and learning.

- 7% Strongly Agree
- 13% Agree
- 42% Neither Agree nor Disagree
- 17% Disagree
- 21% Strongly Disagree

The University of Alberta should support the use of mobile computing (laptop/netbook, smart phones) for teaching and learning.

- 48% Strongly Agree
- 32% Agree
- 10% Neither Agree nor Disagree
- 4% Disagree
- 6% Strongly Disagree

The University of Alberta should require all students to have a mobile device (laptop/netbook, smart phone).

- 18% Strongly Agree
- 20% Agree
- 20% Neither Agree nor Disagree
- 16% Disagree
- 25% Strongly Disagree

**Goal: What are instructors’ perceptions regarding the appropriateness of different types of social media for teaching and learning?**

**How strongly do you agree that the following social media could be effective for...**

- 1:** Extremely effective
- 2:** Very Effective
- 3:** Moderately effective
- 4:** Not very effective
- 5:** Not at all effective

Course based information

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Email	53	31	10	4	3
Synchronous communication channels (e.g., instant messaging, text messaging)	18	23	26	20	13
Course Management System (eClass, Blackboard, Moodle)	60	26	10	2	2
Content Sharing Systems (e.g. discussion forums, Google Wave, Wikis, Blogs)	25	39	26	6	5
Social Networking Sites (e.g. Facebook, Nexopia)	3	16	33	25	22
Professional Networking Sites (e.g., Ning, LinkedIn)	3	16	50	14	17
Virtual Worlds (e.g., Second Life)	4	10	43	17	26

- 1: Extremely effective
- 2: Very Effective
- 3: Moderately effective
- 4: Not very effective
- 5: Not at all effective

Communication between students, TA, and instructor

	1	2	3	4	5
Email	76	19	2	2	1
Synchronous communication channels (e.g., instant messaging, text messaging)	27	27	22	12	11
Course Management System (eClass, Blackboard, Moodle)	56	27	10	4	3
Content Sharing Systems (e.g. discussion forums, Google Wave, Wikis, Blogs)	22	38	28	6	6
Social Networking Sites (e.g. Facebook, Nexopia)	8	16	31	23	22
Professional Networking Sites (e.g., Ning, LinkedIn)	4	13	50	16	17
Virtual Worlds (e.g., Second Life)	5	8	45	17	25

Collaboration among students

	1	2	3	4	5
Email	64	26	6	3	2
Synchronous communication channels (e.g., instant messaging, text messaging)	46	33	13	4	5
Course Management System (eClass, Blackboard, Moodle)	46	30	17	4	3
Content Sharing Systems (e.g. discussion forums, Google Wave, Wikis, Blogs)	39	32	23	3	3
Social Networking Sites (e.g. Facebook, Nexopia)	25	29	30	8	9
Professional Networking Sites (e.g., Ning, LinkedIn)	11	16	51	9	13
Virtual Worlds (e.g., Second Life)	11	15	46	11	19



## **APPENDIX D**

### **Guidelines to Best Practices in the Learning Environment**

#### Preamble

The University is a community of people dedicated to the pursuit of truth and advancement of knowledge, where there is freedom to teach, research, learn, and study, among others. It is essential to maintain an atmosphere in which the safety, the security, and the inherent dignity of each member of the community are recognized and respected.

The enduring value of University life is also dependent upon the integrity of the teacher-student learning relationship and upon the honesty and soundness of the evaluation process. All members of the University community have an obligation to refrain from behaviour that adversely affects this relationship or process. All members of the University community have an obligation to abide by all applicable laws of Alberta and Canada, and by the policies and procedures of the University of Alberta, in particular those laws and policies relating to privacy, human rights and the freedom to work and study in an environment free of discrimination or harassment.

#### What These Guidelines do NOT do

These Guidelines are not enforceable rules of the University in the same way as the *Code of Student Behaviour*, for example. No sanctions can be applied on the basis of these guidelines. They do not supplant any policies, laws or procedures that have been established by appropriate authorities at the University of Alberta or elsewhere. If a student, in violating these guidelines, has also violated the *Code of Student Behaviour*, then appropriate disciplinary action can be taken under the *Code of Student Behaviour*. This includes Inappropriate Behaviour in Professional Programs. If academic or non-academic staff of the University of Alberta violate any of the provisions of their employment contracts, appropriate actions can be taken under those contracts. These Guidelines do NOT create enforceable rules with sanctions for failure to comply.

These Guidelines do not govern private behaviour of people who are only coincidentally also members of the University community. They are meant to be guidance only for best practices in the learning environment; and as a guide to follow in relation to conduct that has a real and substantial link to the University, University activities, the University community, or University-related functions, whether or not the conduct occurred on or in relation to University property.

The guidelines listed below reflect a consensus of the University Community and are not to be construed as requirements. They are open to change, adjustment and growth to meet the reasonable needs and expectations of the whole community, and any individual part of it.

#### In The Classroom

The classroom environment is a special one and there are legitimate expectations for behaviour in this environment.

Instructors and students are obligated to treat each other with respect.

- Expectations of respectful behaviour in the classroom may vary from classroom to classroom but may include such things as
  - Refraining from sleeping, eating or other non-class activities

- Refraining from disrupting the class by talking to other students, talking when the instructor is talking, arriving late to class, leaving class early

Instructors should clearly articulate their expectations in this regard, most importantly through course syllabi, and students should agree to reasonable limits similar to those above.

- Instructors should begin their classes at the beginning of the time allotted for their class, and end their class at the allotted time. They should ensure that they and their students vacate the classroom promptly to permit incoming students and their instructors to enter and prepare for the next class.
- Attendance in most classes is not mandatory at the University of Alberta. It is accepted that many classes may require class participation. In such classes, attendance is necessary to ensure participation in the class.
- Neither instructors nor students may take photographs, make video or audio recordings, or capture the image or voice of any person in the classroom through any means without their prior knowledge and consent.
  - If video or audio recordings of a class are being used for instructional purposes, fair notice must be given to students in advance and opportunity for those students to refuse to participate must be given.
- Posting of any audio or video images of any classroom or classroom activity may only be done with the permission of the instructor of the course, such permission not to be unreasonably refused. This includes posting on any site or in any forum, including social networking sites, accessible by the general public in addition to university sites.
- While possession of cellphones, Personal Device Assistants (PDAs), iPhones or other communication devices in a classroom is not automatically unacceptable, no member of the class should make or receive phone calls, e-mails, voice mail or instant messages while the class is in session.
  - Text messaging is the equivalent and is not permitted at any time that cellphone, PDA, iPhone or other communication device use is not permitted
  - Instructors are entitled to require that cellphones, PDAs, iPhones or other communication devices be turned off, disabled or surrendered during the course of an examination.
- Laptop computers are permitted in classrooms unless an instructor has specifically indicated that they may not be used in that particular class.
  - Students are required to use the laptop for purposes connected with the course and should not be using it for unrelated purposes during the class time.
  - Instructors are entitled to require that laptop computers be turned off, disabled or surrendered during the course of an examination.

### Online

- Course websites and online course instructional or reference material are provided to enrich and supplement the learning environment and are therefore considered an integral part of the course. Behaviours that would be unacceptable in the classroom are equally unacceptable in the online course environment.
- Communication tools provided on a course website should be used for purposes connected to the course and for no other purpose.

- In particular, students registered in a course should not be used as research subjects without appropriate permission being granted by the relevant Research Ethics Board.
- Students registered in a course should not be subject to e-mails soliciting them for any purpose unrelated to the course.
- Students are reminded that they are subject to the Code of Student Behaviour with respect to all of their communications relating to a course, whether to fellow students or to instructors.
- Social Networking sites such as Facebook or MySpace should not be regarded as primary mechanisms of communications with students. The University of Alberta has an official policy on communications with students. See <http://www.registrar.ualberta.ca/ro.cfm?id=1081>
- Generally speaking, if behaviour would be unacceptable in a face-to-face encounter, then that same behaviour is unacceptable online.
- Students are reminded that, when they are in professional programs at the University of Alberta, they are expected to govern themselves appropriately and refrain at all times from behaviour which could bring discredit upon themselves or their profession or professional program.
- Where members of the academic or non-academic staff (including all sessional instructors) makes use of a social networking site identifying themselves as staff members of the University of Alberta some basic precautions are necessary.
  - When posting to such sites, posts should be confined to items one would be comfortable showing anywhere and to anyone. Useful questions to ask include:
    - Would I have that same wall-to-wall conversation with someone at work?
    - Would I pass those pictures around at a family dinner?
    - Would I repeat that post in a group of strangers whose cultural backgrounds I don't know?
  - University of Alberta staff members should not add students as “friends” on social networking sites, where there is any power relationship currently in existence between the staff member and student.
- Social networking sites have many privacy settings that help separate private life and working life. Many people leave their pages wide open for anyone to see but it is recommended that:
  - Accounts are set so that people in a common network don't automatically have access to personal pages. Take advantage of the settings that only let accepted friends access details.
  - Carefully evaluate each friend request on a case-by-case basis, making sure that personal page content is appropriate for that relationship.
  - Use the limited profile option for friend requests from people you mentor.
- University of Alberta staff should not post any personal contact information such as home phone numbers or addresses. Office phone numbers and addresses, e-mail addresses and contact information generally used at work are appropriate.

#### Outside the Classroom

- Instructors are obligated to keep all information concerning students confidential and disclose this information only to the appropriate individuals at the appropriate time. All

computer and hard-copy records of student performance, including grades, examinations, papers or other evaluative material, must be treated as highly confidential, and care must be taken at all times to ensure these records are not lost, stolen, damaged, destroyed or disclosed to persons who are not entitled to receive the information. If any of these items are removed from the University of Alberta or stored on any remote device (whether temporarily or permanently), instructors must undertake to ensure their security.

- The Libraries are learning environments and require collaborative effort to maintain a culture of scholarship and open academic inquiry, respect and tolerance. Students and instructors should abide by the Code of Library Conduct.  
<http://www.library.ualberta.ca/guides/conduct/index.cfm>
- Any activity that is engaged in when persons represents themselves as being members of the University of Alberta community has the potential to affect the public perception of the University of Alberta. Everyone should consider carefully their online behaviour and the effect it may have on the University of Alberta.

The guidelines have been inspired by similar guidelines drawn up at Baruch College, New York, and the University of West Alabama among others.

## APPENDIX E

### External Relations, Marketing & Communications (formerly Creative Services) Document

#### Social Networking and the University of Alberta

As many University of Alberta students, staff and faculty members, as well as alumni, use various social networking sites (Facebook, Twitter, Blogger, etc), it is up to the individual to be aware of not only their personal rights online (i.e. terms of use, privacy policies) but also how upholding the U of A's reputation impacts them.

##### U of A Employees

For all employees of the University, upholding the reputation of the U of A is inherent in their contractual agreements with their employer. This can include confidentiality agreements, FOIPP, the union collective agreements and so on. It behooves the employee to be aware of the impact of what they might post online, as there may be consequences if it is determined that the employee has created a scenario that may be damaging to the U of A.

##### U of A Students

All students are governed by the University of Alberta's Code of Student Behavior which designates offence behavior which could infringe upon the goal of the University to provide a place for freedom to teach, engage in research, create, learn, study, speak, associate, write and publish. Although the definition is very broad, it can certainly apply to a student's use of social media. Aside from legal ramifications, creating content that can potentially damage your school's image can adversely impact your personal reputation as well.

##### U of A Alumni

Although outside of the jurisdiction of the U of A, alumni are advised to reflect on how upholding the reputation of the U of A impacts them. All alumni are considered ambassadors for the U of A and how they present the image of the U of A can either add value and prestige to their degree or devalue it.

All groups are advised to consider the above and how their actions online, whether it be a blog, video post, public forum comments, can impact both their own reputation as well as the reputation of the University of Alberta.

#### Personal and Professional

Which is which when it comes to use of Social Media and the University of Alberta?

<b>Personal Use</b>	<b>Professional Use</b>
<i>What is it:</i> Any use or expression through social	<i>What is it:</i> Any action which takes place on a U of A

<p>media which <u>does not</u> represent or refer to the University of Alberta, and which does not involve University property/equipment.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• Using your laptop to chat with friends on Facebook</li> <li>• Posting a video from your latest vacation you and your roommates took to Cuba</li> </ul>	<p>campus, involves U of A property, or refers to the U of A in any way, and which is expressed through social media such as YouTube and Facebook can constitute professional use.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• Using a U of A computer to upload video to YouTube or engage on Facebook</li> <li>• Posting a video of an event which occurred on University land (residence included)</li> <li>• Using social media for university course work</li> <li>• Using the U of A logo without permission</li> </ul>
<p><b>Why does this matter?</b></p> <ul style="list-style-type: none"> <li>• If you are using social media in a professional context then you are subject to the rules, regulations and guidelines that govern the University of Alberta (e.g. Code of Student Behavior, FOIPP, etc.)</li> <li>• Knowing how to distinguish between personal and professional use helps you to use social media to its fullest in a way which will benefit you in the long term.</li> </ul>	

## **Policies and Guidelines**

As a member of the University of Alberta community, whether student or staff, there are a number of policies and guidelines already in place that can be applicable. When using any social media, you need to be aware of any of these that may affect you.

### **Students**

#### **Code of Student Behaviour**

[http://www.uofaweb.ualberta.ca/gfcpolicymanual/content.cfm?ID\\_page=37633](http://www.uofaweb.ualberta.ca/gfcpolicymanual/content.cfm?ID_page=37633)

### **Faculty and Staff**

#### **Non-academic staff**

Support Staff Agreements: <http://www.hrs.ualberta.ca/Agreements/Support.aspx>

#### **Academic Staff**

Academic Staff Agreements: <http://www.hrs.ualberta.ca/Agreements/Academic.aspx>

## **AICT Policies**

### **CCID**

CCIDs and passwords are issued to all student applicants, students, staff and faculty members. They are also issued to other members of the University community upon request. All CCID users must adhere to the Campus Computing Conditions of Use.

<https://www.aict.ualberta.ca/units/oiss/policies/conditions-of-use>

### **University of Alberta Electronic Communications Policy for Students and Applicants**

The University of Alberta uses and will use electronic communication with its students and applicants in lieu of many paper-based processes. “Electronic communication” includes anything that is created, recorded, transmitted or stored in digital form or in any other intangible form by electronic, magnetic or optical means or by any equivalent means. Currently, this most often includes information communicated by e-mail and via a website.

<http://www.registrar.ualberta.ca/ro.cfm?id=1081>

### **Bandwidth Policies**

The bandwidth policy governs that amount of upload and download traffic your CCID can generate while on a University of Alberta computer. Specific limits are defined for students living in residence.

<https://www.aict.ualberta.ca/policies/bandwidth>

### **Web Page Policies**

As a publicly funded educational institution, the University of Alberta does not compete with commercial service providers, such as private sector web hosting companies. Therefore, an individual's use of AICT web hosting for other than academic or professional reasons, such as personal monetary gain, is strictly prohibited.

<https://www.aict.ualberta.ca/policies/web-page-policies>

## **Privacy**

The Freedom of Information and Protection of Privacy Act (the Act) has applied to the University of Alberta since September 1, 1999. This Act applies to all public bodies including ministries, Crown agencies and corporations, municipalities, hospitals, schools, universities and colleges. The University of Alberta Information and Privacy Office provides a full set of guidelines.

<http://www.ipu.ualberta.ca/index.aspx?p=505>

## **Intellectual Property Guidelines**

### **UAPPOL Patent Policy**

<http://twurl.nl/2ym4fc>

### **Intellectual Property Agreement**

<http://www.gradstudies.ualberta.ca/awardsfunding/assistantships/ipagreement.doc>

### **Research Ethics**

Professors and instructors at the University of Alberta have eagerly incorporated social networking technologies into their teaching. When results from such efforts are used in research (pedagogical or otherwise), the University of Alberta's Human Research Protections Program may apply. All research that involves human subjects requires ethics approval from the appropriate Research Ethic Board (REB). Such ethics clearance is mandatory, and is required even if the research is not intended for publication or public presentation. A complete list of the processes and requirements for obtaining ethics approval can be found at

<http://www.uofaweb.ualberta.ca/orca/hrpo.cfm>



## **APPENDIX F**

### **Social Media Guidelines from Other Universities, and Industry**

#### **Simon Fraser University**

[http://www.sfu.ca/clf/Social\\_Media/index.html](http://www.sfu.ca/clf/Social_Media/index.html)

#### **SFU** **Social Media Guidelines**

(Last updated 09 Feb. 2010)

*The following document is posted by the University to guide SFU faculty members, employees or students who manage social media channels online in the name of the University. It may also aid those who have personal social media channels. It is a compilation of “best practices” from universities and social media pioneers.*

Blogs, social networks and Web sites such as Wikipedia, Facebook, Flickr, Second Life and YouTube are exciting channels to share knowledge, express creativity, and connect with others. The University supports your participation in these online communities.

The following guidelines from respected online university, agency and industry sources will help you use these forums effectively, protect your personal and professional reputation, and help you to follow SFU branding and policies.

#### ***Getting Started – for SFU Accounts***

- Naming of a social-media account should always include “SFU”. (e.g., SFUPAMR, SFUNews, SFU\_IT, etc.)
- If you are creating an official SFU social-media site or a video for posting in locations such as YouTube, please contact SFU Public Affairs and Media Relations (PAMR) for an approved logo and other images, and to ensure coordination with other SFU sites and content.
- Determine who will be empowered to respond directly to users and when a supervisor’s approval may be needed.
- Set up e-mail notifications so you know when someone posts to your area. (YouTube and Flickr, for example, offer this when someone posts a comment.)
- Keep comments as open as possible—do not automatically or arbitrarily censor a negative post. (Although posts that are obviously spam or offensive can be removed.)
- Have and display comments guidelines. For example, see the SFU News Comment guidelines at <http://www.sfu.ca/sfunews/blog/index.html>

- Know who your audience is. Put yourself in the mind of the user. For example, the tone and information provided by SFU PAMR, which uses Twitter to target journalists, will be different from the tone of SFU Volunteers.
- Think about how you are going to measure success: Clicks on a blog, unique page views, number of comments, tools such as HootSuite, counts of followers and fans.

### ***General recommendations***

The keys to success in social media are being honest about who you are, being thoughtful before you post, and respecting the purpose of the community where you are posting.

**Be transparent.** Be honest about your identity. If you are authorized by your supervisor to represent SFU in social media, say so. If you choose to post about SFU on your personal time, please identify yourself as an SFU faculty or staff member. Never hide your identity for the purpose of promoting SFU through social media. A good resource about transparency in online communities is the Blog Council’s “Disclosure Best Practices Toolkit” at <http://blogcouncil.org/disclosure/>.

**Be accurate.** Make sure that you have all the facts before you post. It’s better to verify information first than to have to post a correction or retraction later. Cite and link to your sources whenever possible; after all, that is how you build community. If you make an error, correct it quickly and visibly. This will earn you respect in the online community.

**Be respectful.** You are more likely to achieve your goals or sway others to your beliefs if you are constructive and respectful. If you feel angry or passionate about a subject, it is wise to delay posting until you are calm and clear-headed. Your reputation, and SFU’s, are best served when you remain above the fray.

**Be a valued member.** If you join a social network such as a Facebook group or comment on someone’s blog, make sure you are contributing valuable insights. Don’t post information about topics like SFU events or a book you’ve authored unless you are sure it will be of interest to readers. Self-promoting behaviour is usually viewed negatively and can lead to you being banned from websites or groups.

**Think before you post.** There is no such thing as a “private” social media site. Search engines can turn up posts years after the publication date. Comments can be forwarded or copied. Archival systems save information even if you delete a post. You may view your posted material as your intellectual property; but the fine-print rules of the social media channel you are using may establish otherwise.

**Maintain confidentiality.** Do not post confidential or proprietary information about SFU, its students, its faculty, its employees or alumni. Use good ethical judgment and follow university policies. If you discuss a situation involving individuals on a social-media site, be sure that they cannot be identified. As a guideline, don’t post anything that you would not present at a conference.

**Check often.** Visit your channel at least twice daily, and preferably have the application open all day. (e.g., Twitter, Facebook.)

**Update Often.** Update often your status or tweets. Update your status regularly and strategically. Use your status update to remind your network what you do and what you know.

**Respond to questions quickly.** For questions directed to your SFU channel, respond as quickly as possible—within the hour, if possible; at least within the day. Even if it is only to say, “I don’t know, but I’ll find out and get back to you”.)

**Approve Quickly.** Approve posts or comments as soon as possible, within 24 hours. (e.g., comments on blogs, YouTube, Flickr etc.)

**Give feedback on rejected posts.** If you reject a post to a blog or comment section (due to it not being within your comment guidelines), contact the poster and explain politely why it has been removed.

**Be aware of liability.** You *can* be held legally liable for what you post on your site and on the sites of others. Individual bloggers have been held liable for commentary deemed to be copyrighted, defamatory, libelous or obscene (as defined by the courts). Employers are increasingly conducting web searches on job candidates before extending offers. Be sure that what you post today will not come back to haunt you.

### **SFU Policy GP24**

See also SFU Policy GP24, “Fair Use of Information and Communications Technology”. This policy covers use of the University’s Information and Communications Technology (ICT) resources, establishes rights and responsibilities regarding the management and use of these resources; and makes users accountable for their use of the University’s ICT resources. *Policy GP24 is online at <http://www.sfu.ca/policies/general/gp24.htm>*

### ***Personal site guidelines***

**Disclaimer.** A common practice among individuals who write about the field in which they work is to include a disclaimer on their site, usually on their “About Me” page.

If you discuss higher education on your own social media site, we suggest you include a sentence similar to this:

*“The views expressed on this [blog, website, forum] are mine alone and do not necessarily reflect the views of Simon Fraser University.”*

This is particularly important if you are a department head or administrator. Be aware that if you identify your affiliation with SFU, readers will associate you with the university, even with a disclaimer that your views are your own.

**Don’t be a mole.** Never pretend to be someone else and post about SFU. Tracking tools enable supposedly anonymous posts to be traced right back to their authors. There have been several

high-profile and embarrassing cases of company executives anonymously posting about their own organizations, and being caught.

**Don't use the SFU logo or make endorsements.** Do not use the SFU logo, athletic logo or any other official SFU marks or images on your personal online sites. Do not use SFU's name to promote or endorse any product, cause, political party or candidate.

**Protect your identity.** While you want to be honest about yourself, don't provide personal information that scam artists or identity thieves could use against you. Think twice before listing your home address or telephone number or your work telephone or e-mail address. It is a good idea to create a separate, non-SFU e-mail address that is used only with your social media site.

**Follow a code of ethics.** There are numerous codes of ethics for bloggers and other active participants in social media, all of which will help you participate responsibly in online communities. If you have your own social media site, you may wish to post your own code of ethics.

For examples, see:

[http://forrester.typepad.com/charleneli/2004/11/blogging\\_policy.html](http://forrester.typepad.com/charleneli/2004/11/blogging_policy.html)

<http://www.cyberjournalist.net/news/000215.php>

<http://radar.oreilly.com/archives/2007/04/draft-bloggers-code-of-conduct.html>

**Link back.** You are welcome to link from your social media site to [www.SFU.ca](http://www.SFU.ca).

## **Queens University**

<http://www.queensu.ca/www/socialmedia/>

### **Social Media Guidelines**

Last revised: Nov 10th, 2009

- When participating in or maintaining a social media site on behalf of Queen's, clearly state your role and goals. This will help you determine the most effective use of social media to deliver your message. Please consult our Social Media Brief to facilitate the development of a strategy.
- Download the Queen's Social Media Brief (PDF 64 KB)
- If you have been authorized to create an official Queen's social media site, please consult [www.queensu.ca/identity](http://www.queensu.ca/identity) for visual identity guidelines and an appropriate Queen's logo file. Please also contact the Department of Marketing and Communications for related images and to ensure coordination with other Queen's sites and content.
- Have all the facts before you post. It's better to verify information with a source first than to have to post a correction or retraction later. Cite and link to your sources whenever possible. Ensure your links work and are kept up to date.
- As a Queen's employee, you understand the university's commitment to respect for the dignity of others and to the civil and thoughtful discussion of ideas. Some online

communities can be volatile, tempting users to behave in ways they otherwise wouldn't. Your reputation and Queen's are best served when you express yourself professionally.

- If you join a social network, such as a Facebook fan page, or comment on someone's blog, make sure you are contributing positively and productively to the conversation. Don't post information about topics on Queen's events or a book you've authored unless you are sure it will be of interest to readers. Self-promoting behavior is viewed negatively and can lead to being banned from sites or groups.
- There's no such thing as a "private" social media site. Search engines can turn up posts years after the publication date. Comments can be forwarded or copied. Archival systems save information even if you delete a post. If you feel angry or passionate about a subject, it's wise to delay posting until you are calm and clear-headed.
- Do not post confidential or proprietary information about Queen's, its students, its alumni or colleagues. Use good ethical judgment and follow university policies, and provincial and federal requirements, such as FIPPA. Consult Queen's FIPPA web site at [www.queensu.ca/accessandprivacy](http://www.queensu.ca/accessandprivacy)
- If you discuss a situation involving individuals on a social media site, be sure that those individuals cannot be identified. As a guideline, don't post anything that you would not present publicly.
- Assign an administrator who can regularly monitor postings and content on a regular basis.
- Aim for regular postings and updates. In general, the recommended frequency is at least once a week. However it depends on the platform you are using, with Twitter for instance, it is best to post 2-3 times per day
- If you make contact information available so that questions can be submitted, be sure to have the ability to respond in a timely fashion

## **Contact**

If you are unsure about the information you are posting, or unsure about what medium would be best to get your message out, please contact the Department of Marketing and Communications for guidance.

<http://www.queensu.ca/www/socialmedia/applications/>

## **Social Media Applications Used by the Queen's community**

### ***Social Networking***

Social networking sites provide web space for people to engage in social activity - sharing and interacting with family/friends as well as institutions/services and products/brands.

### **Facebook**

- 175M active users worldwide
- An online directory that connects people through social networks at colleges and universities, workplaces and interests.

- Others include: MySpace (253M registered users), Windows Live Spaces (120M)

When using Facebook:

- Recommended format is to set up a page rather than a group. Pages allow for better tracking and administration.
- Among Canadian universities, and in Canada generally, Facebook is the most widely used social networking site.

### ***Professional Social Networking***

These sites allow registered users to maintain a list of contact details of people they know and trust in business.

#### **LinkedIn**

- 35M registered users as of February 2009
- A business-oriented social networking site, which allows individuals to create work history profiles and share them with colleagues, co-workers and employers.

### ***Media Sharing***

These sites provide a less formal venue for sharing digital media (audio, video, photo) where there are high amounts of traffic. Creating official university channels on each of these websites gives people the opportunity to subscribe and keep on top of Queen's news. Ideally these channels would all link back to the official Queen's web site.

#### **You Tube**

- A video sharing website where users can upload, view, and share video clips
- Includes a wide variety of user-generated video content, including movie clips, TV clips, and music videos, as well as amateur content such as video blogging and short original videos
- Unregistered users can watch the videos, while registered users are permitted to upload an unlimited number of videos. Accounts of registered users are called "channels".

When using You Tube:

- Please submit your videos to Marketing and Communications ([web@queensu.ca](mailto:web@queensu.ca)) so that they can be posted on the official Queen's University channel.

#### **Flickr**

- A photo/video-sharing website where anyone can upload, tag, browse, and annotate photos, as well as participate in self-organizing topical groups.
- As of November 2008, Flickr claims to host more than 3 billion images

When using Flickr:

- Share your pictures and videos of campus architecture, events, and reunions
- Be aware that once you post an image, you could be making it available to anyone, unless you restrict its rights.  
Please read the copyright settings at <http://info.yahoo.com/copyright/details.html> and be aware of any restrictions of usage of photos, i.e., photos of children, photos with specific usage agreements
- Tag all your Queen's images with "queensu" and "queens university"

## **iTunes**

An application, used for playing and organizing digital music and video files.

Queen's on iTunes U

- The iTunes U service was created to manage, distribute, and in some cases control access to educational audio and video content for students within a college or university as well as for a broader Internet audience.
- Content includes course lectures, public lectures, language lessons, lab demonstrations, sports highlights, and campus tours as provided by top colleges and universities from the US, United Kingdom, Australia, Canada, Ireland and New Zealand.
- iTunes U allows users to download individual streams or subscribe podcasts.
- Queen's has had an iTunes U presence since November 2006.

## ***Blogs (Video Blogs or Vlogs, Photo-blogs)***

Blogs enable information sharing and encourage interaction while allowing for total control of the content visible to the public. They are a perfect venue for tackling less-formal subject matter - even ones that are slightly controversial.

Blog content is indexable (readable) by search engines. If the content is well written, user-focused and accessible, its searchability and ranking within search engines will improve. Blogs can generate large amounts of traffic to and from other sites, which creates more awareness and promotion of the person/institution that created the blog.

When using blogs:

- Recommended blog platforms are: <http://www.wordpress.com>, <http://www.blogspot.com> and <http://www.twitter.com>
- In the set up your blog, make sure that comments are moderated by the administrator before they are posted.

## Twitter

- A microblogging application where users can read other users' updates (known as "tweets"), which are text-based posts of up to 140 characters in length.
- Updates are displayed on the user's profile page and delivered to other users who have signed up or subscribed to receive them. Senders can restrict delivery to those in their circle of friends (delivery to everyone being the default).
- Users can send and receive updates via the Twitter website, SMS, RSS (receive only), or through applications such as Tweetie, Twittrific, and Tweetdeck.

## Forums

Forums are designed to create open dialogue between members that becomes archived (and also readable by search engines, provided the forum is not behind authentication). Forums require heavy maintenance and are more volatile in their potential for negative comments. As such, they should be moderated on a continual basis.

<http://www.queensu.ca/www/socialmedia/sites/> lists “registered” social media sites at Queens

## Brock University

<http://www.brocku.ca/marketing-communications/social-media/official-sites>

### Brock's Social Media Guidelines

*Last revised: December 23, 2009*

Blogs, digital media and social networks, such as Facebook, Twitter, Flickr, YouTube, LinkedIn and iTunes U, offer new and exciting opportunities for you to share knowledge, express creativity and connect with people who have common interests.

When participating in social media it's important to always be upfront and honest about who you are and what you represent, use common sense before you post or comment, and respect the values and etiquette of communities you join.

To help you use social media effectively, while protecting your personal and professional reputation, and following university policies, we've put together the following working draft of suggested guidelines:

### **Be honest and transparent about your identity.**

- If you are representing Brock in social media, identify yourself as a Brock faculty or staff member.



- If you participate in or maintain a social media site on behalf of the university, clearly state your role and goals.
- Never conceal your identity for the purpose of promoting Brock on social websites.
- Ask your supervisor about circumstances when you are empowered and when you may need approval to respond directly to users on social sites.
- For information about transparency in online communities, read the Social Media Council's "Disclosure Best Practices Toolkit."

### **Post accurate and useful information.**

- If you participate in a social network, such as Facebook, or comment on someone's blog, make sure you are contributing information that will be of use to readers.
- Don't post self-promoting material or make "sales pitches" on social websites.
- Make sure that you have all the facts before you post.
- To avoid having to post corrections or make retractions later, fact-check all information with sources before you post.
- Cite and link to your sources whenever possible.
- If you have any question about the appropriateness of posting on certain topics in your role as a Brock employee, talk to your supervisor before you post.
- If you make an error, correct it quickly and visibly.

### **Be respectful.**

- Always respect the dignity of others and engage in civil and thoughtful discourse of opposing ideas.
- Post meaningful, respectful comments – don't spam or make remarks that are off-topic or offensive.
- If you ever feel angry or impassioned about a subject, refrain from posting until you are calm and level-headed.
- Always give people proper credit for their work and make sure you have the right to use something with attribution before you publish.
- Be aware of your responsibility as a faculty or staff member to uphold Brock's Respectful Work and Learning Environment Policy.

### **Maintain confidentiality.**

- Do not post confidential or proprietary information about Brock, its students, its alumni or your fellow employees.
- If you discuss a situation involving individuals on a social media site, be sure that they cannot be identified.
- As a guideline, don't post anything that you would not present at a conference.
- Make sure your efforts to be transparent don't violate Brock's Freedom of Information and Protection of Privacy Act.

### **Protect your identity.**

- While you want to be honest about who you are, don't provide personal information that scam artists or identity thieves could use against you.
- Don't list your home address or telephone number or any other confidential personal information.

### **Respect university time and resources.**

- As stated in the Brock's Computer Use Policy, university computers and your work time are to be used for university-related business.
- It's appropriate to post at work if your comments are directly related to accomplishing work goals, such as seeking sources for information or working with others to resolve a problem.
- Maintain your personal sites on your own time and own computer.

### **Be consistent with Brock's brand.**

- Familiarize yourself with Brock's Institutional Brand Identity Policy before posting Brock logos, images and content in social media.
- If you have been authorized by your supervisor to create a Brock social media site, video or other content for posting online, please contact Brock's social media co-ordinator for an approved logo and other images to ensure consistency with Brock's brand.
- Don't use the Brock name, logo, athletic logo or any other Brock marks or images on any personal online sites you might maintain.
- Don't use Brock's name, logos, marks or images to promote or endorse any product, cause or political party or candidate.

### **Monitor and update regularly.**

- Assign at least one administrator who can regularly monitor postings and update content.
- Aim for regular, consistent postings and updates, at least once a week and, depending on the platform, more frequently.
- If you make contact information available so that questions can be submitted, be sure to have the ability to respond in a timely fashion.

If you are unsure about what information to post or about what social media platform would be best to get your message out, please contact Marketing and Communications for guidance.

For any faculty or staff members who wish to establish and maintain an official Brock social media presence, please complete the Social Media Strategy Form, designed to help you develop a strategy for best results.

*This working draft is being developed by University Marketing and Communications. If you have suggestions, please contact James Cooper, social media co-ordinator.*

*We wish to acknowledge DePaul University and Shift Communications whose related policies and procedures provided important assistance, ideas and background in the development of these guidelines.*

## **IBM**

<http://www.ibm.com/blogs/zz/en/guidelines.html>

### **IBM Social Computing Guidelines: Executive Summary**

1. Know and follow IBM's Business Conduct Guidelines.
2. IBMers are personally responsible for the content they publish on blogs, wikis or any other form of user-generated media. Be mindful that what you publish will be public for a long time—protect your privacy.
3. Identify yourself—name and, when relevant, role at IBM—when you discuss IBM or IBM-related matters. And write in the first person. You must make it clear that you are speaking for yourself and not on behalf of IBM.
4. If you publish content to any website outside of IBM and it has something to do with work you do or subjects associated with IBM, use a disclaimer such as this: "The postings on this site are my own and don't necessarily represent IBM's positions, strategies or opinions."
5. Respect copyright, fair use and financial disclosure laws.
6. Don't provide IBM's or another's confidential or other proprietary information. Ask permission to publish or report on conversations that are meant to be private or internal to IBM.
7. Don't cite or reference clients, partners or suppliers without their approval. When you do make a reference, where possible link back to the source.
8. Respect your audience. Don't use ethnic slurs, personal insults, obscenity, or engage in any conduct that would not be acceptable in IBM's workplace. You should also show proper consideration for others' privacy and for topics that may be considered objectionable or inflammatory—such as politics and religion.
9. Find out who else is blogging or publishing on the topic, and cite them.
10. Be aware of your association with IBM in online social networks. If you identify yourself as an IBMer, ensure your profile and related content is consistent with how you wish to present yourself with colleagues and clients.
11. Don't pick fights, be the first to correct your own mistakes, and don't alter previous posts without indicating that you have done so.
12. Try to add value. Provide worthwhile information and perspective. IBM's brand is best represented by its people and what you publish may reflect on IBM's brand.