8 November 2016

Dr. Bruce Krajewski
Department Chair
Department of English
The University of Texas at Arlington
Box 19035
Arlington, TX 76019-0035

Re: Proposal for Social Media Initiative

Dear Dr. Krajewski:

I am pleased to submit the accompanying "Proposal for Social Media Initiative" after our interns' presentation on October 26, 2016. Our Social Media Interns Ayona Dixon and Magen Toole have revised the proposal to include the revisions we and our colleagues—Drs. Beck, May, Porter, and Rambsy—recommended.

For this proposal, we recommend the Department establish a presence on Facebook, Twitter, and Instagram. This revised proposal excludes the original recommendation to use Hootsuite for community management in favor of the native analytics features offered by the platforms themselves. After consultation with Assistant Director, Marketing and Communications, for the College of Liberal Arts, Cat Page, I plan to follow her recommendation on best practice and use Hootsuite Basic with Twitter and Instagram. We have also reframed the information regarding stock media assets to emphasize a preference for easily licensed and campus-sourced materials.

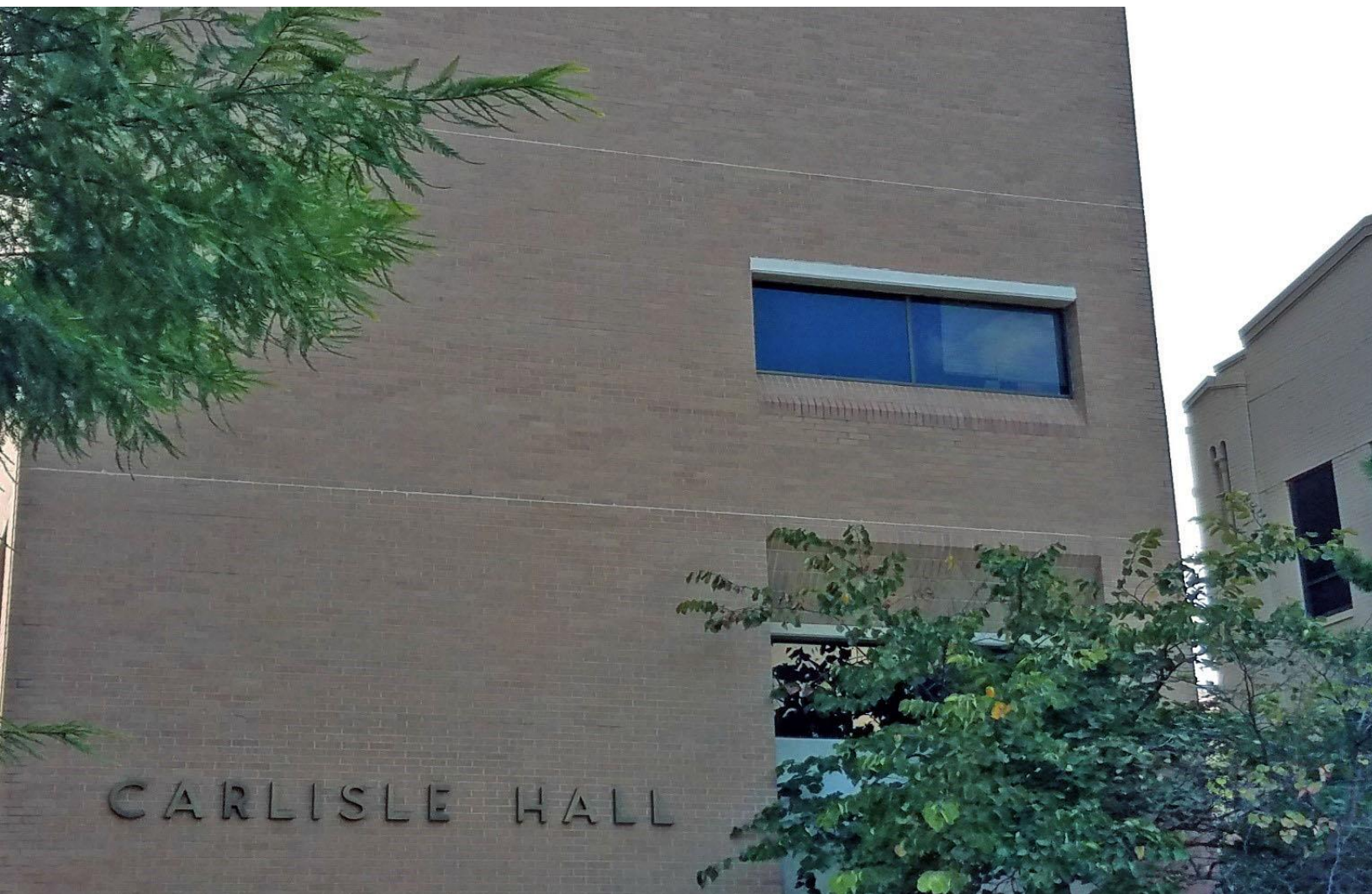If you have any questions, please email me at worlow@uta.edu.

Sincerely,

Christian D. Worlow, Ph.D.
Senior Lecturer, Internship Coordinator

UNIVERSITY OF TEXAS ARLINGTON

DEPARTMENT OF ENGLISH

Proposal for Social Media Initiative

Prepared by Ayona Dixon and Magen Toole
11/8/2016

Contents

Executive Summary

We recommend the English Department establish a social media presence to share news, campus events, and accomplishments, much as other programs like the College of Science use social media to publicize themselves. In regards to which social media platforms to use, UTA English Majors prefer Facebook, Instagram, and Twitter, and we have identified those platforms as the most beneficial. Facebook is popular for its blogging and threaded comment feature, which promotes user engagement. Students commonly use Instagram to share photos and videos, and we can use these features to offer first-hand glances of campus life. In a similar manner, Twitter focuses on sharing videos, images, and news headlines.

We specifically recommend the following key elements for our initiative. To be successful, we will include visual content such as photos and videos under 2 minutes in length. To help categorize content to engage better with users, we will use "hashtags" and "tagging." We will also use Facebook Insights and Twitter Analytics. These services record and analyze user engagement, giving interns the necessary insights to produce appealing and relevant content. We also recommend a modest budget for secondary resources such as Hootsuite, Shutterstock, and audio/visual recording equipment. While creating our social media presence, we require that all interns must acknowledge the online communication guidelines set by the University. In regards to labor resources, we recommend that our Department employ a minimum of two interns in order to manage consistently each social media account.

Introduction to This Proposal

The English Department should build a social media presence to inform students about campus news, to publicize upcoming events, and to highlight faculty and student accomplishments. Other programs use social media to increase recruitment, to improve communications, and to build their reputations in the larger community. Previously, the Graduate Student Association (GSA) for the English Department has used social media platforms such as Facebook to share student accomplishments, published journals such as the *Undergrad Creative Writing Journal*, and to promote upcoming scholarships.[1] The GSA has used social media to inform students about fundraisers, upcoming conferences, and available jobs in higher education. Given the growth of social media, the Department itself should begin using Facebook, Instagram, and Twitter.

In this proposal, we will inform you about the benefits of using social media to promote the English Department to students, faculty, staff, parents, and the greater community. In **Understanding Social Media**, we will first review several fundamentals about social media and these three social media platforms. In **Examining Other Programs' Use of Social Media**, we then review how other programs use these services and examine how to maneuver successfully these platforms. Next, we provide a summary of the **University Social Media Guidelines**. In **Proposal to the Department**, we present our specific recommendations to you, including the platforms, content, implementation, and social media guidelines. We have also included in an **Appendix** the results of our Fall 2016 English Major Social Media Survey.

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[1] See "UTA English Department—Graduate Student Association" on Facebook. Please note that you should log into Facebook first before accessing this link.

Understanding Social Media

Defining Social Media

Social media are web-based platforms that allow users to share news and information. Unlike traditional online communication between users and static, singularly managed websites, social media encourages instantaneous, two-way engagement. Individuals use social media platforms such as Facebook, Twitter, and Instagram to share content including images, video, and personal updates.

Businesses use these same tools to promote themselves and to engage with their clients. In recent years, academic institutions and programs have taken to social media as part of their marketing and recruitment strategies. By bringing relevant content to enrolled and *potential* students, academic institutions can engage with students and promote their programs.

Figure 1: UT Arlington College of Science Facebook Profile

Many programs at UT Arlington use social media to publicize their accomplishments and features to the world at large. These programs can efficiently share information such as course offerings, registration deadlines, and scholarship opportunities to the student body. Moreover, programs can communicate updates about academic publications and faculty news to the campus community and beyond.

What Is Social Media Curation?

In social media terms, *curation* refers to how organizations manage their online personas in a consistent and desire manner For instance, Coca-Cola prefers to curate a popular, family-oriented, fun, and wholesome social media presence.

The three major social media platforms we have identified for our proposal are Facebook, Twitter, and Instagram. Facebook is a microblogging site that allows users to create profiles, to interact with other users, and to create curated content feeds. Twitter is another microblogging service that allows users to communicate through short, 140-character posts. Instagram is an image hosting and sharing platform. We will detail their function and relevance in the sections below.

Institutional Risks and Benefits to Using Social Media

While social media is a useful tool, it comes with potential legal risks. These risks can include misusing institutional social media accounts, violating student privacy, and any online activity that can lead to liability or that can damage the Department's reputation. We will detail the risks and benefits of social media in the following sections.

Social Media and Intern Conduct

Institutions must maintain consistent, appropriate content across all social media platforms. Using University or Department social media accounts to misrepresent UT Arlington's policies and values can potentially open the institution to liability. Misconduct includes posting derogatory, inflammatory, or otherwise inappropriate content while acting as a representative of the University or Department. Misconduct also includes using social media accounts to share or endorse content lacking approval from either the University or Department.

To avoid misconduct, we recommend adhering to UT Arlington's "Social Media Guidelines" when using any social media accounts. See the **University Social Media Guidelines** section for more information.

Social Media and Student Privacy

Institutions are responsible for the information they make available through social media. The Department must exercise caution when posting information about students, including their names and images. If we post such information without the students' knowledge and consent, whether for commercial or non-profit purposes, then we have engaged in appropriation.[2]

We must also never portray a student, faculty member, or individual in any way that may seem hurtful or negative, or that may lead to false conclusions about the person.[3] Furthermore, liability can result from disclosing an individual's private information without their knowledge and consent.

In addition to these privacy concerns, we must always adhere to the guidelines of the Family Educational Rights and Privacy Act (FERPA). FERPA protects the privacy of student academic records, such as financial aid status, grade point average, and other information. The Department must take care to avoid disclosing such information on social media.

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[2] J. Rooksby, *Social Media, College Students, and Institutional Risk*, National Center for Student Life, 2015, accessed October 2, 2016, 7. See also C. Ceraso, *The Values and Risks of Social Media Usage by Higher Institutions.* Pullman & Comley, 2014, accessed October 2, 2016.
[3] Rooksby, 8.

Benefits of Social Media

While there are risks to using social media, many departments and programs have benefited from establishing an online presence. In 2011, Marquette University promoted its annual "National Marquette Day" by integrating social media platforms in the institution's marketing strategy.[4] The institution held [a Marquette pride photo competition](#) on the image-sharing platform Flickr to encourage former and current students to share their school spirit. The campaign received 447 photo submissions from students all over the country, as well as over 12,000 views. Marquette University used its presence on Facebook, Twitter, and other platforms successfully to engage students beyond the scope of traditional, on-campus marketing efforts.[5]

The University of Portland School of Nursing also uses social media to publicize its on-campus culture and features to the world in innovative ways. To create content for its [Facebook page](#), the department set up a photo booth on campus and encouraged students and faculty to take pictures. The department received nearly 198 photos for their Facebook page and gained over 40,000 views.[6]

Figure 2: University of Portland Nursing School Facebook Page

While these campaigns may not be appropriate for every event or program, their examples show how organizations can use social media to engage with the campus community and beyond.

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[4] K. Berg and A. Stageman, "[Friends, Fans, and Followers: A Case Study of Marquette University's Use of Social Media to Engage with Key Stakeholders,](#)" *Case Studies in Strategic Communication*, 2013, accessed October 2, 2016, 11.

[5] Berg and Stagemen, 11.

[6] J. Kuffner, "[Eight Tips on How to Launch a Facebook Page,](#)" *Social Media for Colleges*, 2014, accessed October 2, 2016.

The Demographics of the Major Social Media Platforms

Every social media platform caters to specific demographics. For the purposes of our proposal, we have chosen to focus on three of the most popular platforms for college age and post-graduate users: Facebook, Twitter, and Instagram.

Understanding Facebook

In a survey of current English Majors we performed for this proposal, Facebook ranked the highest as their preferred social media platform. According to Pew Research Center (PRC), Facebook (facebook.com) has over 1.44 billion active monthly users. Of those persons PRC surveyed, 87% of adults aged 18–29 reported regularly using Facebook (see Figure 4). Facebook users also typically have college educations, with over 70% of users having graduated or attended a two- or four-year institution.[7]

> **Facebook Vocabulary:**
>
> - **Microblog:** A social media site to which a user makes short, frequent posts
> - **Profile:** A user's main account page, a collection of photos, posts, and public information
> - **Timeline:** A record of all public posts, comments, and other activity
> - **Tagging:** Links a person, Page, or place to something you post, like a status update or photo

Facebook Usage

While image and video sharing is popular on this network, Facebook allows for more sustained conversational engagement between users through its long-form blogging options and threaded comment system.
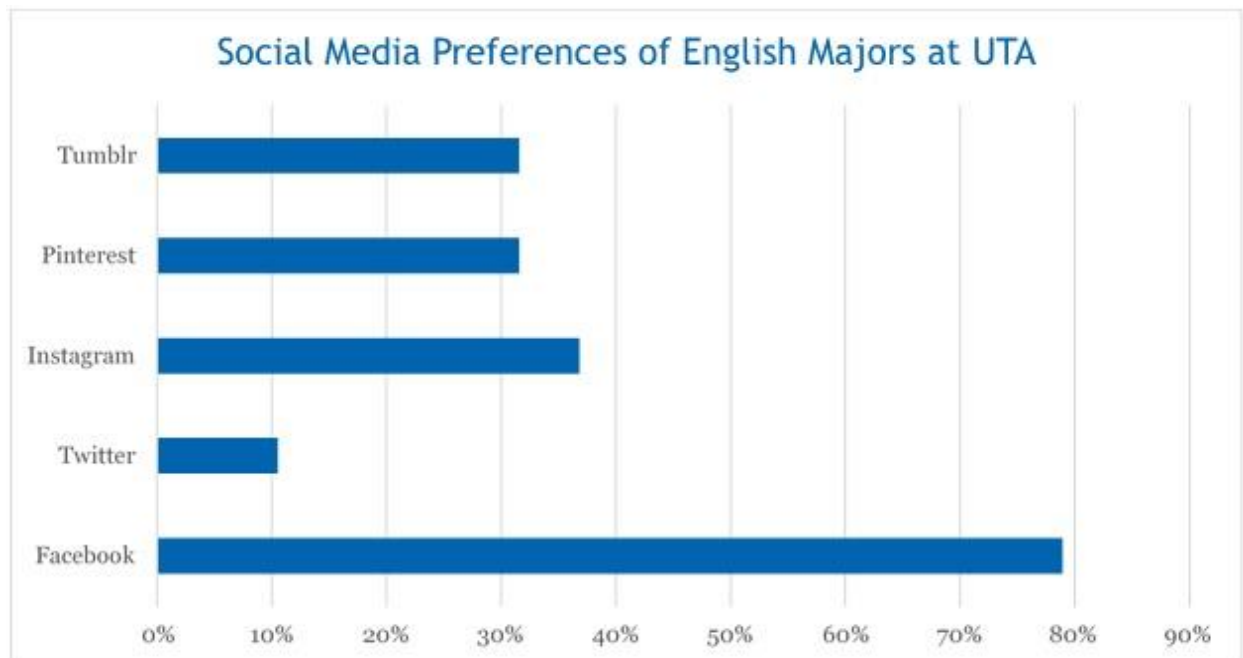

Figure 3: Results of a Survey of UTA English Major Social Media Preferences, Fall 2016

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[7] M. Duggan, et al, *Social Media Update 2014*, Pew Research Center, 2015, accessed September 27, 2016, 3-4.

Facebook acts as a public forum, with users going to specific individual pages to leave comments and to engage. Administrators can easily moderate comments, as well as tag content for easy searching.

Given Facebook's popularity and its success as a platform for other UTA social media accounts, Facebook offers us a valuable resource in establishing the English Department's online presence.
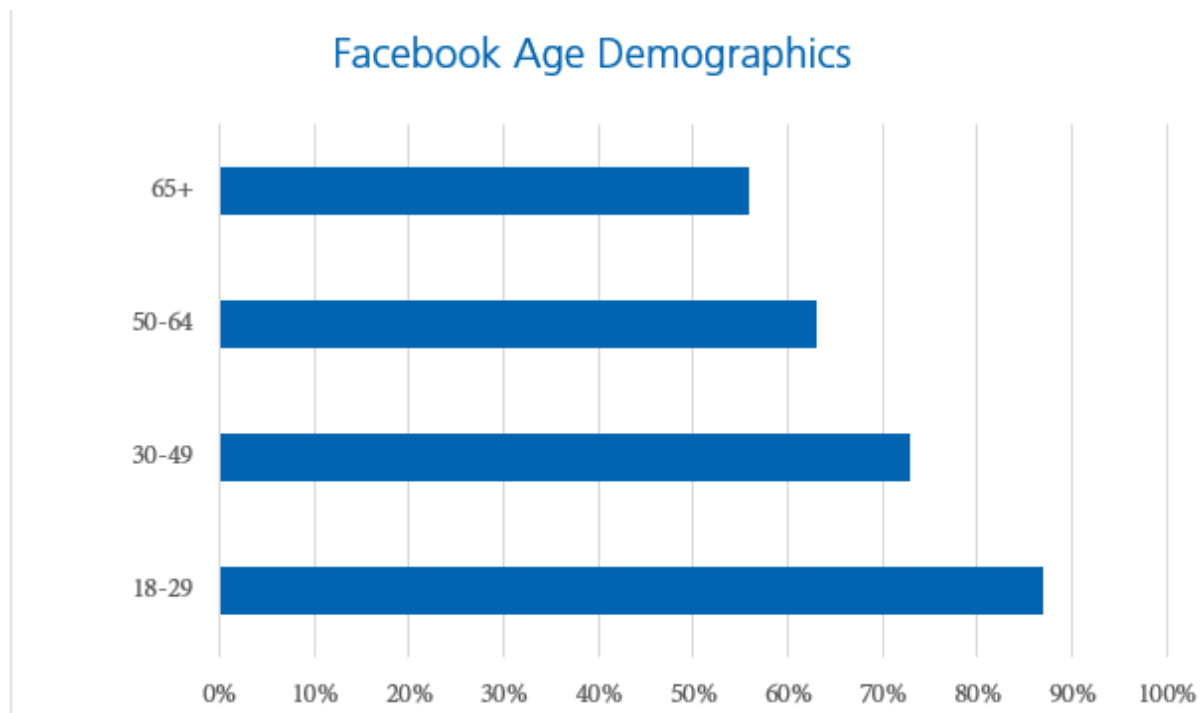

Figure 4: Facebook Age Demographics from the Results of the 2014 Pew Research Center Social Media Usage Study

Understanding Twitter

PRC reported that 37% of adults aged 18–29 regularly use Twitter (twitter.com), and in general, younger users prefer this site (see Figure 5). Like Facebook, Twitter trends well with college students, with 30% having graduated college, and another 24% reporting some college experience. It is a smaller platform than Facebook with only 313 million active users, but Twitter maintains a thriving community of private users, corporate entities, and public institutions.[8]

Twitter Vocabulary:

- **Tweet**: A 140-character post
- **Hashtag**: A searchable word or phrase, such as #UTA, #books, #news
- **Followers**: Number of people subscribed to your time-line
- **Retweet**: A tweet shared by one user with their followers

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[8] Duggan, et al, 5-6.

Twitter Usage

Twitter is a fast-paced microblogging platform that promotes the sharing of video, images, and headlines. This platform is most useful for sharing bite-sized news and visual content with users on a minute-by-minute basis. Twitter targets "on the go" users, with easy-to-use functions that are perfect for smart phones and other devices. Students checking their phones between classes can quickly respond to or share departmental communications (tweets) with one click.

While ranked the lowest in the English Major social media survey, Twitter is still a popular and useful platform. It is also an accessible platform for community outreach and activism, which can attract more users concerned with local institutions and events. With "activism and community outreach" listed as a primary social media activity by 11% of English Majors, Twitter is a viable resource in the English Department's efforts to create an online presence. For these reasons, Twitter represents a better investment in social media than more niche-driven sites like Tumblr and Pinterest.
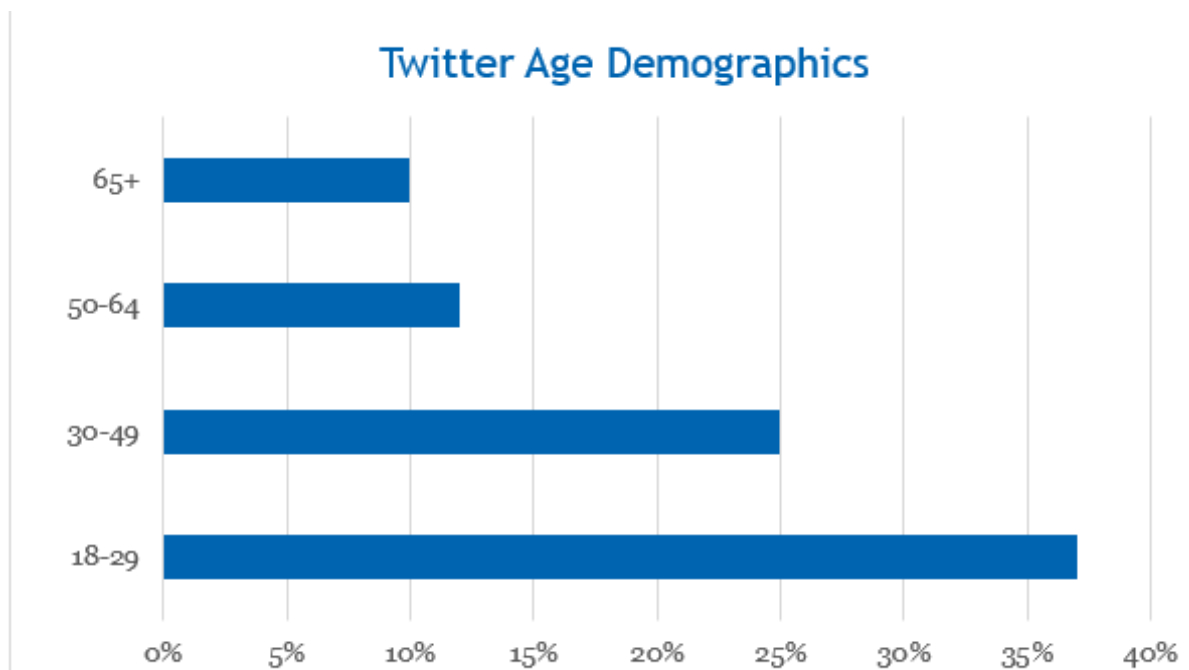
Figure 5: Twitter Age Demographics from the Results of 2014 Pew Research Center Social Media Usage Study

Understanding Instagram

Instagram (instagram.com) hosts a community of over 300 million users, sharing over 60 million photos every day. While the smallest network of interest, Instagram's popularity as a photo-sharing platform makes it attractive to high school and college-age users. According to Pew Research Center, 53% of its active users are 18–29 year-olds, with 31% reported as currently enrolled in a two- or four-year institution or having some college experience (see Figure 6).[9]

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[9] Duggan, et al, 7.

Instagram Usage

With a much younger user base than either Facebook or Twitter, this platform emphasizes sharing photos, videos, and personal experiences. In Instagram's focus on creativity and personal expression, the site has also fostered the rise of numerous active sub-communities focused on studio and performance art, literature, and other pursuits.

Organizations use images, internet memes, and short video to cross-promote campus events and student activities. Where Facebook and Twitter rely on text through microblogging, programs use the visual nature of Instagram to document campus life through images. In Figure 7, you can see how Simon Frasier University's Department of English shares primarily visual content on its Instagram page.

> **Instagram Vocabulary:**
>
> - **Feed, gallery, or album:** A user's main profile page
> - **Geotag:** A tagging system that allows users to tag an image with a specific location for easy searching or curation—unlike Facebook or Twitter, users can create their own Geotags
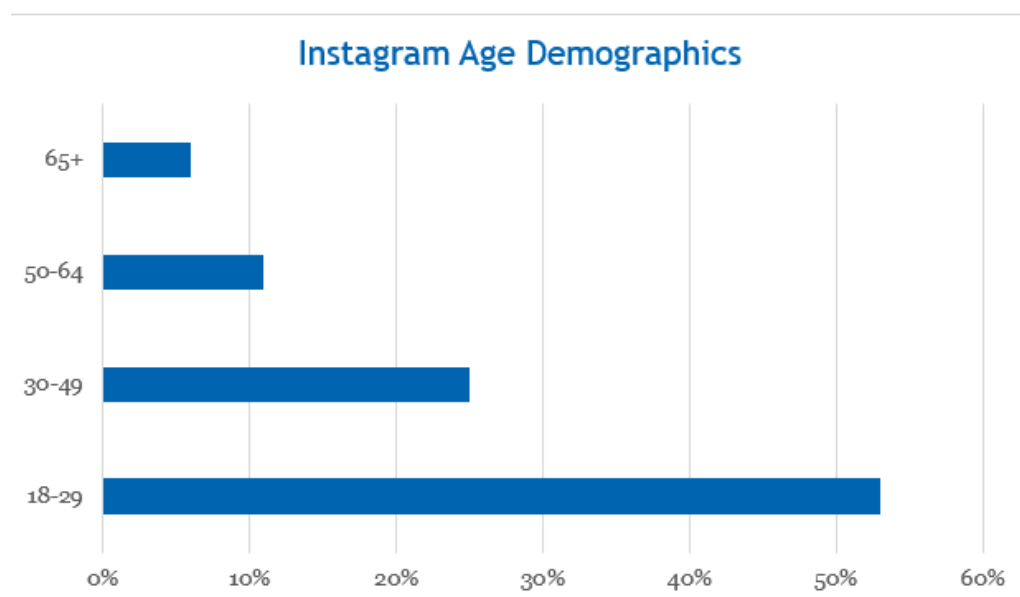

Figure 6: Instagram Age Demographics from the Results of 2014 Pew Research Center Social Media Usage Study
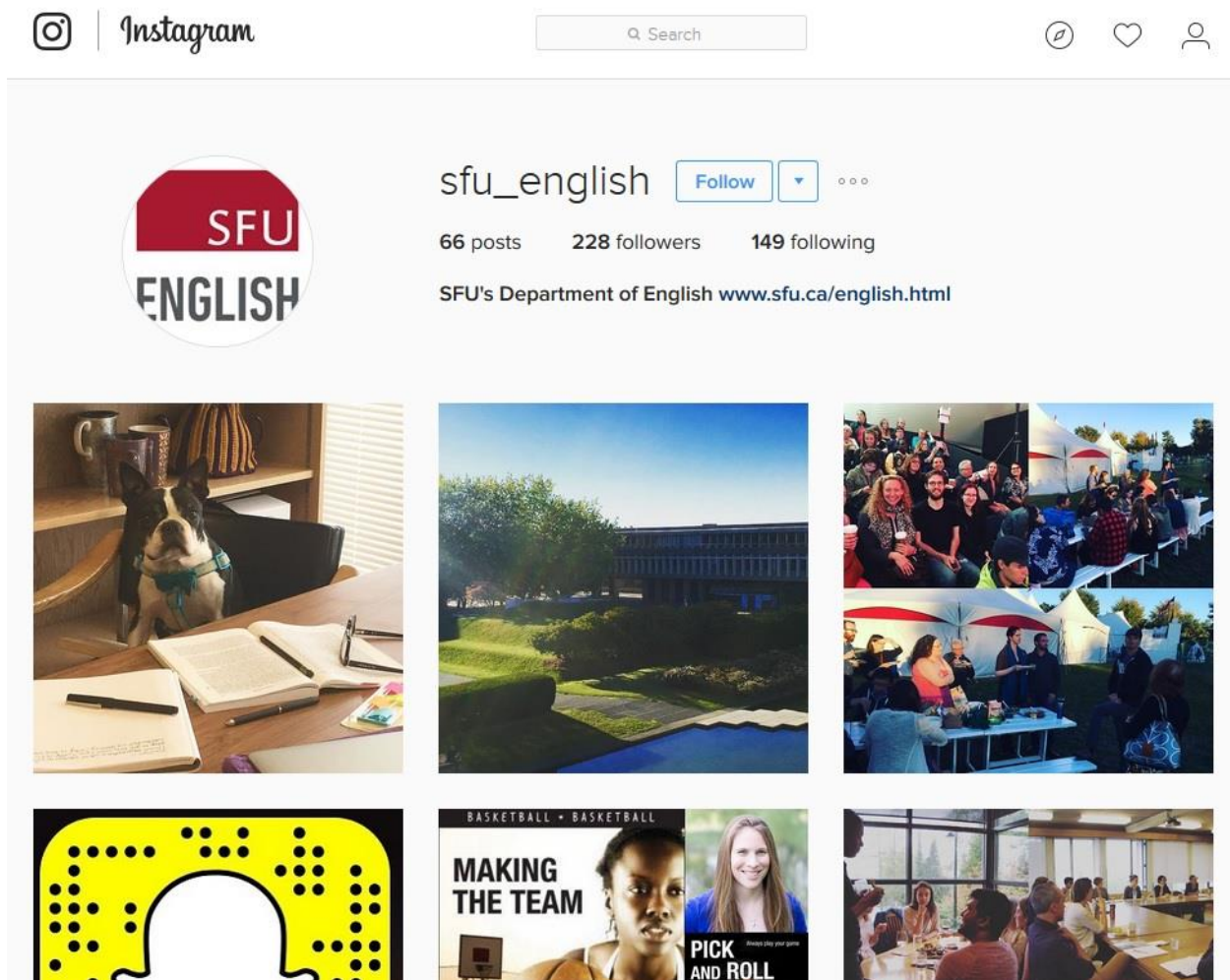
Figure 7: Simon Fraser University Department of English Instagram Profile

Some Other Related UT Arlington Social Media Accounts				
Program	![Facebook]	![Twitter]	![Instagram]	**Suggested Hashtags**
UT Arlington	The University of Texas at Arlington	@utarlington	@utarlington	—
College of Liberal Arts	@utalibarts	@utalibarts	@utalibarts	#mavminds #utalibarts
CoLA Grad Studies	@colagradstudies	@colagradstudies	—	#mavminds #utama #utaphd

Examining Other Programs' Use of Social Media

In the following section, we outline the content and features of Facebook, Instagram, and Twitter. We will explore what content most users engage with and explore how social media helps students find job openings. In addition, we will discuss how each platform uses videos and images in order to be successful. We will then examine how implementing hashtags and tagging increases user interaction across each platform.

General Trends

Facebook, Twitter, and Instagram are the most useful platforms in sharing campus news. Each platform uses visuals, such as photos and videos, to engage with users. For example, university Facebook and Twitter accounts typically focus on accomplishments of faculty, staff, and students. In addition, programs use these platforms to promote upcoming events such as seminars. Instagram's visual focus encourages sharing photos, videos, and other media.
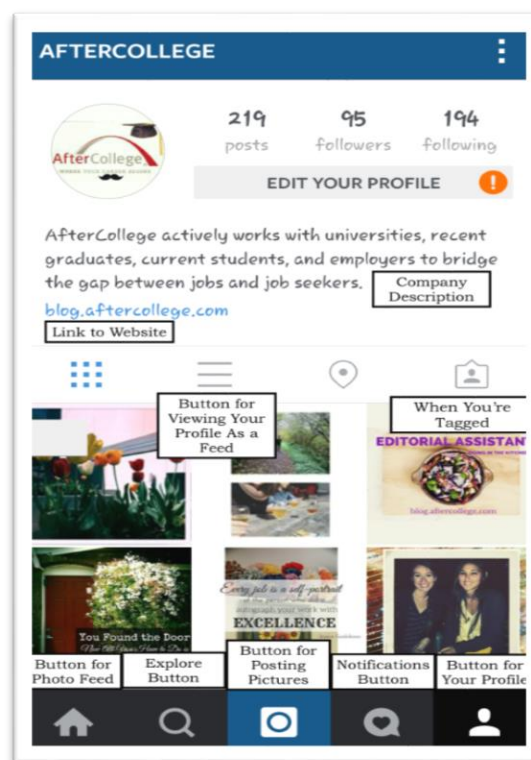

Figure 8: After College Instagram Profile

During our research, we observed that Instagram accounts that focus more on student living than faculty and staff appear to have more engagement. Other users can view photos and videos posted on accounts through instant messages, hashtags, and tagging. For example in Figure 10, *After College* uses Instagram to promote jobs for college graduates. They provide images advertising available jobs and add a direct link to their webpage in the "Bio" section. Users can create more content that is successful by including photos, videos, and links. Target audiences can use these features to gain more information about a specific topic.

Successful Social Media Practices

To be successful, many programs strategically implement the use of video clips and photos. Shorter video clips, under 2 minutes, enjoy higher engagement rates with audiences than longer videos. According to the "Social Media Cheat Sheet" provided by Catherine Page via the College of Liberal Arts, viewers watch 90% of Twitter videos they encounter on mobile devices and 75% do so on Facebook. If students have easy access to each platform, then share rates, views, and comments significantly increase. According to Page, in order to keep users interested in your topic, programs should update Facebook 3-5 times per week, and they should post Twitter "tweets" 3-5 times per day. Likewise, organizations can implement "calls-to-action" consistently across various platforms to increase user in-

teraction. To reach a broader audience, many programs also integrate hashtags and tagging in their posts to communicate with their audience. Hashtags help users find content with a specific theme, and tagging helps increase engagement by encouraging others to share your content.

Using Hashtags

The hashtag is becoming such a common trend that the Oxford English Dictionary featured the term in 2014.[10] Hashtags are words or phrases lacking spaces, preceded by a hash mark (#), used in posts to identify trending topics or keywords. They help categorize content and engage with other users based on common interest. The use of hashtags allows easier access to content and increases the size of the audience. They are also useful for starting a discussion about specific topics identified and tracked using the hashtags. You can see an example of UTA's use of hashtags in Figure 9 with the hashtag #utamavs.

When users include hashtags in posts, the content becomes searchable by other users. However, for a post with a hashtag to be useful in public searches, the post must be public. Organizations also want to avoid using too many words in one hashtag. Consider the following example. When creating a hashtag

Figure 9: UTA Hashtag Page Instagram Profile

about a boys' basketball game, most users will prefer #GOMAVS or #UTABASKETBALL rather than the more cumbersome #GOMAVSUTABASKETBALL. Keep in mind that users may have to type hashtags to search with them. Only use hashtags to link posts relevant to the topic.

Hashtags appear on multiple social media sites, but each platform users them differently:

Twitter: Twitter hashtags also link conversations together. However, unlike Facebook and Instagram, unconnected users to one another (users who are not "friends") engage when they discuss topics using similar hashtags in their posts.

Facebook: Like Twitter, Facebook hashtags link conversations across different users into one discussion. Once you add a hashtag to your post, it becomes a clickable link.

Instagram: Instagram's hashtag system is easier to use than Facebook and Twitter. Unlike Facebook and Twitter, you can scroll through related hashtags that other users post.

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[10] Denver Nicks, "The Real Name for a Hashtag," *Time*, June 13, 2014, accessed September 27, 2016. See also "hash, n.3," *OED Online,* September 2016, Oxford University Press, accessed September 27, 2016.

Figure 10: UTA Instagram Post Demonstrating Examples of Tagging

Using Tags

When posting to social media, organizations can tag persons or other organizations to identify other users in posts or photos. When you tag a person, you notify them that you are talking about them, and the tag creates a link back to your profile.

When using Facebook, the tagged post will also appear on that user's news feed. As a result, their friends can view your content, which increases audience interaction. For example, if you post an announcement to your Facebook page, you can tag your friend in the photo by simple using the @ symbol, followed by their username. Their friends will also have access to view the announcement from their page.

In Figure 10, you can see an example of how Instagram uses tagging. UT Arlington has tagged the users displayed in the picture. In addition, the University has tagged its Instagram page, giving multiple students access to the content. Overall, tagging leads users back to your profile, resulting in more user interaction.

What Are Some Examples of UTA Hashtags?

We sampled UT Arlington's Twitter feed (@UTArlington) for some recent hashtags the university has used.

#MaverickSpeakers   #UTA20   #UTA21   #UTArlington
#HireAMaverick   #Mavericks   #onlineeducationprograms

University Social Media Guidelines

The University of Texas at Arlington maintains clear and consistent messages to its audiences through various communications channels and platforms, including social media. As representatives of the English Department and UT Arlington, Social Media Interns will strive to comply with and abide by all online communication guidelines. Below, you can see our summary of those guidelines from the University's "Social Media Guidelines."

Understand Rules and Protocol

We will consult with and abide by the University's Information Resources Acceptable Use Policy, Web Publishing Policy, and all other related policies when using social media.

Understand Roles as Representatives of UTA

We will be mindful of our association with UT Arlington and the Department at all times when engaging in social media conversations. In doing so, we will ensure that our content is accurate, positive, and consistent with how we wish to represent ourselves, the Department, and the institution to peers, colleagues, students, and alumni.

Maintain Confidentiality

We will avoid posting confidential or proprietary information about UT Arlington, its students, alumni, employees, or any other constituent group.

Avoid Advertising and Endorsements

We will avoid using the University's name to promote or endorse any product, cause, political party, or candidate. Wherever possible, we will turn off any third-party advertisements on Department social media pages.

Work Responsibly with Third Parties

Should we work with any third parties over the course of the Internship, entities associated with The University of Texas at Arlington will also follow these guidelines. This policy includes the Department disclosing the third parties' institutional affiliations.

Under the supervision of the Internship Coordinator, Social Media Interns will also draft a Style Guide and Social Media Guidelines documents. These documents will help ensure that we comply with UT Arlington's standards and practices. The documents will also as serve as reference and training materials for future Social Media Interns.

Proposal to the Department

Recommended Platforms

We recommend that the Department develop accounts for the following social media platforms: Facebook, Twitter and Instagram.

Facebook (UTAEnglish): Given Facebook's popularity, the Department must develop a Facebook presence. This platform will inform users about accomplishments of faculty and students. In addition, students can become aware of upcoming events, lectures, and guest speakers, encouraging student attendance.
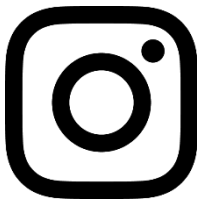
Instagram (UTAEnglish): Instagram is a popular platform for high school and college students because of the photo and video sharing features. The Department will benefit from this platform, which should encourage program enrollment by reaching out to potential students. In addition, users will gain insight about campus events and life.

Twitter (@UTAEnglish): Twitter is beneficial for quickly communicating news and sharing content with users. It will be useful for the Department because users can tweet and retweet news in order to reach users in the community.

Given the limited labor availability, we would recommend avoiding going beyond these three platforms to help ensure we accomplish our goals.

Recommended Content

In regards to content, we recommend the following kinds of posts on social media that Social Media Interns will develop in conjunction with the Internship Coordinator:

- **News**: News includes updates about publications by faculty and students and about forthcoming courses, scholarships and scholarship deadlines, job openings, and campus events.
- **Seminars**: Throughout the semester, guest speakers come to campus. However, many students never hear that these seminars are taking place. For example, the Department will be holding the Hermanns Lecture Series in early February 2017. If we post on Facebook, Instagram, and Twitter about the event, more students will be aware of it, likely increasing attendance.
- **Faculty, Staff, and Student Accomplishments:** This content highlights works, research, and news by and about faculty. In addition, this content recognizes works that students produce such as poetry, fiction, and non-fiction writing.

Based upon our survey of current English majors, 92% of our majors would like to see content regarding events going on in Arlington and in partner with the University. In addition, students would like to learn about seminars and original content including podcasts, blogs, and tips from advisors.

Currently, other Departments use social media to raise awareness for their programs. For example, the Engineering Department's Facebook page has praised the works of current students and created posts informing students about their Welcome Bash. The College of Science integrates graduate advising through Facebook and credits students' published works with direct links to their material.

Implementing Our Social Media Presence

In this section, we present our recommendations regarding how we will put our proposal into practice. You will find information about costs, content guidelines, and measuring engagement.

Time, Labor, and Fiscal Investment

We can set up social media accounts such as Facebook, Twitter, and Instagram without monetary cost. However, we will need a resource budget for efficient labor management and content generation.

Time and Labor

Under the supervision of the Internship Coordinator, Social Media Interns will be primarily responsible for generating content and managing social media accounts. Once we establish the Department's social media presences, the Interns will create, schedule, and post content on a weekly basis.

The Department requires a minimum of two Social Media Interns, working 10-12 hours per week, to adequately staff and manage all three social media accounts.

Necessary Training

Under the supervision of the Internship Coordinator, Social Media Interns will draft during the Fall 2016 semester a Style Guide and Department Social Media Guidelines document. These documents will serve as reference and training materials for future Social Media Interns. Please refer to the **University Social Media Guidelines** section for more information.

Fiscal Investment

Social Media Interns will perform most content generation using preexisting resources. However, Social Media Interns may require secondary resources to efficiently create content and manage accounts. We base these estimated costs on *potential* need, and those costs are subject to Internship Coordinator and Departmental approval as necessary. These fiscal investments are by no means necessary, but they may be very helpful. In Table 1, we summarize these fiscal costs.

Audio/Visual Recording Equipment
Social Media Interns have access to audio/video recording equipment through the Department's contact at the Office of Information Technology, Senior IT Analyst Jennifer Higgins. We could use this equipment to conduct interviews with students or faculty and to produce topical podcasts. The Department may acquire new or supplementary audio/visual recording equipment at the Department's discretion. For example, we recommend investing in dedicated microphone equipment beyond what Ms. Higgins reports that we have on hand. We would recommend the following microphone equipment:

- Podcast microphone ($26.99 - $49.99 per microphone)
- Lavalier ("tie clip") microphone ($9.99 - $29.99 per microphone)[11]

Table 1: Potential Fiscal Costs for Social Media Initiative

Category	Item	Cost per Month	Cost per Annum	One-Time Cost
Media Equipment	Podcast Microphone	NA	NA	$26.99+
	Lavalier Microphone	NA	NA	$9.99+

General Content Guidelines

In launching the Department's online presence, Social Media Interns have established the following general guidelines to shape our content.

- We plan content of interest to our target audience that promotes engagement.
- We plan to include additional content in posts, such as tagging, links, and hashtags to reach a broader audience.
- We plan to post to Facebook 3-5 times per week and to Twitter 3-5 times per day.
- We plan to keep video posts to a 2-minute maximum.
- We plan to ensure that voice and tone are consistent across all platforms.

Measuring Social Media Engagement

The Department must be able to adapt to user needs and interests to establish a social media presence. To assess how users are responding to our content, we will use analytic programs to regularly measure engagement. Facebook Insights and Twitter Analytics are free and easy-to-use applications to evaluate content performance on a regular basis.

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[11] Microphone price comparisons based on regular prices posted September 26, 2016.

Facebook Insights (see Figure 11) and Twitter Analytics (see Figure 12) measure how many times users have viewed, responded to, and shared content. By evaluating this data on either a weekly or monthly basis, we will be able to determine the most effective and relevant content to share. In using accurate engagement measurements, Social Media Interns will have the tools and flexibility necessary to deliver the most engaging content to users.

Social Media Interns may also create Facebook and Twitter polls to measure student and faculty feedback on topics as necessary.

> **Social Media Engagement Vocabulary:**
>
> - **Analytics:** Data compiled by social media platforms to track patterns in usage and behavior
> - **Reach:** A data metric that determines the potential size of audience any given message could reach, based on user demographics and intended audience
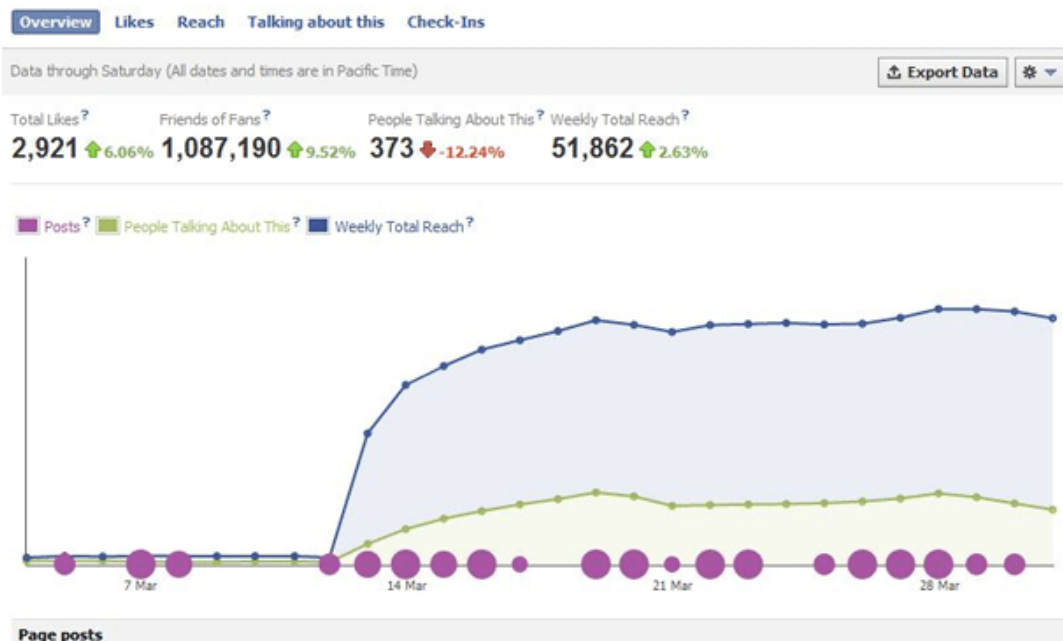> - **Impressions:** The number of times a post displays on a platform

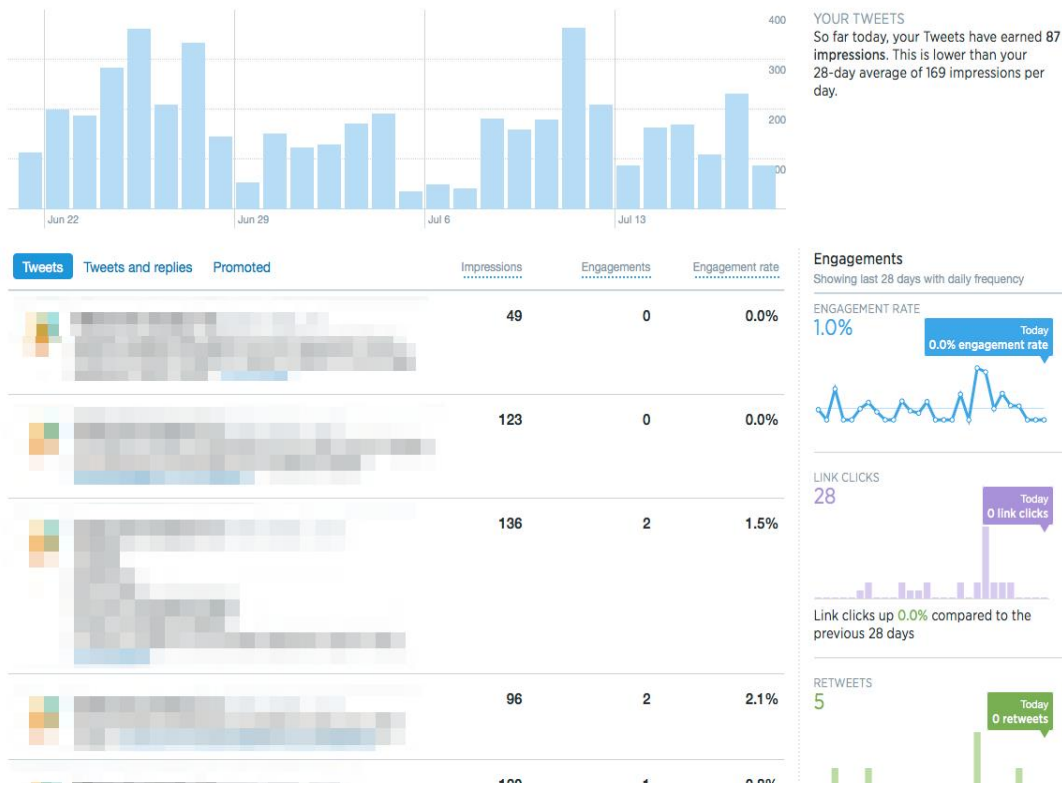Figure 11: An Example of how Facebook Insights Measures Weekly User Engagement

Figure 12: An Example of How Twitter Analytics Measures Daily User Engagement

The UTA English Blog:

The Department has a blog—*English Matters*—though it has lain dormant since November 2014. Started in 2009, *English Matters* provided a way for faculty in an earlier era of social media to do the kind of promotion of faculty, students, and the Department that we propose in this document. Although we recommend curating a routine Departmental "blog" via Facebook, *English Matters* could still serve a purpose for the Department, perhaps offering faculty a venue for reflecting on scholarship, the profession, and culture. We could then link posts back to *English Matters* from our social media accounts.

We recommend using *English Matters* as a forum for faculty to engage, and we would encourage periodic new content there to avoid it seeming abandoned.

Conclusion

As indicted in our survey, many students want to know about news such as events, course offerings, upcoming seminars, and other kinds of content. We can achieve this objective by establishing presences on Facebook, Twitter, and Instagram, which will help the Department reach the same kinds of audiences that other programs already do. In regards to Facebook, we will use it for news, video, and blogging, prompting discussions between users. Twitter allows us to display videos, images, and headlines, allowing users to gain access to important news and events. Likewise, we will use Instagram for image and video posts giving users insight to campus events as well as student and faculty accomplishments.

In addition, we will implement the use of hashtags and tagging on each platform to increase awareness within the English Department and community by linking users to relevant content. Hashtags and tagging link other user back to the Department's social media profiles and give users easier means to view content. Students will be able to gain useful information, and they will be more likely to engage with one another and to share their experiences at the University. We will also be promoting the Department, its benefits, features, and environment to the community and prospective and ongoing students. Although we can accomplish these tasks without an additional budget, we do recommend considering modest budgetary investments that can improve our efforts.

Appendix: Fall 2016 English Major Social Media Survey Results

Preferred Social Media Platforms

Answer	Percentage	Count
Facebook	78.95%	15
Twitter	10.53%	2
Instagram	36.84%	7
Pinterest	31.58%	6
Tumblr	31.58%	6

How Many Times Students Check Social Media per Day?

Answer	Percentage	Count
0-1	5.26%	1
1-2	15.79%	3
2-3	26.32%	5
4-5	0.00%	0
5+	52.63%	10

What Times of Day Students Check Social Media?

Answer	Percentage	Count
8am - Noon	10.53%	2
Noon – 3pm	0.00%	0
3pm – 5pm	5.26%	1
5pm – 7pm	26.32%	5
After 7pm	57.89%	11

Primary Uses of Social Media

Answers	Percentage	Count
Personal/keeping up with friends	94.74%	18
School/professional networking	26.32%	5
Keeping up with news/current events	52.63%	10
Activism/community outreach	10.53%	2

Students Engaging with UT Arlington on Social Media

Answers	Percentage	Count
Have engaged	5.26%	1
Have not engaged	94.74%	18
Total	100%	19

Content Students Want to See from Our Social Media

Answers	Percentage	Count
Department/faculty news	50.00%	9
Visiting speakers/seminars/etc.	72.22%	13
Campus news/activities	61.11%	11
Student life/student content	50.00%	9
Events/activities going on in Arlington/in partner with UT Arlington	83.33%	15
Original content	72.22%	13

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Image Credits

Figure 1. [UT Arlington College of Science Facebook Profile](). Accessed September 18, 2016. Facebook.com

Figure 2. [University of Portland Nursing School Facebook page.]() Accessed September 18, 2016. Facebook.com

Figure 7. [Simon Fraser University Instagram Profile](). Accessed September 16, 2016. Instagram.com

Figure 8. [After College Instagram Profile](). Accessed September 20, 2016. Instagram.com

Figure 9. [UT Arlington Hashtag page Instagram Profile](). Accessed September 20, 2016. Instagram.com

Figure 10. [UT Arlington Repost Image from Instagram Profile](). Accessed September 20, 2016. Instagram.com

Figure 11. [An example of how Facebook Insights measures weekly user engagement](). Accessed September 18, 2016. Kissmetrics.com.

Figure 12. [An example of how Twitter Analytics measures daily user engagement](). Accessed September 18, 2016. Thrive.com.

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About the Cover: the exterior facing of Carlisle Hall, viewed from the east