

# memo

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**to: Dr. Allegra Smith**

**From: Katelyn Miskelley, Bridgett Rayburn, & Charity Robertson**

**CC: Ms. Nichols & Dr. Porter**

**Date: 11/18/2021**

**Subject: Communication Analysis and social media strategy/plan**

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## **I. INTRODUCTION:**

The purpose of this memo is to analyze the current methods of communications for the Writing Center and to discuss proposed changes and campaign for two social media platforms in order to optimize the Writing Center's visibility on campus. After discussing the proposed changes and campaign, we will lay out a possible timeline for implementation and provide a sampling of social media posts.

## **II. Analysis of Current Communication Tactics:**

Here's what's working –

- Website visibility and usability:  
The website is easy to find and easy to navigate. When you google the JSU Writing Center, the first result is the webpage where students can make appointments and are given instructions on how appointments work.

## **III. Proposed Changes to Communication Tactics:**

Because the Writing Center does not have a social media presence, the primary way the writing center is currently communicating with the campus community is through their website and through a brief statement in the syllabi of a given course (depending on the instructor). Below is a list of how we believe the Writing Center can improve on their current communication tactics based on research into our own Writing Center and other University Writing Centers.

- Give the webpage a reboot:  
the Writing Center's webpage is part of the University's website and is very formal and cold. There are no pictures – nothing to draw students in.

The language used is stiff – one student when reading the purpose statement for the Writing Center went so far as to call the writing “aggressive”. If the goal is to balance being approachable and welcoming with being professional, adding pictures, a frequently asked questions section, or a staff directory would help soften and bring balance to the professional tone of the writing.

- Make a name clarification:  
the name given to the writing center on their webpage is the “English Department Writing Center” which could be misleading the audience (the campus community) into thinking that the writing center is only a resource for English majors and minors.
- Adding a social media presence:  
From what we have gathered, the goal of implementing a social media campaign is to make the campus community aware of the different services that the Writing Center offers, but to also make sure students and faculty know that the center is ready and able to assist students from ALL disciplines with a variety of writing tasks. Through our research into the writing center, we have learned that they offer much more than just assistance with papers; they host workshops, ESL conversation partners and consultations, as well as tutoring. This social media campaign will help to showcase that while also re-introducing the Writing Center to the campus community.
- Class visits by Writing Center Tutors:  
One of the methods that other Universities use to get exposure across campus is to have instructors allow tutors to join their class (via zoom or in person) and give a brief presentation about the writing center, where they are located, what services they offer, and how to make an appointment. We are recommending this idea in conjunction with implementing the social media campaign.

#### **IV. Strategy and proposed timeline:**

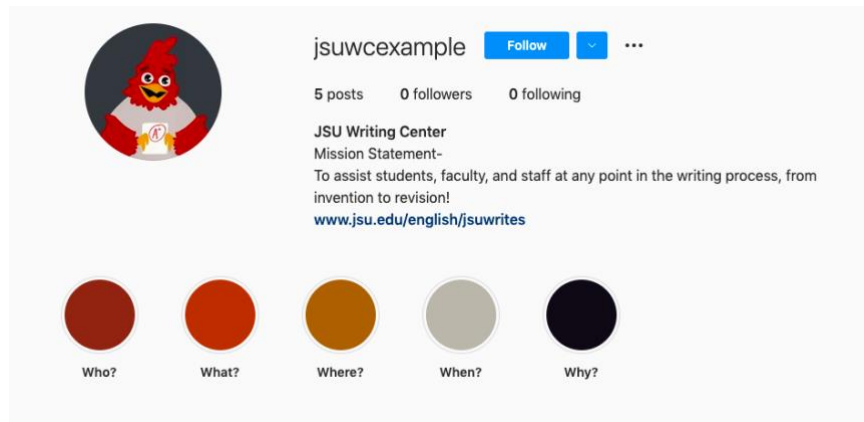
When conducting research into the ways that other University Writing Centers connect with their students and faculty, we found that they used a variety of tactics from blogs written by their tutors to involvement in campus activities. For this project, we will be focusing on implementing a social media plan for twitter and Instagram because those are two of the most used platforms by students. We are recommending these changes to the Center’s communication tactics because we believe it will be the most effective way to reach the largest cross section of students.

- Weekly Posts to both Instagram and Twitter:

From what we know about the Writing Center's goals we constructed a plan to get the message out to as many students as possible that the WC is for all students and helps with any type of writing. We are proposing posting a minimum of two times a week on both platforms to maintain a consistent presence on students' feeds. We also suggest including links for both the social media pages on the Writing Center's webpage.

### Instagram:

For Instagram, we are suggesting a color scheme that codes the postings by the following categories: who, what, when, where, and why. Each category would contain a particular type of post. For example, the "who" category would be for tutor spotlights and posts reminding the campus community that the WC helps students from other disciplines; the "why" posts would highlight student testimonials about their experience in the writing center.



### Twitter:

For Twitter, we are suggesting keeping the tone of the posts witty and relatable to students by using memes and keeping the language of the posts light. Keeping in mind that the majority of the campus community includes students in their late teens – early twenties, we want to make sure the content appealing to them. While we recommend sharing most of the Instagram posts to the WC Twitter account, we also suggest creating content that is solely for Twitter.

- **Instructor Deliverables:**

We are also suggesting that the writing center develop a portion of their webpage that is for Faculty and Staff. This would include the statement about the writing center that instructors could include in their syllabus. It would also include an introductory/informative video featuring the Writing

Center staff explaining who they are and what they do. The idea is that professors would be able to show the brief video at the beginning of the semester as a way to let students know about the resources offered and give a wide range of students more exposure to the Writing Center.

We are proposing that these changes be implemented at the start of the Spring 2022 semester beginning with changes to the webpage - including the instructor deliverables - in early January. We suggest kicking off the Instagram and Twitter accounts on the first day of class. Once the social media accounts are live, we recommend posting a minimum of two times a week to maintain consistent visibility.

## **V. Conclusion and sample documents:**

In addition to this memo, our team has completed a brand analysis, style guide, and sample content for the social media campaign.

This content includes:

1. **Instagram posts** – these posts are designed to answer the who, what, when, where, and why of the Writing Center.
2. **Twitter posts** – this content will include most of the posts from Instagram, but it will also utilize memes and will have a tone/vibe that appeals to the student body.
3. **Sample syllabus statement** – we have proposed that the Writing Center include this statement on their webpage for professors to access so that they may include it in their syllabus.

If you have any further questions, you can reach our project manager Katelyn Miskelley via email at [kmiskelley@jsu.stu.edu](mailto:kmiskelley@jsu.stu.edu) or our other team members Bridgett Rayburn and Charity Robertson at [brayburn@stu.jsu.edu](mailto:brayburn@stu.jsu.edu) and [crobertson6@jsu.stu.edu](mailto:crobertson6@jsu.stu.edu) respectively.