WELCOME
Communicators’ Forum — 9/24/14
REVIEW: Transitions in Leadership

- **Key early messages**
  - Commitment to depth and breadth of excellence
  - Legacy of access never more important
  - Hard discussions; mutual respect

- **Major introductory pieces**: Letters to campus community, welcomes messages to students, Record Q & A, videos

- **“First 100 days” photos and stories collected**: president.umich.edu/about/timeline/

- **Twitter**: @DrMarkSchlissel

- **Digital presence**: president.umich.edu

- **Stakeholder activity**: Donor tour, political visits, campus interaction, Communicators’ Forum Q&A
UPDATES
UPDATES: Congratulations to...

John Kepley  
Director of Executive Communications  
Global Communications and Strategic Initiatives

Kristen Kerecman  
Communications Manager  
Innovate Blue

Alex Piazza  
Research Communications Manager  
Office of Research

Erin Sullivan  
Web Developer  
Michigan Creative

Daryl Marshke  
Senior Photographer  
Michigan Photography

Steve Culver  
Page Designer  
University Record
Notable News

• **World 100 Conference**
  First time in the U.S. Hosted at U-M October 7–8

• **Rankings**
  #1 Public University — QS World University Rankings
  #1 Educated City in U.S. — *Forbes Magazine*

• **New Undergraduate Admissions website**
  admissions.umich.edu
UPDATES: Forum Sub-Groups – October Lineup

• **CREATIVE:** October 23
  Data Visualization — The Science Behind Infographics

• **DIGITAL:** October 21
  Aligning Your Digital Channels

• **MARKETING:** October 14
  Big Data 201 — Information Efficiency, Optimal Performance

• **VIDEO:** October 16
  Editing — How to Make a Great Story Come to Life

• **WRITING:** October 26
  Writing for the Digital World
“Big Data, Big Deal?”

Jason Simon
Vice President and Partner at SimpsonScarborough
Big Data, Big Deal

Using Market Research and Data to Inform and Build the Case for your Marketing Strategies

University of Michigan Communicators’ Forum
Sept 24, 2014

Jason Simon
js@simpsonscarborough.com
@szymenowicz
@SimpScar
Selected Recent Partners

American Council on Education
American University
Auburn University
Babson College
Ball State University
Bentley University
Berry College
Butler University
Buena Vista University
Butler University
Canisius College
City University of New York
Clark University
Colby College
Cornish College of the Arts
Creighton University
Drexel University
Earlham College
Eureka College
Fairfield University
Franklin Pierce University
Fordham University
Fulbright Scholar Program (CIES)
George Mason University
Georgia Institute of Technology
Georgia State University
Gustavus Adolphus College
Hollins University
Indiana University
Ithaca College
Lafayette College
Lehigh University
London Business School
Longwood University
Loyola University Maryland
Malone University
Manchester College
Marquette University
Meredith College
Miami University of Ohio
Michigan State University
Mills College
MIT Sloan School of Management
Mount Holyoke College
Northwestern University
Notre Dame of Maryland University
Oklahoma City University
Pennsylvania State University
Plymouth State University
Pratt Institute
Purdue University
Regis University
Saint John’s University
Saint Joseph’s University
Saint Mary’s College of California
Saint Peter’s College
Southern Polytechnic State University
South Texas College of Law
Stephen F. Austin State University
Stonehill College
Stony Brook University
SUNY New Paltz Graduate School
Syracuse University
Sweet Briar College
Texas Christian University
Thomas Edison State College
University of Akron
University of California, Berkeley
University of California, Irvine
University of California, Off of the Pres
University of California, San Francisco
University of Cambridge - Judge Biz School
University of Dayton
University of Delaware
University of Hartford
University of Michigan, Alumni Assoc
University of Missouri
University of Rochester
University of Wisconsin-Madison
Villanova University
Wartburg College
Wentworth Institute of Technology
Wheelock College
Worcester Polytechnic Institute
Good Reads

- Marty Neumeier
  - The Brand Gap
  - Zag
  - The Designful Company

- Al Ries + Jack Trout
  - Positioning: The Battle for Your Mind

- Chris Grams
  - The Ad-Free Brand

- Alina Wheeler
  - Designing Brand Identity
Marketing

“THERE ARE GREAT LOVERS.”

-Neutron, LLC
Telemarketing

“HELLO”

“I’M A GREAT LOVER.”

- Neutron, LLC
Public Relations

“TRUST ME. HE’S A GREAT LOVER.”

-Neutron, LLC
Advertising

“I’M A GREAT LOVER.
I’M A GREAT LOVER.
I’M A GREAT LOVER.”

-Neutron, LLC
Design

-Neutron, LLC
Branding

“I UNDERSTAND YOU’RE A GREAT LOVER.”

-Neutron, LLC
So what is a brand?

“It’s a person’s gut feeling about a product, service, or organization. It’s not what you say it is. It’s what they say it is.”

-Neutron, LLC
And what is a brand *position*?

“Positioning is the scaffolding on which companies build their brands, strategic their planning, and extend their relationships with customers. Positioning takes into account the mix of price, product, promotion and place.”

- Alina Wheeler (from Ries and Trout)
Brand Is More Than What You Do To A Cow

DEFINITION OF BRAND
• The sum total of all existing associations made with your institution
• Including the good, the bad, and, possibly, the ugly

DEFINITION OF BRANDING
• The process of influencing those associations

DEFINITION OF POSITIONING
• Your [researched and documented] desired brand associations

Your logo, visual identity, and/or marks are simply reflections of your brand.

Your brand is where you are now. Your positioning is where you want to be. Branding takes you from point A to B. You are successful when your brand equals your positioning.
Simplify

Amplify

BRAND PLATFORM

Analysis  Development  Refinement

Identity elements  Messages  Campaigns  Experience

Source: Marshall Strategy
Why is it hard for EDU to brand?

• We’re not good at listening to our audiences (or serving their needs).
• We don’t develop true positions (or differentiated messaging).
• We tire of our own messages too quickly.
• We aren’t smart about targeting our efforts.
• We can’t figure out what action we are trying to affect.
We’re not good at listening to our audiences (or serving their needs).
MLK

• Marketing will always be an art and a science.
Brand Analysis

- What do you truly know about your institution’s brand?
- Have you identified key audiences (internal and external) that you want to measure perceptions and awareness? Do you know what they think of your brand currently?
- Do you know levels of awareness and affinity for your brand currently?
- How about how you compare to competitors on important attributes (quality of academics, student life, reputation, interest, etc.)?
- Do you know the things associated (positively and negatively) with your brand?
Qualitative and Quantitative Research

- Both have significant value
- Qualitative (focus groups, in-depth interviews, online bulletin boards, etc.)
- Quantitative (online and phone surveys)
- You can/should do your own research
- Your institution should also invest in high quality, on-going marketing research
Brand-Driven Research

- Reputation and Familiarity
  - Competitive Analysis
    - Perceptions of “Public Ivy”
      - Perceptions of CLIENT University
        - CLIENT University Brand Promise, Phrases & Concepts
          - Employer Relationships with CLIENT University
            - The College Search
Brand Measurements

Created for Purdue University using Wordle.net
Brand Measurements

- Fun ——— ——— ——— Serious
- Traditional ——— ——— Modern
- New ——— ——— Old
- Creative ——— ——— Uncreative
- Enterprising ——— ——— Unenterprising
- Prestigious ——— ——— Not prestigious
- Attractive ——— ——— Unattractive
- Clear values ——— ——— Unclear values
- Small ——— ——— Large
- Exciting ——— ——— Unexciting
- Female ——— ——— Male
- Teaching ——— ——— Research
- Trustworthy ——— ——— Untrustworthy
- Reliable ——— ——— Unreliable
- Friendly ——— ——— Unfriendly
- High quality ——— ——— Poor quality
Brand Measurements

Fun
Traditional
New
Creative
Enterprising
Prestigious
Attractive
Clear Values
Small
Exciting
Female
Teaching
Trustworthy
Reliable
Friendly
High Quality

Serial
Modern
Old
Uncreative
Unenterprising
Not Prestigious
Unattractive
Unclear Values
Large
Unexciting
Male
Research
Untrustworthy
Unreliable
Unfriendly
Poor Quality
How important are each of the following characteristics to you when assessing a university’s reputation?

(Randomize)

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>1 – Not at all Important</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10 – Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors focused on teaching undergraduates</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Strong alumni network</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Undergraduate research opportunities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Successful graduates (e.g. good jobs/graduate school placements)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Excellent academic reputation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Location in a traditional college town</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Availability of internships</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>International learning opportunities (e.g. study abroad)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Selective admissions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Strong school pride</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Personal attention from professors</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Small classes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Good value</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>High quality faculty/professors</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Wide variety of clubs/student organizations</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>
**University D Attributes**

**Appealing vs. Associated with University D**

**Prospects w/ University D familiarity>3 (n=293)**

**Question Wording:** Which FIVE the following do you associate MOST with University D? (mark up to 5)

**Lines placed at the means for each axis**

**Appealing statements**
- Visual & perf. arts
- Cultural center
- Expressing individuality
- Career prep

**More appealing statements that prospects DO NOT associate with University D**
- Small school
- Connection to(Rigorous courses)
- Faculty are artists
- Offers liberal arts
- Student-faculty relationship

**Less appealing statements that prospects associate with University D**
- Accomplished faculty
- Impact society w/art
- Well-rounded alumni
- Broad arts educ
- Faculty are artists

**Sponsor Revealed for Association with University D**

**Sponsor Not Revealed for Appeal Question**

**SIMPSON : SCARBOROUGH**

simpsonscarborough.com
# Competitive Analysis Attributes

<table>
<thead>
<tr>
<th>Abbreviations for report</th>
<th>Full descriptions tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on teaching Ugs</td>
<td>• Professors focused on teaching undergraduates</td>
</tr>
<tr>
<td>Alumni network</td>
<td>• Strong alumni network</td>
</tr>
<tr>
<td>UG research</td>
<td>• Undergraduate research opportunities</td>
</tr>
<tr>
<td>Successful graduates</td>
<td>• Successful graduates (e.g. good jobs/graduate school placements)</td>
</tr>
<tr>
<td>Academic reputation</td>
<td>• Excellent academic reputation</td>
</tr>
<tr>
<td>College town</td>
<td>• Location in a traditional college town</td>
</tr>
<tr>
<td>Internships</td>
<td>• Availability of internships</td>
</tr>
<tr>
<td>Study abroad</td>
<td>• International learning opportunities (e.g. study abroad)</td>
</tr>
<tr>
<td>Selective admissions</td>
<td>• Selective admissions</td>
</tr>
<tr>
<td>School pride</td>
<td>• Strong school pride</td>
</tr>
<tr>
<td>Personal attention</td>
<td>• Personal attention from professors</td>
</tr>
<tr>
<td>Small classes</td>
<td>• Small classes</td>
</tr>
<tr>
<td>Good value</td>
<td>• Good value</td>
</tr>
<tr>
<td>High quality faculty</td>
<td>• High quality faculty/professors</td>
</tr>
<tr>
<td>Variety of clubs</td>
<td>• Wide variety of clubs/student organizations</td>
</tr>
</tbody>
</table>
Most Descriptive

CLIENT (Miami of Ohio University) University Attributes

All audiences except Employers

Attributes With Top 2 Box >=40% for External Audiences and >=50% for Internal Audiences

<table>
<thead>
<tr>
<th>Inquirers + Non-Inquirers</th>
<th>Prospect Parents</th>
<th>Counselors</th>
<th>Peers</th>
<th>Current Students</th>
<th>Current Parents</th>
<th>Alumni</th>
<th>Faculty &amp; Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>College town</td>
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<td>College town</td>
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<td>College town</td>
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<td>College town</td>
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<tr>
<td>(54%)</td>
<td>(54%)</td>
<td>(42%)</td>
<td>(48%)</td>
<td>(74%)</td>
<td>(85%)</td>
<td>(89%)</td>
<td>(80%)</td>
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<tr>
<td>Successful graduates</td>
<td>Academic</td>
<td>Focus on teaching UGs</td>
<td>Study abroad</td>
<td>Successful graduates</td>
<td>Academic reputation</td>
<td>Study abroad</td>
<td>Focus on teaching UGs</td>
</tr>
<tr>
<td>(49%)</td>
<td>reputation</td>
<td>(40%)</td>
<td>(72%)</td>
<td>(66%)</td>
<td>(60%)</td>
<td>(62%)</td>
<td>(55%)</td>
</tr>
<tr>
<td>Academic reputation</td>
<td>Study abroad</td>
<td>High quality faculty</td>
<td>Focus on teaching UGs</td>
<td>Successful graduates</td>
<td>Successful graduates</td>
<td>Focus on teaching UGs</td>
<td>Focus on teaching UGs</td>
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<tr>
<td>(47%)</td>
<td>(49%)</td>
<td>(42%)</td>
<td>(64%)</td>
<td>(64%)</td>
<td>(58%)</td>
<td>(58%)</td>
<td>(52%)</td>
</tr>
<tr>
<td>High quality faculty</td>
<td>Focus on teaching UGs</td>
<td>Focus on teaching UGs</td>
<td>Academic reputation</td>
<td>Academic reputation</td>
<td>High quality faculty</td>
<td>Personal attention</td>
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<tr>
<td>(44%)</td>
<td>(44%)</td>
<td>(41%)</td>
<td>(57%)</td>
<td>(61%)</td>
<td>(58%)</td>
<td>(50%)</td>
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</tr>
<tr>
<td>Focus on teaching UGs</td>
<td>Successful</td>
<td>High quality faculty</td>
<td>Focus on teaching UGs</td>
<td>Focus on teaching UGs</td>
<td>Study abroad</td>
<td>Focus on teaching UGs</td>
<td></td>
</tr>
<tr>
<td>(44%)</td>
<td>graduates</td>
<td>(42%)</td>
<td>(64%)</td>
<td>(62%)</td>
<td>(58%)</td>
<td>(58%)</td>
<td></td>
</tr>
<tr>
<td>Study abroad</td>
<td>Variety of clubs</td>
<td>High quality faculty</td>
<td>Variety of clubs</td>
<td>Focus on teaching UGs</td>
<td>High quality faculty</td>
<td>School pride</td>
<td></td>
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<tr>
<td>(43%)</td>
<td>(56%)</td>
<td>(55%)</td>
<td>(60%)</td>
<td>(60%)</td>
<td>(57%)</td>
<td>(53%)</td>
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<tr>
<td>Variety of clubs</td>
<td>High quality</td>
<td>School pride</td>
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<td></td>
<td>(55%)</td>
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</tbody>
</table>

Scale: 1=Does Not Describe at All, 10=Describes Very Well. Top 2 box percentages recalculated without “don’t know” responses in the base.

Question Wording: For the next question, we would like you to focus on one university in particular, which has been randomly selected. How well does each of the following characteristics describe [INSERT SCHOOL]?
### Most Descriptive COMPETITOR A (The Ohio State University) Attributes

**Attributes With Top 2 Box >=40% for External Audiences and >=50% for Internal Audiences**

<table>
<thead>
<tr>
<th></th>
<th>Inquirers + Non-Inquirers</th>
<th>Prospect Parents</th>
<th>Counselors</th>
<th>Peers</th>
<th>Current Students</th>
<th>Current Parents</th>
<th>Alumni</th>
<th>Faculty &amp; Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>School pride</td>
<td>(80%)</td>
<td>School pride (77%)</td>
<td>School pride (76%)</td>
<td>School pride (75%)</td>
<td>School pride (90%)</td>
<td>School pride (85%)</td>
<td>School pride (86%)</td>
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<td>Variety of clubs</td>
<td>(63%)</td>
<td>Variety of clubs (62%)</td>
<td>Variety of clubs (74%)</td>
<td>Alumni network (54%)</td>
<td>Alumni network (66%)</td>
<td>Alumni network (73%)</td>
<td>Alumni network (65%)</td>
<td>Alumni network (71%)</td>
</tr>
<tr>
<td>Alumni network</td>
<td>(58%)</td>
<td>Alumni network (53%)</td>
<td>Alumni network (64%)</td>
<td>Variety of clubs (49%)</td>
<td>Variety of clubs (64%)</td>
<td>Variety of clubs (63%)</td>
<td>Variety of clubs (56%)</td>
<td>Variety of clubs (57%)</td>
</tr>
</tbody>
</table>

- **Successful graduates (46%)**
- **Academic reputation (41%)**

*Scale: 1=Does Not Describe at All, 10=Describes Very Well. Top 2 box percentages recalculated without “don’t know” responses in the base.*

*Question Wording: For the next question, we would like you to focus on one university in particular, which has been randomly selected. How well does each of the following characteristics describe [INSERT SCHOOL]?
Most Descriptive
COMPETITOR C (University of Michigan) Attributes

Attributes With Top 2 Box >=40% for External Audiences and >=50% for Internal Audiences

<table>
<thead>
<tr>
<th>Inquirers + Non-Inquirers</th>
<th>Prospect Parents</th>
<th>Counselors</th>
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<th>Alumni</th>
<th>Faculty &amp; Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic reputation (55%)</td>
<td>Academic reputation (57%)</td>
<td>Academic reputation (77%)</td>
<td>Academic reputation (59%)</td>
<td>Academic reputation (62%)</td>
<td>Selective admissions (68%)</td>
<td>Academic reputation (65%)</td>
<td>High quality faculty (59%)</td>
</tr>
<tr>
<td>Successful graduates (47%)</td>
<td>College town (55%)</td>
<td>Selective admissions (69%)</td>
<td>Alumni network (54%)</td>
<td>Selective admissions (59%)</td>
<td>Academic reputation (67%)</td>
<td>Successful graduates (55%)</td>
<td>Academic reputation (53%)</td>
</tr>
<tr>
<td>High quality faculty (45%)</td>
<td>High quality faculty (48%)</td>
<td>High quality faculty (67%)</td>
<td>School pride (54%)</td>
<td>Successful graduates (57%)</td>
<td>Alumni network (66%)</td>
<td>Selective admissions (55%)</td>
<td>Successful graduates (50%)</td>
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<tr>
<td>Selective admissions (45%)</td>
<td>Successful graduates (48%)</td>
<td>Successful graduates (66%)</td>
<td>High quality faculty (54%)</td>
<td>High quality faculty (54%)</td>
<td>School pride (60%)</td>
<td>High quality faculty (52%)</td>
<td></td>
</tr>
<tr>
<td>School pride (44%)</td>
<td>Alumni network (47%)</td>
<td>School pride (65%)</td>
<td>Successful graduates (50%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study abroad (43%)</td>
<td>School pride (43%)</td>
<td>Alumni network (64%)</td>
<td>Selective admissions (45%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variety of clubs (42%)</td>
<td>Personal attention (42%)</td>
<td>College town (58%)</td>
<td>Successful graduates (59%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alumni network (42%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Scale: 1=Does Not Describe at All, 10=Describes Very Well.
Top 2 box percentages recalculated without “don’t know” responses in the base.

Question Wording: For the next question, we would like you to focus on one university in particular, which has been randomly selected. How well does each of the following characteristics describe [INSERT SCHOOL]?
## Descriptive Attributes of Competitive Set

### Top Attributes Per Inquirers + Non-Inquirers (Top 2 Box >=40%)

- Client School is unique in its focus on teaching UGs and only Client and School B are perceived to be located in a traditional college town.
- All are considered to have successful grads, academic reputation, variety of clubs, and most are considered to have study abroad and high quality faculty.

<table>
<thead>
<tr>
<th>CLIENT</th>
<th>School A</th>
<th>School B</th>
<th>School C</th>
<th>School D</th>
</tr>
</thead>
<tbody>
<tr>
<td>College town (54%)</td>
<td>School pride (80%)</td>
<td>School pride (76%)</td>
<td>No attributes rated by at least 40%. However, top 3 attributes were: successful graduates (35%), focus on teaching UGs (34%), and high quality faculty (32%).</td>
<td>Academic reputation (55%)</td>
</tr>
<tr>
<td>Successful graduates (49%)</td>
<td>Variety of clubs (63%)</td>
<td>Variety of clubs (57%)</td>
<td>Successful graduates (47%)</td>
<td>Successful graduates (47%)</td>
</tr>
<tr>
<td>Academic reputation (47%)</td>
<td>Alumni network (58%)</td>
<td>Alumni network (53%)</td>
<td>High quality faculty (45%)</td>
<td>High quality faculty (45%)</td>
</tr>
<tr>
<td>High quality faculty (44%)</td>
<td>Successful graduates (46%)</td>
<td>Successful graduates (51%)</td>
<td>Selective admissions (45%)</td>
<td>Selective admissions (45%)</td>
</tr>
<tr>
<td>Focus on teaching UGs (44%)</td>
<td>Academic reputation (41%)</td>
<td>Academic reputation (51%)</td>
<td>School pride (44%)</td>
<td>School pride (44%)</td>
</tr>
<tr>
<td>Study abroad (43%)</td>
<td>College town (48%)</td>
<td>College town (48%)</td>
<td>Study abroad (43%)</td>
<td>Study abroad (43%)</td>
</tr>
<tr>
<td>Variety of clubs (41%)</td>
<td>High quality faculty (46%)</td>
<td>High quality faculty (46%)</td>
<td>Variety of clubs (42%)</td>
<td>Variety of clubs (42%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Alumni network (42%)</td>
</tr>
</tbody>
</table>

Scale: 1=Does Not Describe at All, 10=Describes Very Well. Top 2 box percentages recalculated without “don’t know” responses in the base.

Question Wording: For the next question, we would like you to focus on one university in particular, which has been randomly selected. How well does each of the following characteristics describe [INSERT SCHOOL]?
Comparing CLIENT to Competitors

CLIENT vs. Competitors – Inquirers + Non-Inquirers

More Important Attributes
Successful graduates
High quality faculty
Academic reputation
Focus on teaching
Good life
Personal attention
Internships
Variety of clubs
UG research
School pride
Small classes
Study abroad
Selective admissions
Alumni network
College town

Less Important Attributes

Scale: 1=Does Not Describe at All, 10=Describes Very Well. “Don't know” excluded from means. Attributes in descending order based on importance.

Question Wording: For the next question, we would like you to focus on one university in particular, which has been randomly selected. How well does each of the following characteristics describe [INSERT SCHOOL]? Red shading highlights 4 most important attributes.
Comparing **CLIENT** to Competitors

**CLIENT vs. Competitors – Faculty & Staff**

**More Important Attributes**
- High quality faculty
- Academic reputation
- Personal attention
- Focus on teaching
- UG research
- Selective admissions
- School pride
- Variety of clubs
- College town

**Less Important Attributes**
- Small classes
- Good value
- Internships
- Study abroad
- Alumni network
- School pride
- Variety of clubs
- College town

**How Well Characteristics Describe School (Mean Rating)**

Scale: 1=Does Not Describe at All, 10=Describes Very Well. "Don't know" excluded from means. Attributes in descending order based on importance.

**Question Wording:** For the next question, we would like you to focus on one university in particular, which has been randomly selected. How well does each of the following characteristics describe [INSERT SCHOOL]? Red shading highlights 4 most important attributes.
We don’t develop true positions (or differentiated messaging).
10 Universities, 5 Core Messages

1. The leading ...  
   - “the leading public research university in the region”  
   - “the state’s only member of the prestigious AAU”  
   - “world-class teaching and research university”  
   - “one of the world’s leading private research universities”

2. Multidisciplinary/Diverse  
   - “champions intellectual and cultural diversity, and welcomes students from all 50 states and more than one hundred nations”  
   - “strong tradition of integrating liberal and professional education”  
   - “a diverse student population”

3. Hands-on Research  
   - “research enterprise provides undergraduate students with opportunities for hands-on experiences that can be found in few universities in the world”  
   - “research is inspired by real world application, blurring the boundaries that traditionally separate academic disciplines”  
   - “cutting-edge research”
10 Universities, 5 Core Messages

4. Public Service
   - “world-class faculty create discoveries that improve the human condition and fuel the state’s economy”
   - “as the state’s land-grant university, our research and resources enrich communities around the state and around the world”
   - “a vibrant culture of public service”

5. A New Model
   - “we are a new model for American higher education, an unprecedented combination of academic excellence, broad access, and impact”
   - “a model for public institutions of higher education”
Good Positioning

• Singular
• Differentiating
• Compelling
• Believable
• Deliverable
• Sustainable

A truth about who you are is not the same as a truth about how you’re different.
PUBLIC ETHOS
A commitment to diversity, social equity, and investment for the common good in the state, the nation, and around the globe.

ACADEMIC PRESTIGE
The University of Michigan, consistently ranked as one of the best universities in the world, is a world-class institution comprised of elite faculty and students.

HISTORY, TRADITION & CULTURE
Our university has a storied history, a 200-year tradition of educating tomorrow’s leaders and innovators.
Example
Be True to your School (brand)

<table>
<thead>
<tr>
<th>Trueline/Mantra</th>
<th>Brand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Money is only a means to happiness</td>
<td>Citibank</td>
</tr>
<tr>
<td>Authentic Athletic Performance</td>
<td>Nike</td>
</tr>
<tr>
<td>Family fun entertainment</td>
<td>Disney</td>
</tr>
<tr>
<td>Gym-quality results at home</td>
<td>Bowflex</td>
</tr>
<tr>
<td>Healthy lips in extreme weather</td>
<td>Chapstick</td>
</tr>
<tr>
<td>The road less traveled</td>
<td>Audi</td>
</tr>
</tbody>
</table>
Be True to your School (brand)

<table>
<thead>
<tr>
<th>Trueline/Mantra</th>
<th>Brand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where optimists change the world</td>
<td>UCLA</td>
</tr>
<tr>
<td>The forward looking Ivy</td>
<td>Penn</td>
</tr>
<tr>
<td>Expect the world of yourself</td>
<td>Boston U</td>
</tr>
</tbody>
</table>
We tire of our own messages too quickly.
UC embodies the ambition of California and ignites the potential of its people.
Case Study: Onward California
This exoskeleton, developed by UC Berkeley professor Homayoon Kazerooni and his team, helps people suffering from spinal cord injuries to walk again.

Making huge strides for mobility—that's the power of public.

Assistant professor Octavio Aburto-Oropeza and his team from UC San Diego's Scripps Institution of Oceanography study the world's oceans up close.

Making sure our ecosystems are full of life—that's the power of public.
PUBLIC OFFERING

The World Food Center at UC Davis brings together experts from agriculture, biology, nutrition, and economics to solve the global food crisis.

Sustaining a healthy food chain around the world—that’s the power of public.

PUBLIC UTILITY

UC Santa Barbara professor John Bowers is leading the charge to supply solar-based lighting to developing nations, an effort that has already distributed 50,000 lights in 64 countries.

Lighting the way for all to learn—that’s the power of public.

SIMPSON : SCARBOROUGH
**The New York Times**

**Thursday, May 1, 2014**

### Changed Life of American Poor: Better Off, but Far Behind

**By Annie Lowrey**

Despite improved living standards, the poor have fallen further behind the middle class and the affluent in both consumption and income, and crucial services remain unattainable.

[111 Comments](#)

### Army Tattoo Rules Set Off a Rush to Parlors

**By Kirk Johnson**

The Army is tightening its rules on body art — including restrictions on total inkage and the size of each tattoo — but it is generally allowing tattoos acquired before the deadline.

### Putin Demands Ukraine Pull Forces From Southeast

**By Neil MacFarquhar**

52 minutes ago

Speaking with Angela Merkel of Germany on Thursday, President Vladimir V. Putin of Russia reportedly said Ukraine’s leaders needed to launch a national dialogue to resolve tensions.

[118 Comments](#)

### The UPSHOT

**Implications for Employers in New Health Care Law**

**By Neil Irwin**

Most employers will quickly stop providing insurance as the law starts to take hold in the real world, a study suggests.

[111 Comments](#)
PUBLIC TRANSIT

Making huge strides for mobility.

UNIVERSITY OF CALIFORNIA

Changed Life of American Poor: Better Off, but Far Behind

By ANNIE LOWREY
The New York Times

State-Sponsored Horror in Oklahoma
By THE EDITORIAL BOARD
An execution by an untested combination of a sedative and a paralyzing agent failed and became a scene of cru...
PUBLIC EYE

Bringing the depths of space in for a closer look.

UNIVERSITY OF CALIFORNIA

Changed Life of American Poor: Better Off, but Far Behind

By ANNE LOWE RAE
Despite improved living

State-Sponsored Horror in Oklahoma

By THE EDITORIAL BOARD
An execution by an untested combination of a sedative and a paralyzing agent failed and became a scene of cruel and unnecessary suffering.

Doctors at Executions
Should physicians face professional sanction if they help in lethal injections?

Collins: It's Only a Million
Blow Deep in the Heart of
We redefine what it means to be a public university every day.

THAT'S THE POWER OF PUBLIC.

LEARN MORE

University of California
universityofcalifornia.edu
We aren’t smart about targeting our messages.
Ad spending by colleges and universities surpassed $1.24B in 2013 (an all-time high)

- Non-profit totals equaled for-profit sector
- But average investment by universities (3,420 public and private) was just $179,693 compared to $1.48M by for-profit (417 schools)

Source: Educational Marketing Group and Kantar Media.
Higher Education Paid Advertising in Top 210 U.S. DMA’s, by Type and by Category (in Millions), 2013

- TV: $236.3
- CABLE TV: $114.9
- MAGAZINES: $132.5
- B-TO-B: $41.0
- NEWSPAPER: $29.0
- OUTDOOR: $5.6
- INT DISPLAY: $59.8
- RADIO: $23.3
- FOREIGN: $112.9
- U.S. FOR-PROFIT: $164.2
- U.S. NON-PROFIT: $152.3

Data source: Kaniar Media. All rights reserved. The information and materials contained herein may not be duplicated, reproduced, or distributed in whole or in part, without the prior written consent of Educational Marketing Group, Inc.

© 2014 Educational Marketing Group, Inc.
Top Ten Higher Ed Markets (in millions), Q1-Q3 2013

© 2013 Educational Marketing Group, Inc.  
Source: Kantar Media
Advertising Buys by Platform, Q1-Q3 2013

- TV: 27%
- CABLE: 14%
- Internet Display: 26%
- Outdoor: 11%
- Radio: 12%
- Newspapers: 6%
- B TO B: 1%
- Magazines: 3%

Total investment Q1 - Q3 - $918.6 million

© 2013 Educational Marketing Group, Inc. Source: Kantar Media
Keys to Success

- Defining your objective
- Narrowing your audience
- Knowing where they are
- Realistic budget planning
- Strategy-based creative
- Measure, rinse, repeat
Defining your objective

Broad:
• Awareness, brand image
• Broad enrollment

Specific:
• Event attendance
• Program demand/enrollment
• CTA – tracking conversions
Narrowing Your Audience

- Media consumption patterns vary greatly by target audience
  - Scarborough research
  - Pew Research
  - eMarketer
  - Simmons
- Channels also have become very fragmented (or, positively, enable greater targeting)
Knowing Where They Are

- Refine not only the targets but markets you are going after
- Understand the key media channels for delivery
- Know where you will be a small voice or just another voice
- Be unexpected
Identifying the Primary Target – Booming with Confidence

<table>
<thead>
<tr>
<th>Booming with Confidence</th>
<th>Number</th>
<th>%</th>
<th>Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median Age</td>
<td>55.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age 25-54</td>
<td>35.1%</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>Age 35-64</td>
<td>59.4%</td>
<td>113</td>
<td></td>
</tr>
<tr>
<td>Age 50+</td>
<td>67.9%</td>
<td>149</td>
<td></td>
</tr>
<tr>
<td>Caucasian</td>
<td>88.7%</td>
<td>118</td>
<td></td>
</tr>
<tr>
<td>Completed College +</td>
<td>43.2%</td>
<td>153</td>
<td></td>
</tr>
<tr>
<td>Married</td>
<td>65.0%</td>
<td>122</td>
<td></td>
</tr>
<tr>
<td>Work Full Time</td>
<td>55.0%</td>
<td>111</td>
<td></td>
</tr>
<tr>
<td>Retired</td>
<td>17.2%</td>
<td>99</td>
<td></td>
</tr>
<tr>
<td>Median HHI</td>
<td>$111,500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HHI $75K+</td>
<td>69.4%</td>
<td>166</td>
<td></td>
</tr>
<tr>
<td>HHI $100K+</td>
<td>56.0%</td>
<td>196</td>
<td></td>
</tr>
<tr>
<td>HHI $250K+</td>
<td>7.0%</td>
<td>188</td>
<td></td>
</tr>
<tr>
<td>Own House</td>
<td>87.8%</td>
<td>141</td>
<td></td>
</tr>
<tr>
<td>Median House Value</td>
<td>$278,400</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Value $300K+</td>
<td>40.0%</td>
<td>263</td>
<td></td>
</tr>
<tr>
<td>Active Memberships</td>
<td>62.0%</td>
<td>126</td>
<td></td>
</tr>
<tr>
<td>Republican Affiliation</td>
<td>31.9%</td>
<td>130</td>
<td></td>
</tr>
<tr>
<td>Democratic Affiliation</td>
<td>32.3%</td>
<td>99</td>
<td></td>
</tr>
<tr>
<td>Independent Affiliation</td>
<td>14.9%</td>
<td>127</td>
<td></td>
</tr>
</tbody>
</table>

17.3MM Nationally
-1.5MM in CA
-1.2MM in NY
-491K in MA

Source: 2013 Simmons, Spring NCS Full Year
Booming with Confidence & Media
# Identifying the Secondary Target – Flourishing Families

The following table provides a detailed breakdown of the characteristics of Flourishing Families:

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Number</th>
<th>%</th>
<th>Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median Age</td>
<td>41.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age 25-54</td>
<td></td>
<td>59.9%</td>
<td>142</td>
</tr>
<tr>
<td>Age 35-64</td>
<td></td>
<td>65.5%</td>
<td>125</td>
</tr>
<tr>
<td>Age 50+</td>
<td></td>
<td>26.9%</td>
<td>59</td>
</tr>
<tr>
<td>Caucasian</td>
<td></td>
<td>72.7%</td>
<td>96</td>
</tr>
<tr>
<td>Completed College +</td>
<td></td>
<td>52.0%</td>
<td>185</td>
</tr>
<tr>
<td>Married</td>
<td></td>
<td>71.6%</td>
<td>134</td>
</tr>
<tr>
<td>Work Full Time</td>
<td></td>
<td>61.9%</td>
<td>125</td>
</tr>
<tr>
<td>Retired</td>
<td></td>
<td>8.4%</td>
<td>48</td>
</tr>
<tr>
<td>Median HHI</td>
<td>$124,953</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HHI $75K+</td>
<td></td>
<td>79.7%</td>
<td>191</td>
</tr>
<tr>
<td>HHI $100K+</td>
<td></td>
<td>64.3%</td>
<td>225</td>
</tr>
<tr>
<td>HHI $250K+</td>
<td></td>
<td>14.5%</td>
<td>391</td>
</tr>
<tr>
<td>Own House</td>
<td></td>
<td>84.9%</td>
<td>136</td>
</tr>
<tr>
<td>Median House Value</td>
<td>$298,467</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Value $300K+</td>
<td></td>
<td>44.5%</td>
<td>292</td>
</tr>
<tr>
<td>Active Memberships</td>
<td></td>
<td>55.7%</td>
<td>113</td>
</tr>
<tr>
<td>Republican Affiliation</td>
<td></td>
<td>34.0%</td>
<td>138</td>
</tr>
<tr>
<td>Democratic Affiliation</td>
<td></td>
<td>27.5%</td>
<td>84</td>
</tr>
<tr>
<td>Independent Affiliation</td>
<td></td>
<td>13.6%</td>
<td>117</td>
</tr>
</tbody>
</table>

Source: 2013 Simmons, Spring NCS Full Year

13.1MM Nationally
-2.6MM in CA
-554K in NY
-338K in MA
Flourishing Families
Flourishing Families & Media

![Chart showing various media types and their respective ratings for Cable, Magazine, Newspaper, Radio DT, Outdoor, and Internet H/W.]
Cable TV Viewership

Flourishing Families
- Holmes 124-185
- Golf 111-155
- Suits 123-144
- ESPN 110-133
- HGTV 117-142
- CNBC 103-104
- Discovery 108-105
- CNN 114-107
- Sportscenter 128-131

Booming with Confidence
- House Hunters 123-134
- Daily Show 134-115
- Rachel Maddow 133-128
- O’Reilly 133-159
- NBC Sports 106-113
- CNN 114-107
- Travel 141-70
- MSNBC 122-94

Source: 2013 Simmons, Spring NES Full Year
Social Media Frequency/Activity

Flourishing Families

- Follow TV Shows
  - 1-3X/Week: 142-137
  - 4-6X/Week: 154-112
  - <1X/Week: 115-118
  - 1-2 Years: 90-107
  - <1 Year: 82-108

- Follow News
  - 1-3X/Week: 142-137
  - 4-6X/Week: 154-112
  - <1 Year: 82-108

- Follow Bands
  - 1-2X/Day: 149-85
  - 1-2X/Week: 142-137

- Follow Magazines
  - 1-2X/Day: 149-85
  - 3+X/Day: 131-93
  - 6+Years: 128-88

Booming with Confidence

- Follow News
  - 1-3X/Week: 142-137
  - 4-6X/Week: 154-112
  - <1X/Week: 115-118
  - 1-2 Years: 90-107
  - <1 Year: 82-108

- Follow Bands
  - 1-2X/Day: 149-85
  - 1-2X/Week: 142-137

- Follow Magazines
  - 1-2X/Day: 149-85
  - 3+X/Day: 131-93
  - 6+Years: 128-88

Source: 2013 Simmons, Spring NCS Full Year
Key Considerations for Media

- Target Media Consumption is a starting point

- Ability to Efficiently Geo-Target
  - Nearly all media can be targeted in multiple ways, however each level of targeting carries a premium
  - Premiums for geo-targeting varies greatly by medium (e.g., digital +$1CPM, print $150-$300CPM)

- Media’s Ability to Carry the Message
  - Our challenge involves storytelling and adequate explanation of the offering, media selection needs to allow for that
Realistic Budget Planning

- Ask for what it will take to make a difference
- Provide leadership with clear insight into costs
- Develop plans at various budget levels
- Move quickly but with caution
- Ensure expectations are for long-term
<table>
<thead>
<tr>
<th>Profile</th>
<th>NYC Index</th>
<th>NY LI Index</th>
<th>NY Index</th>
<th>Boston Index</th>
<th>NJ Index</th>
<th>CT Index</th>
<th>PA Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Radio – heaviest</td>
<td>77</td>
<td>119</td>
<td>109</td>
<td>79</td>
<td>86</td>
<td>116</td>
<td>100</td>
</tr>
<tr>
<td>Radio – lightest</td>
<td>99</td>
<td>95</td>
<td>85</td>
<td>55</td>
<td>47</td>
<td>44</td>
<td>75</td>
</tr>
<tr>
<td>Outdoor – heaviest</td>
<td>115</td>
<td>88</td>
<td>96</td>
<td>112</td>
<td>127</td>
<td>103</td>
<td>116</td>
</tr>
<tr>
<td>Outdoor – lightest</td>
<td>93</td>
<td>126</td>
<td>93</td>
<td>108</td>
<td>83</td>
<td>126</td>
<td>76</td>
</tr>
<tr>
<td>TV – heaviest</td>
<td>70</td>
<td>69</td>
<td>71</td>
<td>69</td>
<td>41</td>
<td>59</td>
<td>67</td>
</tr>
<tr>
<td>TV – lightest</td>
<td>96</td>
<td>141</td>
<td>149</td>
<td>108</td>
<td>83</td>
<td>217</td>
<td>153</td>
</tr>
<tr>
<td>Internet – heaviest</td>
<td>117</td>
<td>139</td>
<td>134</td>
<td>138</td>
<td>96</td>
<td>131</td>
<td>106</td>
</tr>
<tr>
<td>Internet – lightest</td>
<td>54</td>
<td>39</td>
<td>46</td>
<td>35</td>
<td>25</td>
<td>60</td>
<td>44</td>
</tr>
<tr>
<td>Newspaper – heaviest</td>
<td>102</td>
<td>76</td>
<td>83</td>
<td>57</td>
<td>49</td>
<td>98</td>
<td>84</td>
</tr>
<tr>
<td>Newspaper – lightest</td>
<td>105</td>
<td>160</td>
<td>98</td>
<td>126</td>
<td>82</td>
<td>121</td>
<td>103</td>
</tr>
<tr>
<td>Digital Video – heaviest</td>
<td>136</td>
<td>118</td>
<td>133</td>
<td>119</td>
<td>151</td>
<td>200</td>
<td>205</td>
</tr>
<tr>
<td>Digital Video – lightest</td>
<td>58</td>
<td>79</td>
<td>53</td>
<td>38</td>
<td>0</td>
<td>90</td>
<td>34</td>
</tr>
</tbody>
</table>

** SOURCE: Scarborough STRATA data Aug 12 – Sept 13. 18+. Lifestyle: Go back to school.**
## Media Spend Insights

<table>
<thead>
<tr>
<th>Institution</th>
<th>Radio</th>
<th>TV</th>
<th>Newspaper/Print</th>
<th>Internet Display</th>
<th>Internet Search</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stony Brook</td>
<td>$220</td>
<td>$0</td>
<td>$1,247,592</td>
<td>$27,063</td>
<td>$9,608</td>
<td>$1,379,693</td>
</tr>
<tr>
<td>Stony Brook Hospital</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$1,073,315</td>
</tr>
<tr>
<td>Hofstra</td>
<td>$124,077</td>
<td>$81,585</td>
<td>$471,115</td>
<td>$41,848</td>
<td>$53,826</td>
<td>$1,008,641</td>
</tr>
<tr>
<td>Rutgers</td>
<td>$4,551</td>
<td>$165,433</td>
<td>$766,339</td>
<td>$5,208,841</td>
<td>$991,956</td>
<td>$8,039,690</td>
</tr>
<tr>
<td>(Outdoor $902,539)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NYU</td>
<td>$93,894</td>
<td>$0</td>
<td>$2,214,289</td>
<td>$5,209,554</td>
<td>$1,709,610</td>
<td>$10,421,072</td>
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<tr>
<td>(Outdoor $1,190,227)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** SOURCE: Kantar Media Data: Jan 1, 2013 — March 31, 2014. **
Measure, Rinse, Repeat

- Determine KPI’s for advertising
- CTR, CPM, impressions for digital
- Reach and frequency for traditional
- Other direct response measures
  - Conversions for direct response (inquirers, applications, donations)
We can’t figure out what action we’re trying to affect.
Measuring ROI

- Marketing is decentralized and in many cases is measuring against its own activity VS institution-wide goals and objectives
- CMO may have no idea how much money (in total) is being spent
- Measure against your competition where possible and determine new, different methods of measurement
### Question Answered
How much am I spending on college fairs to attract one student?

Cost of Travel and Expenses (college fairs) = ____________

<table>
<thead>
<tr>
<th>Students Enrolled – College Fair First Source of Contact (college fairs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Fairs</td>
</tr>
<tr>
<td>$-2,000</td>
</tr>
</tbody>
</table>

All data are fictional.
Marketing Cost Per Student

How much does it cost to market to one student?

\[
\text{Mktg Cost Per Student} = \frac{\text{Total Mktg Expense}}{\text{Total Students Enrolled}}
\]

MCPS by Student Type

<table>
<thead>
<tr>
<th>Student Type</th>
<th>Admissions</th>
<th>Marketing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional</td>
<td>$5,385</td>
<td>$2,558</td>
<td>$7,943</td>
</tr>
<tr>
<td>Adult</td>
<td>$6,176</td>
<td>$2,558</td>
<td>$8,734</td>
</tr>
<tr>
<td>Graduate</td>
<td>$6,176</td>
<td>$2,558</td>
<td>$8,734</td>
</tr>
</tbody>
</table>

All data are fictional.
Revenue Contribution

Revenue Contribution by Academic Area
- Education, 43%
- CAS, 23%
- Business, 17%
- Engineering, 12%
- Law, 5%

Revenue Contribution by State
- VA, 52%
- PA, 16%
- NY, 10%
- NJ, 13%
- DC, 2%
- CT, 2%
- MD, 5%

All data are fictional.
Market Growth

- George Mason and American are growing at rates much faster than GWU and JHU (left)
- The strongest growth is occurring in the social sciences and business; invest here (right)
Key Takeaways

• Respect the process (and science) of branding
• Use research as a way to truly inform strategies and build leadership buy-in and support
• Don’t stop short of finding your position
• Take the time to integrate and realize it takes persistence
• Determine metrics that are going to matter
• Make people understand the value and impact of your efforts
Thanks!
Q & A
SHOW & TELL

Rick Fitzgerald – University Record
In April of 1891, the Record’s first published sentence appeared in print:
"The leading idea of the periodical herewith launched upon its course is meant to be suggested by its title."
We’re more colorful now, and our grammar is a bit less fussy.
The Record is an established part of U-M employee communication practices, and is the official publication of the university.
Each year, the Record creates and distributes 37 issues of universitywide news and features.
Most Mondays, we distribute 17,000 copies of the Record to current and retired faculty and staff via 108 drop locations, campus mail and through the United States Postal Service.
The daily Record email is delivered to more than 42,000 readers. Headlines link them to the Record website.
The Record website receives almost 100,000 unique page views each month.
What’s *in* the Record?
Schlissel discusses roles of faculty, administration at SACUA

By INGRID I. KOST

When it comes to university governance, it is often thought that the board of regents and the president hold all of the power. However, according to University President Mark Schlissel, the role of faculty and the administration is crucial in making decisions that affect the university.

Schlissel said that the relationship between the administration and the faculty has evolved over time. In the past, faculty members would often be invited to participate in decision-making processes, but their input was not always taken into account. However, in recent years, faculty have taken an active role in governance, and Schlissel has worked to ensure that their voices are heard.

Schlissel emphasized the importance of collaboration between the administration and the faculty. He said that the success of the university depends on the cooperation and support of all members of the campus community.

"We are all on the same team," Schlissel said. "We have a shared mission, and we must work together to achieve our goals."

Schlissel also discussed the role of the administration in the governance of the university. He said that the administration is responsible for setting the overall direction of the university and making strategic decisions that shape its future.

"The administration sets the vision and mission for the university," Schlissel said. "We are responsible for planning and executing the strategies that will help the university achieve its goals.

Next engagement phase of shared services initiative gets started

By ANNA JENKINS

The next phase of the shared services initiative has begun, and the University of Michigan is taking steps to improve efficiency and reduce costs.

The shared services initiative is a multi-year project that aims to consolidate and streamline administrative functions across the university. The initiative is designed to reduce duplication and waste, and improve the overall effectiveness of the university.

"The shared services initiative is a major investment in improving the efficiency and effectiveness of the university," said University President Mark Schlissel. "We are committed to making sure that this initiative is a success, and we are confident that it will be.

The next phase of the initiative will focus on the implementation of new systems and processes. The university will be looking to hire additional staff to support this phase, and Schlissel said that the university is committed to finding qualified candidates.

"We are looking for candidates who are passionate about improving the university," Schlissel said. "We are committed to providing a supportive and rewarding work environment for our employees.

The shared services initiative is expected to be completed by the end of the year, and Schlissel said that the university is on track to meet this goal.

"We are making great progress on the shared services initiative," Schlissel said. "We are confident that we will be able to complete this important project on time and on budget."

Your stories
Old School: U-M in History

Wind sculpture

This month in history (22 years ago)
The School of Dentistry opened the Gordon H. Sondreus Museum of Dentistry, offering a view of the evolution of dentistry before electricity, toothpaste, and other modern innovations. Sondreus donated funds to start and maintain the museum located within the school. He graduated in 1892 from the Dental School and practiced dentistry in Detroit.

— The University Record
Faculty/Staff Spotlights

UM-Flint employee volunteers in Dominican Republic

Meet Cecily Pettengill
Title: Corporate and Foundation Relations Officer
Years at UM-Flint: 15
On What Most Excites you about UM-Flint: "I’m getting to know our Flint students on their trip. Pettengill said, "It is the excitement of seeing our students learn and grow, and the pride they feel in the quality of their university education."

Pettengill also said seeing different aspects of UM-Flint, from visiting community centers to helping students prepare proposals for community and foundation support.

She was involved with the Flint Foundation for the Flint Area Foundation Board, the Central Michigan University Foundation Board, and the United Way of Flint. She has also been involved with the Flint Area Business Foundation and the Flint Community Foundation.

"I think it's an opportunity to help students succeed," Pettengill said. "I think it's important that we continue to support our students and their education. It's an opportunity to help students succeed."
Briefs

HIGHER ED BRIEFS

News from other Michigan public, private and state colleges and universities across the nation.

UPFRONT UNIVERSITY

MBA becomes tobacco-free zone campus

Northwestern University’s Medill Campus has become a tobacco-free campus, a policy that will be phased in over the next four years. The policy encourages students, faculty and staff to reduce their exposure to second-hand smoke. Medill students, faculty and staff have the option of smoking in designated smoking areas.

VOLunteering opportunities

The University of Michigan School of Social Work is seeking volunteers for its Volunteer Program. Volunteers can help with a variety of tasks, including but not limited to, tutoring, mentoring, and assisting with community outreach.

ON CAMPUS BRIEFS

University of Michigan - Ann Arbor Campus

One of the newest dormitories at University of Michigan - Ann Arbor Campus is ready for students.

Nanotechnology Center Celebrates 10th Anniversary

The Nanotechnology Center at Northwestern University, which was founded in 2002, is celebrating its 10th anniversary this year. The center has made significant contributions to the field of nanotechnology.

East Quad Dining now serves local farms

The University of Michigan Dining Services has started serving local farms in all of its locations. This initiative aims to support local farmers and reduce the carbon footprint associated with food transportation.

UF-IT wonderful year for CBI donators

The University of Florida’s College of Business Administration is celebrating a wonderful year for CBI donators, with over 1000 donators contributing to the college.

BRIEFS

Weather Center at the University of Michigan

The Weather Center at the University of Michigan has been working on a project to improve weather forecasting. The team is using the latest technology and data to improve the accuracy of weather predictions.

BRIEFS

Doctoral program at the University of Michigan

The University of Michigan’s Doctoral program has been recognized for its excellence in research and teaching. The program is consistently ranked among the top in the country.
Accolades

The Linguistic Society of America has announced that two University of Michigan faculty are among 10 of the field’s leading linguists named to its newest class of fellows. They are: **Andries Coetzee**, associate professor of linguistics, Department of Linguistics, LSA; and **Robin Queen**, Arthur F. Thurnau professor, professor of Germanic languages and literatures, chair of the Department of Linguistics, professor of linguistics and professor of English language and literature, LSA. The society’s fellows are recognized annually for their distinguished contributions to the discipline. They will be inducted at the society’s annual meeting in January in Portland, Oregon.

**Ronald F. Inglehart**, Amy and Alan Lowenstein Professor of Democracy, Democratization and Human Rights, professor of political science, LSA, and research professor, Center for Political Studies, Institute for Social Research, has won the 2014 Helen Dinerman Award of the World Association for Public Opinion Research. It is an international professional association of researchers from more than 60 countries. This award is presented annually to individuals who have made significant contributions to survey research methodology. Inglehart also is scientific adviser to the Laboratory for Comparative Social Research at the Higher School of Economics in Moscow and St. Petersburg, and founding president of the World Values Survey.
Police Beat

By Diane Brown

Robbery reported near Observatory
A pedestrian reportedly was robbed at gunpoint of his backpack and cash June 14 while walking near the Detroit Observatory on Ann Street. The subject told police that as he was walking around 10:30 p.m. he was approached by an unknown man who brandished a black handgun and demanded the victim’s property. The suspect grabbed the victim’s property before fleeing on foot on Ann Street toward Zina Pitcher Street. For details on the DPSS website go to bit.ly/2DPS5. The investigation remains open.

Visitor arrested for striking police car
A 58-year-old Ann Arbor man was arrested June 8 after he refused to stop his vehicle at police direction, led police on a slow vehicle pursuit and then intentionally backed his vehicle into a police vehicle. No one was injured during the incident that began on Observatory Street and ended in the 600 block of East Ann Street. The man was arraigned the following day on charges of fleeing and eluding police, assaulting a police officer, driving with a suspended license and possessing open intoxicants in a motor vehicle. He has been bound over for trial.

Break-ins at Botanical Gardens
Patches on two storage trailers at the Matthaei Botanical Gardens were found cut June 16. Additionally, doors to one of the trailers as well as a nearby storage building were found open from the weekend incident. However no property was reported missing. The investigation has been closed for lack of leads.

POLICE BEAT

ANN ARBOR CASES REPORTED TO SAPAC IN JUNE

<table>
<thead>
<tr>
<th>Violation</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sexual Assault</td>
<td>6</td>
</tr>
<tr>
<td>Stalking</td>
<td>1</td>
</tr>
<tr>
<td>Intimate Partner Violence</td>
<td>0</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>0</td>
</tr>
</tbody>
</table>

The Sexual Assault Prevention and Awareness Center (SAPAC) updates reports from the University’s Campus Safety and Security Police Department and the Community Safety and Security Police Department. These numbers do not necessarily reflect the number of victims in various cases, but reflect the number of incidents reported to SAPAC.

ANN ARBOR CAMPUS CRIMES REPORTED TO UMMPA IN JUNE

<table>
<thead>
<tr>
<th>Crime Category</th>
<th>June 2014</th>
<th>Occurred During</th>
<th>Year-to-Date Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attempted Burglary</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Burglary</td>
<td>1</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Sexual Offenses Forcible</td>
<td>0</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Sexual Offenses Nonforcible</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td>1</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Attempted Robbery</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Robbery</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>0</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Attempted Hijacking</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Murder</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arson</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

1 Sexual Offenses Forcible: Any sexual act against another person, forcibly and/or against that person’s will, on or against the person’s body where the victim is incapable of giving consent. Includes rape, forcible sodomy, sexual assault with an object, forcible trafficking.
2 Sexual Offenses Nonforcible: Interpersonal sexual intercourse or conduct that includes sexual intercourse and consensual rape.

Crime maps are based on incident location data and may not accurately reflect actual activity on campus. However, some incidents may be under investigation or require further information. Statistics for the crime maps are provided by UMPA. The maps on the crime map represent only reports of on-campus incidents in the areas featured on the maps. For questions about crimes on campus, call 734-763-3404. To report a crime, call police, 734-763-1191.
Events
Regents Roundup
Pitching stories

- Give yourself time to pitch it
- Generally 400-600 words long
- Word document preferred
Deadlines

- 5:00 PM Tuesday prior to target publication date
- Photos are encouraged; please submit at 300 dpi, 4” x 6”
The University Record …
On the Web
Digital First

- Website contains all content
- Your items need not coincide with our print schedule
- It can be seen on the website or in the email earlier than it appears in print
Talk to Us.

- CC: editors for print and online
- recordeditors@umich.edu goes to both
Main Art

- Videos — YouTube or Vimeo, 2-4 minutes
- Photos — action, proximity, IDs; can link to slideshows
News Headlines

- Generally appear chronologically
- May link to other U-M sites

TODAY’S HEADLINES

Series to focus on next generation of IT delivery at U-M
News about the Michigan IT Symposium and MiWorkspace kick off a series of articles looking at various aspects of how U-M delivers IT resources.

Employees invited to free MHealthy tailgate events this week
Ann Arbor campus faculty and staff are invited to attend "MHealthy's Big Tailgates" on Tuesday and Thursday.

Medication disposal event set for Thursday
A drug disposal event to help the U-M community properly dispose of unused medications will be at Ingalls Mall from 10 a.m.-2 p.m. Thursday.
Coming Events

- Must be on CIC calendar
- events.umich.edu
- Needs art that works small
In the News

- General or major media outlet
- "Spread the wealth"
- Compiled by Michigan News
- Must be able to link to it
Victors for Michigan

- Direct link to a U-M site
- Faculty, staff, students or alumni
- Shines a positive light on U-M
Promo Box

- Brief, repeatable info for campus
- One-a-day, topics rotate weekly
- Links to page with more info
What else is in the Record?
Results ...
through advertising.
We’ve been helping businesses and university units promote products, services and events since the 19th century.
Last year, dozens of businesses, schools and units achieved their marketing goals with ads in the Record.
Buyers of quarter-page-or-larger print ads are eligible for free Web banners. These impressions and clicks enhance ad results.
Seven ad sizes, all in color.
Frequency discounts up to 25%.
Schools, colleges and units that haven’t advertised in the Record in the past 13 months are eligible for 50% additional media funding.
Getting results for your units’ events, services and branding campaigns is simple.
record.umich.edu/advertise
### What is Giving Blueday?

<table>
<thead>
<tr>
<th>SUN</th>
<th>MON</th>
<th>TUES</th>
<th>WED</th>
<th>THURS</th>
<th>FRI</th>
<th>SAT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>THANKS GIVING</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>GIVING TUESDAY</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **2013** - OUD created a social media toolkit and distributed to units.

- **2014** - A multi-channel approach to engage the U-M community around giving back for 24 hours.
  - December 2, 2014
  - Proposal created with input from 15-unit taskforce
Giving Blueday

- Website showing real-time updates about the amount of money and amount of donors.
- Any gift made on 12/2, 12:00am – 11:59pm via online giving or Telefund will count towards our tally.
- Special Telefund calling project for this day.
- Real-time events around campus.
Giving Blueday

- Fundraising challenges drive urgency and engagement.
- 1:1 match of any student gift until funds reach $50,000
- Recent grad challenges - $5,000, $3,000 and $2,000 challenge funds: The designation fund that receives the most unique donors 0-5 years out of undergrad will receive $5,000 in unrestricted dollars.
- Seek to engage major donors to make gifts throughout the day.
Online Giving
Why are we doing this?

1. **REVENUE**
   More than $1 million raised in 24 hours

2. **PIPELINE REACH**
   More than 1,000 donors – many making gifts for the first time

3. **ENERGY, EXCITEMENT, ENGAGEMENT**
   More than 1,000,000 campaign impressions via traditional and social media

4. **TEAM IQ**
   Countless new insights in pipeline growth, online gifting, social media, crowdsourcing, non-traditional stewardship, matches/challenges, and more…
What You Can Do — Marketing & Social Media Toolkit

Review the toolkit. Create a marketing plan for your unit

Sample Facebook Posts

- On December 2, 2014, take part in Giving Tuesday, the nationally-recognized day of giving, to help your favorite cause.
- #GivingTuesday this year will focus on helping those in need.
- Help turn GivingTuesday into #GivingBlueDay! Donate here [link].
- #GivingBlueDay is finally here! RT if you bleed Maize and Blue!
- It's about time @umich got its own holiday! #GivingBlueDay
- Increase your impact by making a #GivingBlue gift! Follow @LeadersandBest for more info!
- There's no better day to be a Wolverine than Giving Blue Day.
- We've got the best alums in the world! Show us what you can do! #GivingBlueDay [link]
- RT if you gave to [your TW handle] for the first time today! We appreciate your support! #GivingBlueDay
- How many [your school/college/campus] alums are celebrating #GivingBlueDay today? #GoBlue

Sample Tweets

- If you would like to share Leaders and Best content, see our content calendar here.
What You Can Do – Customize Graphic Elements

Customize graphic elements for your unit

It’s a great day to be a victor.

It’s a great day to be a victor for engineering.

Can customize logo with your VFM version

Generic version

Customized text
What You Can Do – Online Ambassadors
What You Can Do – Tell Great Stories
Interview with President Schlissel
with Lisa Rudgers, Vice President of Global Communications

October 30th | Blau Auditorium
If you have any suggestions for topics or questions to be covered, please end an email to: comm-forum@umich.edu
THANK YOU

You can go back to work now :)