Building a Brand with Market-informed Strategies

BC² Berkeley Communications Conference
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Jason Simon
js@simpsonscarborough.com
@szymenowicz
@SimpScar

simpsonscarborough.com
Selected Recent Partners

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

“I’M A GREAT LOVER.”

-Neutron, LLC
Telemarketing

“HELLO”

“I’M A GREAT LOVER.”

-Neutron, LLC
Public Relations

“TRUST ME. HE’S A GREAT LOVER.”

-Neutron, LLC
Adver;sing

“I’M A G REAT LOVER.
I’M A G REAT LOVER.
I’M A G REAT 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.
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 aren’t good at integrating within a decentralized environment.
- We tire of our own messages too quickly.
- 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).
Living in harmony is the image of a marketing plan. 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

1. Reputation and Familiarity
2. Competitive Analysis
3. Perceptions of “Public Ivy”
4. Perceptions of CLIENT University
5. CLIENT University Brand Promise, Phrases & Concepts
6. Employer Relationships with CLIENT University
7. The College Search
<table>
<thead>
<tr>
<th>Page</th>
<th>Content</th>
</tr>
</thead>
</table>
| 20   | MLK
| 73   | conclusion?
| 19   | Living
| 18   | in
| 17   | harmony
| 16   | image
| 8    | Marketing will always be an art and a science |
Brand Measurements

Media Analytics

Strategic Plan

Created for Purdue University using Wordle.net
Brand Measurements
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

Logo  University

SIMPSON : SCARBOROUGH

simpsonscarborough.com
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>
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<tbody>
<tr>
<td>Professors focused on teaching undergraduates</td>
<td>1</td>
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<td>3</td>
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<tr>
<td>Strong alumni network</td>
<td>1</td>
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<td>7</td>
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<tr>
<td>Undergraduate research opportunities</td>
<td>1</td>
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<td>Successful graduates (e.g. good jobs/graduate school placements)</td>
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<tr>
<td>Excellent academic reputation</td>
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</tr>
<tr>
<td>Location in a traditional college town</td>
<td>1</td>
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<tr>
<td>Availability of internships</td>
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</tr>
<tr>
<td>International learning opportunities (e.g. study abroad)</td>
<td>1</td>
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<tr>
<td>Selective admissions</td>
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<tr>
<td>Strong school pride</td>
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<tr>
<td>Personal attention from professors</td>
<td>1</td>
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<td>7</td>
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<td>9</td>
<td>10</td>
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<tr>
<td>Small classes</td>
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<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
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<tr>
<td>Good value</td>
<td>1</td>
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<td>5</td>
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<td>7</td>
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<tr>
<td>High quality faculty/professors</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<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)

- Visual & perf. arts
- Cultural center
- Expressing individuality
- Career prep
- Student-faculty relationship
- Small school
- Rigorous courses
- Faculty are artists
- Impact society w/ art
- Accomplished faculty
- Connection to community
- Broad artistic education
- Offers liberal arts
- Well-rounded alumni
- Accomplished faculty
- Expressing individuality
- Student-faculty relationship
- Small school
- Rigorous courses
- Faculty are artists
- Impact society w/ art
- Accomplished faculty
- Connection to community
- Broad artistic education
- Offers liberal arts
- Well-rounded alumni

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

• Our experience shows that when asking prospects (and peers and some other audiences) to rate universities on attributes that a large portion can’t even rate many of the schools.

• Focus is required
  • Select the 15 attributes that are most important to test
  • Attributes should key to brand and where they hypothesize there will be differences across competitive set

• Identify a limited competitive set
Competitive Analysis

- **CLIENT University**, as well as 4 competitor schools, was assessed within the survey using a monadic design*
- Each respondent was asked to rate one of the five schools on fifteen attributes
  - Goal was a minimum of 100 respondents to see a school
  - The school assigned to each respondent was randomly selected out of those they were at least somewhat familiar with. Respondents not familiar with any of the above institutions did not receive this question.

*Monadic Testing: Each respondent viewed and assessed only ONE of the five institutions. See appendix for n values.
How well does each of the following characteristics describe SCHOOL? *(Randomize)*

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>1 – Does not describe at all</th>
<th>10 – Describes Very Well</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors focused on teaching undergraduates</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>10</td>
<td>99</td>
</tr>
<tr>
<td>Strong alumni network</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>10</td>
<td>99</td>
</tr>
<tr>
<td>Undergraduate research opportunities</td>
<td>1 2 3 4 5 6 7 8 9</td>
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<tr>
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<tr>
<td>High quality faculty/professors</td>
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</tr>
<tr>
<td>Wide variety of clubs/student organizations</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>10</td>
<td>99</td>
</tr>
</tbody>
</table>
# 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>
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<td>Personal attention</td>
<td>Personal attention from professors</td>
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<tr>
<td>Small classes</td>
<td>Small classes</td>
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<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 University 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>
<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 (54%)</td>
<td>College town (54%)</td>
<td>College town (42%)</td>
<td>College town (48%)</td>
<td>College town (74%)</td>
<td>College town (85%)</td>
<td>College town (89%)</td>
<td>College town (80%)</td>
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<tr>
<td>Successful graduates (49%)</td>
<td>Academic reputation (52%)</td>
<td>Focus on teaching UGs (40%)</td>
<td>Study abroad (72%)</td>
<td>Successful graduates (66%)</td>
<td>Academic reputation (60%)</td>
<td>Study abroad (62%)</td>
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</tr>
<tr>
<td>Academic reputation (47%)</td>
<td>Study abroad (49%)</td>
<td>High quality faculty (42%)</td>
<td>Focus on teaching UGs (59%)</td>
<td>Successful graduates (64%)</td>
<td>Study abroad (64%)</td>
<td>Successful graduates (58%)</td>
<td>Successful graduates (55%)</td>
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<tr>
<td>High quality faculty (44%)</td>
<td>High quality faculty (42%)</td>
<td>Focus on teaching UGs (41%)</td>
<td>Focus on teaching UGs (62%)</td>
<td>Study abroad (58%)</td>
<td>Focus on teaching UGs (52%)</td>
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<tr>
<td>Focus on teaching UGs (44%)</td>
<td>Focus on teaching UGs (41%)</td>
<td>Academic reputation (57%)</td>
<td>Academic reputation (61%)</td>
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<tr>
<td>Study abroad (43%)</td>
<td>Successful graduates (41%)</td>
<td>Variety of clubs (56%)</td>
<td>Variety of clubs (60%)</td>
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<td>Variety of clubs (41%)</td>
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<td>High quality faculty (55%)</td>
<td>High quality faculty (57%)</td>
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</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]?

---

SIMPSON : SCARBOROUGH

simpsonscarborough.com
Most Descriptive

COMPETITOR A 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>
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<th>Peers</th>
<th>Current Students</th>
<th>Current Parents</th>
<th>Alumni</th>
<th>Faculty &amp; Staff</th>
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</thead>
<tbody>
<tr>
<td>School pride (80%)</td>
<td>School pride (77%)</td>
<td>School pride (76%)</td>
<td>School pride (75%)</td>
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<tr>
<td>Variety of clubs (63%)</td>
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<td>Variety of clubs (74%)</td>
<td>Alumni network (54%)</td>
<td>Alumni network (66%)</td>
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<td>Alumni network (58%)</td>
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<td>Alumni network (64%)</td>
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</tr>
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</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 Attributes

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

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<tr>
<th>Inquirers + Non-Inquirers</th>
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<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>
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<td>High quality faculty (45%)</td>
<td>High quality faculty (48%)</td>
<td>High quality faculty (67%)</td>
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<tr>
<td>Variety of clubs (42%)</td>
<td>Personal attention (42%)</td>
<td>College town (58%)</td>
<td>College town (44%)</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]?

---

Sponsor Revealed for Internal Audiences & Alumni
Sponsor Not Revealed for External Audiences

SIMPSON : SCARBOROUGH

simpsonscarborough.com
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></td>
<td>Successful graduates (47%)</td>
</tr>
<tr>
<td>Academic reputation (47%)</td>
<td>Alumni network (58%)</td>
<td>Alumni network (53%)</td>
<td></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></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></td>
<td>School pride (44%)</td>
</tr>
<tr>
<td>Study abroad (43%)</td>
<td></td>
<td>College town (48%)</td>
<td></td>
<td>Study abroad (43%)</td>
</tr>
<tr>
<td>Variety of clubs (41%)</td>
<td></td>
<td>High quality faculty (46%)</td>
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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 UGs
Good value
Personal attention
Internships
Variety of clubs
UG research
School pride
Small classes
Study abroad
Selective admissions
Alumni network
College town

Less Important Attributes

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.
Comparing **CLIENT** to Competitors

**Faculty, Staff who rated each school**

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

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

**Importance of Attribute in Assessing Reputation of School**

**How Well Characteristics Describe School (Mean Rating)**
We don’t develop true positions (or differentiated messaging).
Academic Spotlight: School of Scaring

Tradition and Diversity
Watch a message from the Dean
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.
Core Values differentiate us as an institution and serve as underlying themes for all our communications:

- **We believe in the power of inquiry.** Our belief in the power of inquiry, more than any other, shapes this environment and leads to world-changing insights and discoveries.

- **We are an intellectual destination.** The University is a beacon for thinkers who choose data over dogma, who push an idea into the path of doubt to reveal its weaknesses, and who recognize the value of discontent with the status quo and the potency of unexpected collaborations.

- **We provide a distinctive and empowering education.** This combination of an evidence-based approach to problem-solving with an ability to envision possibilities provides alumni with the basis for success in any field or industry and the means to tread the uncharted course.
Core Values differentiate us as an institution and serve as underlying themes for all our communications:

- We are a partner in innovation and impact. We are focused on creating scalable solutions for cities around the world.
- We are the University of Chicago. Every individual school, department, and unit contributes to the eminence of the University of Chicago, and every school, department, and unit is made greater by being part of the intellectual fabric of the University.

Core Attributes: Curious, Rigorous, Innovative, Collaborative

What does it add up to? Is it a position? Messaging platform?
More than identity guidelines, voice, tone, visuals (but includes all of those defining elements).

Characterized as an “outgrowth of our mission.”

Brand position and value proposition.

Executed across multiple parts of the institution (and affiliates).
Example

**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.

**PRESTIGE FOR THE PUBLIC GOOD**
Example

UNIVERSITY OF MICHIGAN
BRAND HOUSE

BRAND POSITIONING

VALUE PROPOSITION

CREATIVE PLATFORM

BRAND CHARACTER

BRAND PILLARS

KEY MESSAGES

PRESTIGE FOR PUBLIC GOOD

A public powerhouse grounded in academic excellence and integrity that is leading meaningful change.


ACADEMIC PRESTIGE

- World-class faculty and students
- 250 degree programs in 19 schools and colleges
- Nationally leading research portfolio
- Comprehensive health system
- Top-ranked and co-located professional schools: law, medicine, business, engineering
- Top 25 global university (QS, THE, S/IU)
- 99 graduate programs in US/WR’s top 10 (4th nationally)

PUBLIC ETHOS

- Priority on diversity and social equity
- Investment for the common good, not only individual attainment
- Passion for local and global impact
- Global engagement, more than 600 worldwide initiatives
- Commitment to the state of Michigan and its economic wellbeing

HERITAGE, TRADITION, & CULTURE

- Thriving, global community of 500k alumni
- Over 30 Division I national championships in 10 sports
- Highly collaborative and interdisciplinary environment
- Transformational learning experiences
- Deeply embedded arts, culture, and creativity
- Tradition of philanthropy and donors who have enabled transformation
- Iconic campus

KEY DIFFERENTIATORS

Academic Excellence • Global Engagement • Strong School Spirit
Priority Placed on Diversity and Social Equity • Strong Alumni Network
We’re not good at integrating within a decentralized environment.
Keys To Integrating Successfully

- Staffing and organization
- Focus on silo-spanning programs and initiatives
- Brand consistency and linkage
- Resource allocation
- Communication and cooperation
- Serve as an internal consultant
- Marketing competence
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

From starting out to starting up.

Nearly 40 percent of UC undergrads can celebrate being the first in their family to attend college.

More than 600 startup companies have formed around UC inventions.

From giving access to securing brighter futures, the University of California works to make the lives of all Californians better. Onward, California.

Whether you know it or not, the University of California, or a UC grad, has probably played a part in keeping you happy and healthy.

Their team's QB is able to start because of shoulder surgery performed at the UCLA Health System.

The Lee family is watching the game on a television set powered by solar energy mapped out by researchers at UC San Diego.

Audiophile decoder connected to a computer via an audio cable.

And don't forget Cooper. He set graduated from the UC Department of Veterinary Medicine.

Who fell asleep at bedtime stories read under a solar-powered LED light designed at UC Santa Barbara.

Which is part of the UC Health system that delivered 11,000 babies last year, including little Jack here.

Find out how UC impacts your life and how you—yes, you—can impact UC's future at OnwardCalifornia.com.
FROM STARTING OUT TO STARTING UP.

Nearly 40 percent of UC undergrads can celebrate being the first in their family to attend college. From giving access to securing brighter futures, the University of California works to make the lives of all Californians better. Onward, California.

More than 600 start-up companies have formed around UC inventions.

Whether you know it or not, the University of California, or a UC grad, has probably played a part in keeping you happy and healthy.

The Lee family is watching the game on a television powered by solar energy installed by UC Solar in all Los Angeles.

Their team's QB is able to start because of chemo surgery performed at the UCLA Health System.

The UC Davis School of Veterinary Medicine.

Watch as part of the UC health team that delivered 31,494 babies last year, including little Katy here.

And don't forget Cooper, who was adopted from the UC Davis School of Veterinary Medicine.

Who falls asleep to bedtime stories read under a solar-powered, LED light designed at UC Santa Barbara.

Find out how UC impacts your life and how you—yes, you—can impact UC's future at OncornCalifornia.com

Find out how UC impacts your life and how you—yes, you—can impact UC's future at OncornCalifornia.com
This exoskeleton, developed by UC Berkeley professor Homayoun 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 TRANSIT

PUBLIC SCHOOL

SIMPSON : SCARBOROUGH
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.

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.
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) = Students Enrolled – College Fair First Source of Contact (college fairs)

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>Total Mktg Expense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional</td>
<td>$5,385</td>
</tr>
<tr>
<td>Adult</td>
<td>$2,558</td>
</tr>
<tr>
<td>Graduate</td>
<td>$6,176</td>
</tr>
</tbody>
</table>

All data are fictional.
Revenue Contribution

Revenue Contribution by Academic Area

- Education, 43%
- CAS, 23%
- Engineering, 12%
- Business, 17%
- Law, 5%

Revenue Contribution by State

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

All data are fictional.
Market Growth

Market Growth in Competitive Set

- American: 126%
- Georgetown: 100%
- GWU: 72%
- JHU: 49%
- GMU: 164%

Market Growth by Academic Area

- Hard Sciences: 49%
- Social Sciences: 269%
- Business: 168%
- Education: 107%
- Humanities: 127%

- 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)

All data are fictional.
Market Share

Grad Student Market Share (2000)

Grad Student Market Share (2008)
Pat yourself on the back.
(nobody else will)
Reporting Success

- Get your data together and build consensus around KPI’s
- Prepare a report or dashboard that can be shared broadly
- Don’t just give data; tell a story
Reporting Success

MARKETING ANNUAL REPORT
August 31, 2012 – September 1, 2013

PUBLIC VERSION

SIMPSON : SCARBOROUGH
Reporting Success

Advertising: Digital

OVERVIEW

Digital Media Mix

Google & Yahoo/Bing SEM 25,184
Facebook 20,028
nytimes.com 6,257
Bing display/re-targeting 7,066
Yahoo display/re-targeting 29,213
effective display/re-targeting 2,979

The digital media mix attributed to 90,717 visits to ithaca.edu.

---

RETARGETING: Users visiting particular pages on ithaca.edu will be shown display ads on selected websites.

SEM: Search engine marketing (keywords with Google AdWords and Yahoo/Bing Search Alliance); also known as "paid search."
Reporting Success

Advertising

OFFLINE: MAGAZINES

New York Magazine (3/11, 4/1, 4/15)
405,149 circulation x 3 placements = 1,215,447

New Yorker (3/25, 4/8)
1,043,792 circulation x 2 placements = 2,087,584

Boston Magazine (4/1)
92,344 circulation x 1 placement = 92,344

3,395,375 Magazine circulation
Reporting Success

Web

ITHACA.EDU: EXTERNAL TRAFFIC

54.32% of all traffic was search related.

25,188 visits came through paid search.
The cost per click was $XXX.
The top three unbranded paid search keywords related to school majors/programs on ithaca.edu:
- XXX
- XXX
- XXX

3,031,804 visits came through organic search.

UNBRANDED PAID SEARCH: Keyword does not include brand name or brand extension.
REFERRAL: A user enters by clicking on a link from another website.
CAMPAIGNS: Users clicking on a tagged URL that is typically used to track online marketing efforts.
ORGANIC: Unpaid search engine traffic.
DIRECT: When a user clicks on a bookmark to enter the site or types URL into browser bar.
Reporting Success

Most retweets:

David Boreanaz '91 delivering the Commencement address in May 2013
Reporting Success

Stories we pitched:
Top stories with significant media coverage and associated number of impressions or views.

Spike Your Sports Drink with This
A research team led by Tom Swensen, professor of exercise and sport sciences, found that Betaine, a supplement derived from sugar beets, could act as a legal and natural performance enhancer.

News: menshealth.com/spike-your-sports-drink-with-this/2013/06/22
Beveragedaily.com/Trends/Health-and-Wellness/Betaine-boosted-sports-drinks-backed-to-enhance-athletic-performance-Study

The Suture of the Future
Andrew Smith, professor of biology, and his team of graduate students are unlocking the potential of slug glue.

TheDailyBeast.com/cheats/2013/08/15/science-insect-goo-could-replace-stitches.html
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 institution’s 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
Questions?