CASE

Benchmarking Campus Communications and Marketing Programs

A Look at Policies, Structures, Tools and Audiences

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INTRODUCTION

About the Survey

The University of Florida, concerned by a perceived lack of continuity and coordination of the various communications efforts across a large and diverse campus, established a Strategic Communications Planning Committee in May 2009. The goals of the committee were to—

- Coordinate a campuswide effort to promote strategic communications planning,
- Strengthen the university's brand,
- Unify key themes and messages,
- Maximize use of available research and resources, and
- Identify and propagate best practices and cost-effective communications strategies.

To address the last goal, the committee formed a best practices subcommittee, which conducted benchmarking research on academic communications activities to help university administrators and communicators understand current and best practices in terms of effectiveness and best use of resources.

With this goal in mind, a representative of the subcommittee contacted CASE to propose a partnership: the university would lead the drafting of a communications benchmarking survey and CASE would promote participation by sending it to CASE members. CASE readily agreed to the proposal with the understanding that any resulting data would be equally shared by UF and CASE.

This white paper reports on the high-level findings of the UF/CASE survey.

Methodology

The survey was developed by the University of Florida, with input from CASE, using the online survey service SurveyMonkey.com. See Appendix A for the complete survey instrument.

CASE distributed the survey by e-mail to its members at higher education institutions in the United States whose titles included one or more of the following identifying words: communications, marketing, university relations, director (or any title above director), advertising, public affairs, manager, publications, electronic, web, media and news. Survey distribution followed this timeline:

- Oct. 15, 2009—E-mail launch to 6,754 e-mail addresses drawn from the CASE database, resulting in 444 completed surveys out of 729 respondents who entered the survey.
- Oct. 19, 2009—Post to CASE University Editors (CUE) listserv, resulting in 86 respondents.
- Oct. 20, 2009—Invitation in e-mailed *BriefCASE*, resulting in 28 respondents.
- Oct. 26, 2009—Reminder e-mail to the Oct. 15 distribution list.

To streamline data sorting, the data presented in this report reflect only the 444 respondents who entered and completed the online survey announced in the Oct. 15 direct e-mail to 6,754 CASE database records. (See fig. 1.) For the complete data summary of responses, see Appendix B. The HTML survey announcements for each distribution vehicle are available in Appendix C.

FINDINGS

Strategic Messaging

Strategic messages and themes are generally developed as elements within an institution's strategic communications plan. They are integral to the institution's identity platform, which is typically designed to communicate the institution's mission, values and vision to targeted audiences.

The communications benchmarking survey posed a series of questions to gauge the prevalence of strategic communications plans, key messages and themes, perceived effectiveness of messaging and the availability of institutional assistance for implementation by communicators and others across campus. (See fig. 2.)

Nearly half (49 percent) of all respondents indicated that strategic communications plans were in place at their respective institutions. Nonetheless, communicators at the college/unit level (as opposed to a central office) were significantly less informed about the existence of institutional strategic communications plans: 28 percent of unit-level communicators reported being unsure of a plan's existence versus 9 percent of institutional-level communicators.

Respondents were invited to share their plans' key messages and themes. Responses often included the use of words such as "excellence," "innovation," "leadership" and "history" in teaching, research and service, with a few notable standouts that successfully combine creative thinking with institutional strengths. These result in compelling messages that seem likely to resonate with targeted audiences:

Figure 1. At a Glance

Number of Respondents

Completed survey	444

Institution Type

Public	56%
Private	44%

Institution Type by Degrees Offered

Associate's	5%
Bachelor's	21%
Master's/Professional	25%
Doctoral/Research	49%
None	0.5%

Institution Size by Student Enrollment

<2,500	22%
2,500 - 4,999	13%
5,000 - 9,999	14%
10,000 - 24,999	26%
>25,000	24%
Unsure	0.2%

Communications/Marketing Efforts Primarily Support

Alumni Association	6%
Athletic Association	0%
Institution as a whole	72%
College/Unit	29%

Communications Structure

Centralized	23%
Decentralized	13%
Hybrid	63%

- *"Pacific is Personal. Life Unfolds at Pacific. Tradition with Texture."*
- *"Engaging the culture, changing the world. Can a University change the world? The place where world change begins."*
- *"UMass Boston is a 'research university with a teaching soul.' UMass Boston's urban location is a key part of the student experience."*
- *"Freedom to Flourish. We Are/I Am/This is Knox. Scholar-Teachers Make a Statement, Make a Difference, You Make Knox."*
- *"Better living for all. Place with a purpose. America's Natural Resources University. Solving Global Problems. Leading the Green Revolution. Inventions that Serve the Public Good. Living the Land Grant Mission."*

Not surprisingly, institutions blessed with appealing locations stressed "location, location, location" in strategic messaging to external audiences. Institutions with specialized missions or strengths sought to emphasize those aspects of their campus cultures, whether they focused on workforce preparation (a two-year institution), faith-based education, educating students for university transfer or, for smaller institutions, the strength of niche program offerings. Few mixed athletics with academics, and key messages or themes rarely mentioned athletics at all.

To assist with consistency in key messaging at the unit level, many institutions indicated that they offer web and publication templates, online FAQs and staff assistance. Respondents offered examples of other tools and tactics institutions use to strengthen consistent application of key messages and themes, including:

- *"Brand sheet with approximately 60 words, phrases and text that can be using in talking points and written material."*
- *"We meet weekly in a 'Communicators Council' to keep all informed, and provided a brand 'kit' after our most recent research project and graphic identity revisions."*
- *"Mission statement, emphasis on speaking with 'one voice' from administrators on down. Key messages repeated CONSTANTLY."*

Figure 2. Strategic Messaging

Does your institution have a strategic communications plan?

Yes	49%
No	36%
Unsure	14%

Does your institution have clearly articulated key messages?

Yes	64%
No	28%
Unsure	8%

Is your institution effective in communicating its key messages to internal audiences?

Effective	25%
Somewhat effective	67%
Not effective	7%

Is your institution effective in communicating its key messages to external audiences?

Effective	30%
Somewhat effective	63%
Not effective	4%

Institutional resources available to aid units with compliance

Web templates	79%
Broch. templates	35%
Pub. templates	41%
Online FAQ	40%
Staff assistance	91%
Examples	40%

- *"Use office of communication staff to help identify key messages and reinforce those messages with communicators and others across campus. Show previous work reflecting how integration of messages/colors/logo is effective at raising awareness."*
- *"We provide 'crib sheets' to almost everyone in terms of ways they can insert our key messages into whatever they are doing. We also work personally with them. Again, being small, we can do lots of stuff one-on-one."*
- *"We have quarterly meetings where publications/brochures/messages are shown/discussed."*
- *"Yes, though selectively. Many members of our community, which prides [itself] on being anti-establishment, are skeptical about messaging. We work to influence the way in which they tell their stories without specifically addressing key messages."*

The final quote is indicative of the reality of coordinating consistent strategic messaging at many institutions. Essentially, it asserts the perceived "ground truth" of unavoidable, but not insurmountable, challenges in coordinating communications activities at some academic institutions.

Identity Standards

An institution's identity standards are the graphic elements of its identity platform. Identity standards should immediately communicate the institution's name, purpose and graphic representation with the goal of presenting a unified impression of the institution to its constituents. Identity standards typically establish an institution's graphic identity through guidelines on where and how to use the institution's logo, approved color palettes and typefaces, and stipulations regarding the use of design templates for letterhead, business cards, and sometimes web pages, brochures and other common materials. (To view UF's identity standards, visit http://identity.ufl.edu/)

The vast majority of survey respondents (96 percent) indicated that their institutions have established identity standards. (See fig. 3.) Despite the widespread presence of institutional identity standards, the communication of those standards to the

Figure 3. Identity Standards

Does your institution have guidelines or identity standards?

Yes	95.7%
No	3.8%
Unsure	.05%

Has your institution been effective in communicating its identity standards to the campus community?

Effective	30%
Somewhat effective	59%
Not effective	11%

Do communicators adhere to the identity standards?

Often	52%
Sometimes	44%
Rarely	3%

Is compliance with the identity standards enforced?

Yes	46%
No	39%
Unsure	15%

How are overall awareness of and compliance with the identity standards monitored?

Not monitored	58%
Surveys	6%
Audits	39%

campus community—to communicators and others charged with implementing them—was rated as only "somewhat effective" by nearly 60 percent of survey respondents.

Additionally, compliance with the standards appears to be less than widespread. Though the majority of respondents indicated that the identity standards were "often" used, a significant number (44 percent) indicated adherence to the standards only "sometimes." Fewer than half of respondents reported enforcement or monitoring of compliance with institutional identity standards.

Interestingly, identity standards as applied to social media came up as a new compliance issue noted in several of the open-ended responses to the survey. Open-ended responses also reveal that smaller institutions generally appear to have greater control of identity standard enforcement through review and approval of materials during the production process. For instance, respondents from smaller institutions noted that printed products must be approved by a central office or must pass a compliance check at the purchasing level—though a handful of institutions larger than 25,000 students also require all print designs to pass through either a central publications office or a dedicated printer where compliance can be enforced.

Perceived Effectiveness of Campus Communications

Different communications models (see fig. 4) and their perceived functionalities have been the subjects of much discussion at the University of Florida and probably on other campuses, as well. Two common threads of this discussion include:

- Institutional administrators are concerned by uncoordinated communications efforts that are perceived to fragment strategic messaging and drain institutional resources.
- Communications professionals at the unit level feel that larger institutional priorities and key messages are not effectively communicated to them and that the institutional communications priorities are sometimes disconnected from and do not support those of the unit.

These opposing themes seem to be at play on many campuses, as survey responses demonstrate (see fig. 5). The table reflects respondent perceptions of the effectiveness of communications activities at the institutional and unit levels filtered by whether the respondents were institution- or unit-level communicators.

Figure 4. Communications Structure

Institutional communications structure based on overall responses

Centralized	23%
Decentralized	13%
Hybrid	63%

What is the title of the individual to whom your position reports?

President/Chancellor	13%
Vice President/Provost	39%
Dean	12%
Director/Exec. Director	36%

Respondent Mar-Comm Efforts Primarily Support

Alumni Association	6%
Athletic Association	0%
Institution as a whole	72%
College/Unit	29%

It is interesting to note that, in general, both respondent categories gave themselves higher marks for effectiveness than they gave the other group. For instance, nearly 80 percent of institutional communicators ranked institutional media relations efforts as either "very effective" or "effective," while only 62 percent of unit-level communicators ranked the same efforts "very effective" or "effective." Conversely, 66 percent of unit-level communicators said unit-level printed publications were "very effective" or "effective," while only 43 percent of institutional communicators ranked the same unit-level publications as "very effective" or "effective"; nonetheless, 79 percent of the institution-level communicators said their own group's publications were "very effective" or "effective."

Both groups appear to be in sync, however, regarding the perceived lack of effectiveness for internal communications and social networking activities, poor effectiveness of media relations activities at the unit level and the high effectiveness of institutional branding.

Figure 5. Effectiveness of Communications Activities at Institutional and Unit Levels as Ranked by Institutional- and Unit-Level Communicators

	Very Effective		Effective		Somewhat Effective		Not Effective	
	Institutional Communicators	Unit Communicators	Institutional Communicators	Unit Communicators	Institutional Communicators	Unit Communicators	Institutional Communicators	Unit Communicators
Inst. Effectiveness								
Media relations	40%	22%	38%	40%	20%	23%	2%	10%
Electronic comm.	27%	14%	40%	42%	29%	61%	4%	11%
Institutional branding	24%	30%	37%	28%	28%	25%	10%	17%
Consistent messaging	23%	13%	32%	30%	31%	31%	14%	26%
Printed communications	38%	17%	41%	31%	18%	33%	2%	8%
Social networking	11%	4%	22%	15%	38%	35%	20%	29%
Internal communications	12%	6%	32%	26%	40%	35%	15%	31%
Unit Effectiveness								
Media relations	15%	18%	17%	30%	35%	40%	20%	9%
Electronic comm.	8%	17%	28%	40%	41%	34%	11%	6%
Institutional branding	8%	22%	23%	27%	35%	42%	23%	9%
Consistent messaging	8%	15%	16%	40%	43%	27%	25%	13%
Printed communications	12%	30%	31%	36%	35%	28%	11%	1%
Social networking	3%	2%	13%	17%	36%	48%	26%	21%
Internal communications	3%	8%	18%	21%	41%	48%	19%	16%

Barriers to Communication

Data shown in figure 5 clearly indicate that institutional- and unit-level communicators have very different perceptions of the effectiveness of their own and each other's efforts. Yet respondents among both groups seem to share opinions regarding barriers to effective communications. Common complaints relate to leadership from administrators, the need for strategic planning, appropriate dedication of resources and greater cooperation in sharing information and in supporting institutional and unit priorities.

Opinions of institutional communicators on barriers to effective communication

- *"A lack of leadership that believe in strategic communication plans and implementation."*
- *"Staff. We simply don't have the staff to do the work that needs to be done."*
- *"It is difficult for various units on campus to understand the priorities of other units. For example, faculty has one set of priorities and media communications has a different set of priorities and it is difficult to communicate priorities to each other."*
- *"Lack of teamwork and cooperation among key units"*
- *"Inconsistency with types of communications among unit-level areas."*
- *"Lack of funding and/or desire to fund communication research and evaluation and the strategic planning that would result."*
- *"Trying to keep all departments on the reservation. The sheer volume of material that passes through the communication and marketing—and the timeliness in processing it."*
- *"Upper administration not sharing information that is helpful to those who do the work. Lots of closed door meetings with decisions that do not consider implementation difficulties which could be solved or advised differently if those people were involved in meetings. Also, the top level dictates with only agreement from the next level down."*

Opinions of college/unit communicators on barriers to effective communication

- *"Funding and alignment throughout the university."*
- *"Lack of coordination and lack of understanding by leadership (low priority for budgets, staffing, and inclusion the in the planning process from the beginning)."*
- *"There is no effort or facilitation for inclusion [of unit-level communicators] from the central university communications office. I am a [redacted] communicator. Also many of the publications are operating with outdated modes of visual and editorial communications. There has been very little support to increase the quality of* [redacted] *publications across the board."*
- *"Size of institution sometimes hampers clarity of message."*
- *"Lack of alignment, leadership and communication between institution and unit groups. Also, the institution-level has resource limitations that constrict ability to lead/monitor/support unit communicators, which is very important in a huge institution."*

Communications Structures

Centralized and decentralized communications models are sometimes viewed by communications professionals as competing in terms of functionality and purpose. However, given the prevalence of models that share both characteristics, this may not be an accurate view. It may be more constructive to focus on the organic connections between both models. (See fig. 6.)

As the table in figure 7 shows, the larger the institution, the more likely it is to have a hybrid communications model that blends elements of both centralized and decentralized structures.

**Figure 6.
Institutional Communications Structures
Based on Aggregate Responses**

**Centralized
23 Percent**

Hybrid 63 Percent

**Decentralized
13 Percent**
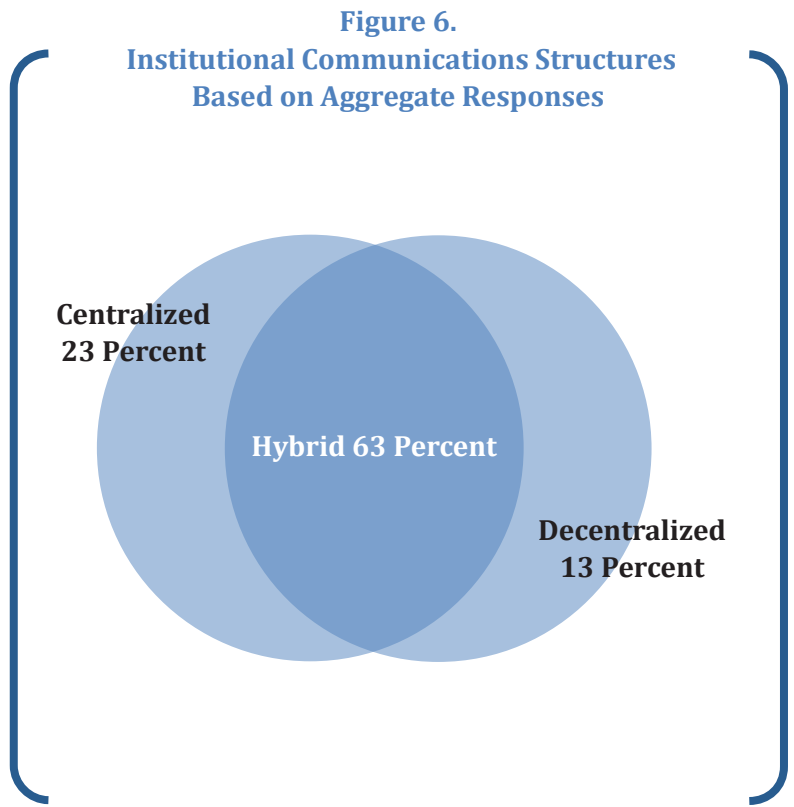
Figure 7. Communications Structure Based on Respondents Sorted by Size*

	<2,500	2,500–4,999	5,000–9,999	10,000–24,999	>25000
Centralized	41%	38%	37%	11%	4%
Decentralized	13%	8%	15%	13%	15%
Hybrid	46%	53%	48%	76%	81%

* Percentages for each communications model are calculated separately for each size category; e.g., 41 percent of all respondents from institutions with 2,500 or fewer students reported having a centralized communication structure.

Communications Channels and Frequency by Targeted Audience

The survey results paint a vibrant picture of campus communications and the many hats that individual campus communicators wear in the performance of their jobs. Communicators engage in the full gamut of communications activities (see fig. 8), with those most frequently performed including electronic/web communications, marketing, media relations, public relations, brand management and publications.

Perhaps not surprisingly, those audiences most frequently targeted by campus communications are alumni and donors, media, staff, campus administrators and faculty and prospective students. (See fig. 9.)

Figure 8. Percentage of Respondents Engaged in Various Communications Activities

Advertising	40%	Marketing	61%
Alumni/dev. publications	53%	Media relations	59%
Brand management	55%	News bureau	29%
Broadcast	18%	Photography	42%
Communications	74%	Publication services	53%
Community relations	26%	Public relations	55%
Electronic/Web	63%	Printing services	17%
Direct mail	28%	Research publications	8%
Government relations	6%	Special events	31%
Graphic design services	45%	Student publications	5%
Institutional relations	17%	University relations	32%
Internal communications	52%	Videography	22%

Figure 9. Frequency of Communications Ranked by Target Audience

	Frequently	Sometimes	Rarely
Alumni and donors	63%	29%	8%
Parents	21%	40%	39%
Current students	35%	48%	17%
Prospective students	49%	23%	28%
Faculty	52%	39%	9%
Faculty of other institutions	6%	20%	74%
Staff	53%	36%	11%
Legislators	10%	33%	57%
Campus administrators	52%	35%	14%
Media	61%	23%	16%

Perceived Effectiveness of Communication Channels

The data in figure 10 represent respondents' opinions on the effectiveness of specific communications channels by audience. There are few surprises here, though it is interesting to note that Facebook and Twitter are now considered among the most effective channels of communication for three primary audiences: alumni and donors, current students and prospective students. Tactics supporting internal communications to faculty and staff include e-mail, web pages and internal newsletters, while e-mail and telephone communications are considered most effective for contacting the media.

Figure 10.
Perceived Effectiveness of Communications Channels by Target Audience

	Alumni & Donors	Current Students	Prospective Students	Parents	Faculty & Staff	Legislators	Media
E-mail	61%	59%	37%	32%	84%	14%	67%
Postcards	59%	13%	60%	32%	14%	7%	2%
Direct mail brochures	50%	7%	67%	39%	8%	6%	3%
Letters	63%	9%	37%	53%	17%	35%	5%
Telephone	50%	11%	25%	20%	21%	23%	63%
Web pages	61%	72%	77%	54%	62%	20%	47%
Magazine	95%	16%	15%	37%	40%	25%	13%
Poster	9%	76%	33%	4%	32%	1%	2%
Newsletter	66%	19%	13%	38%	61%	14%	11%
Radio	42%	21%	65%	40%	17%	21%	23%
Television	42%	29%	69%	55%	25%	30%	28%
Flyers	23%	76%	25%	12%	40%	6%	4%
Outdoor	36%	37%	76%	43%	21%	23%	9%
Facebook	61%	77%	72%	19%	19%	3%	16%
Twitter	43%	61%	54%	20%	20%	6%	42%

Monitoring Effectiveness of Communications Activities

The perceived strengths and weaknesses of communications tactics among communicators may be framed primarily from informal feedback, as there appears to be relatively little formal monitoring of overall effectiveness (see fig. 11). Less than half the respondents indicated use of a formal monitoring program of surveys or focus groups to determine the effectiveness of specific communications efforts or tactics. More often, communicators appear to rely on informal feedback or response rates to specific tactics to assess effectiveness.

Figure 11. Monitoring Effectiveness

No monitoring in place	14%
Surveys	45%
Focus groups	28%
Response rates	49%
Informal feedback	77%

CONCLUSION

Certain themes emerge within the survey data regarding campus communications. There is a clear disconnect between institutional- and unit-level communicators that appears, on its face, to be the result of ineffective two-way internal communication regarding institutional- and unit-level communications goals. Both institutional- and unit-level communicators recognize this disconnect and attribute it to lack of leadership in establishing and effectively propagating strategic

communications, which would include adequate staffing/resourcing of communications programs, effective communication of institutional goals, and building campus consensus and institutional/ unit alignment.

In addition, most of the respondents worked within academic communications structures that are hybrid models combining various aspects of centralized and decentralized structures. It is apparent that the more decentralized the institution is, the more likely internal communications are perceived to be ineffective.

Finally, the communications efforts of those polled are diverse and prolific, but respondents indicated significant gaps in planning in terms of establishing strategic communications plans with defined themes, messages and goals for each targeted audience and implementing formal measurement programs to quantify effectiveness of communications activities.

The results of the survey will inform future efforts of the University of Florida's Strategic Communications Planning Committee. The committee further hopes that its work with CASE will seed internal conversation about the effectiveness of communications at other institutions, large and small. By exploring perceived barriers to communication, opportunities to improve or streamline efforts and ways to improve internal knowledge of and compliance with standards and messages, institutions can position themselves to communicate more effectively and strategically with their constituents.

APPENDIX A Survey Instrument

1. INSTITUTIONAL INFORMATION

PLEASE NOTE: References to the "INSTITUTION" refer to the larger university/campus rather than the college/unit level.

1. Is your institution

◯ Public

◯ Private

2. What is your institution type?

◯ Associate's

◯ Bachelor's

◯ Master's/Professional

◯ Doctoral/Research

◯ None

3. How many full time students are enrolled in your institution?

◯ Less than 2,500

◯ 2,500 - 4,999

◯ 5,000 - 9,999

◯ 10,000 - 24,999

◯ 25,000+

◯ Unsure

4. Approximately how many alumni does your institution have?

◯ Less than 10,000

◯ 10,000 - 49,999

◯ 50,000 - 99,999

◯ 100,000 - 299,999

◯ 300,000+

◯ None

◯ Unsure

2. STRATEGIC MESSAGING

PLEASE NOTE: References to the "INSTITUTION" refer to the larger university/campus rather than the college/unit level.

5. Does your institution have a strategic communications plan?

◯ Yes

◯ No

◯ Unsure

6. Does your institution have clearly articulated key messages?

◯ Yes

◯ No

◯ Unsure

3. IDENTITY STANDARDS

PLEASE NOTE: References to the "INSTITUTION" refer to the larger university/campus rather than the college/unit level.

7. Does your institution have guidelines or identity standards regarding the use of its official logo, seal and school colors?

◯ Yes

◯ No

◯ Unsure

4. KEY MESSAGES AND THEMES

PLEASE NOTE: References to the "INSTITUTION" refer to the larger university/campus rather than the college/unit level.

8. Has your institution been effective in communicating its key messages to internal audiences?

◯ Effective

◯ Somewhat effective

◯ Not effective

◯ Unsure

9. How effective is the institution in communicating its key messages to external audiences?

◯ Effective

◯ Somewhat effective

◯ Not effective

◯ Unsure

10. Briefly list your institution's key messages in order of priority:

[text box]

11. Which of the following are offered by your institution as a resource to aid colleges/units with compliance? (select all that apply)

☐ Web templates

☐ Brochure templates

☐ Publication templates

☐ Online FAQ

☐ Staff assistance

☐ Examples of successful compliance

Other (please specify)

[text box]

12. Does the institution provide examples to communicators and others on campus of possible ways key messages can be reinforced?

◯ Yes

◯ No

◯ Unsure

If "Yes," please provide example:

5. IDENTITY STANDARDS

PLEASE NOTE: References to the "INSTITUTION" refer to the larger university/campus rather than the college/unit level.

13. Has your institution been effective in communicating its identity standards to the campus community?

◯ Effective

◯ Somewhat effective

◯ Not effective

◯ Unsure

14. Do communicators and others on campus adhere to your institution's identity standards?

◯ Often

◯ Sometimes

◯ Rarely

◯ Unsure

15. Is compliance with the institution's identity standards enforced?

◯ Yes

◯ No

◯ Unsure

If yes, please describe how:

[ ]

16. How is overall awareness of and compliance with the institution's identity standards monitored, if at all? (select all that apply)

☐ It is not monitored

☐ Surveys

☐ Audits

Other (please specify)

[ ]

17. How is effectiveness evaluated of your institution's identity standards in terms of impact on targeted audiences? (select all that apply)

☐ It is not evaluated

☐ Surveys

☐ Focus Groups

Other (please specify)

6. EFFECTIVENESS OF CAMPUS COMMUNICATIONS

PLEASE NOTE: References to the "INSTITUTION" refer to the larger university/campus rather than the college/unit level.

18. Which of the following best describes the communications structure at your institution?

◯ Centralized: communications efforts for the entire campus are managed from a central office

◯ Decentralized: colleges and units conduct independent communications efforts with little campuswide coordination

◯ Hybrid: some combination of the centralized/decentralized models

If a hybrid model, please describe:

19. Rate the overall effectiveness of the following communications activities at both the institution-level and at the unit/college-level:

	Institution-level	Unit-level
Media relations		
Electronic communications		
Institutional branding		
Consistent messaging		
Printed communications		
Social networking		
Internal communications		

20. In your opinion, what is the biggest barrier to effective communications at your institution?

7. ABOUT YOU

21. What is your title?

22. What is the title of the individual to whom your position reports?

○ President or Chancellor

○ Vice President or Provost

○ Dean

○ Director or Executive Director

Other (please specify)

23. Your communications/marketing efforts primarily support

○ The alumni association

○ The athletic association

○ The institution as a whole

○ An individual college or unit

Other (please specify)

24. Indicate your primary area(s) of concentration:

☐ Advertising

☐ Alumni/development publications

☐ Brand management

☐ Broadcast communications

☐ Communications

☐ Community relations

☐ Electronic communications

☐ Direct mail

☐ Government relations

☐ Graphic design services

☐ Institutional relations

☐ Internal communications

☐ Marketing

☐ Media relations

☐ News bureau

☐ Photography

☐ Publication services

☐ Public relations

☐ Printing services

☐ Research publications

☐ Special events

☐ Student publications

☐ University relations

☐ Videography

Other (please specify)

☐ _____

25. In terms of the communications program for which you are directly responsible, rank frequency of communications to the following audiences:

	Frequently	Sometimes	Rarely
Alumni and donors	○	○	○
Parents	○	○	○
Current students	○	○	○
Prospective students	○	○	○
Faculty	○	○	○
Faculty of other institutions (not on your campus)	○	○	○
Staff	○	○	○
Legislators	○	○	○
Campus administrators	○	○	○
Media	○	○	○

26. As it relates to the communications program for which you are directly responsible, select the channel(s) of communication that is most effective for each targeted audience: (select N/A if you do not communicate with an audience)

	Alumni & Donors	Current Students	Prospective Students	Parents	Faculty & Staff	Legislators	Media
E-mail	☐	☐	☐	☐	☐	☐	☐
Postcards	☐	☐	☐	☐	☐	☐	☐
Direct mail brochures	☐	☐	☐	☐	☐	☐	☐
Letters	☐	☐	☐	☐	☐	☐	☐
Telephone	☐	☐	☐	☐	☐	☐	☐
Web pages	☐	☐	☐	☐	☐	☐	☐
Magazine	☐	☐	☐	☐	☐	☐	☐
Poster	☐	☐	☐	☐	☐	☐	☐
Newsletter	☐	☐	☐	☐	☐	☐	☐
Radio	☐	☐	☐	☐	☐	☐	☐
Television	☐	☐	☐	☐	☐	☐	☐
Flyers	☐	☐	☐	☐	☐	☐	☐
Outdoor	☐	☐	☐	☐	☐	☐	☐
Facebook	☐	☐	☐	☐	☐	☐	☐
Twitter	☐	☐	☐	☐	☐	☐	☐
N/A	☐	☐	☐	☐	☐	☐	☐
Other							

27. How is the effectiveness of the communications programs for which you are directly responsible monitored? (select all that apply)

☐ Effectiveness is not monitored

☐ Surveys

☐ Focus groups

☐ Response rates

☐ Informal feedback

Other (please specify)

[   ]

8. THAT'S IT!
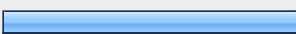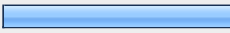
You're finished! Thank you for completing this survey. If you would like to receive a copy of the survey report, please provide your e-mail address below.
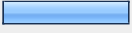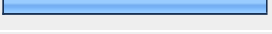
28. I would like to receive the survey report. I understand my responses to this survey will remain confidential, even though I've provided my e-mail address below.

E-mail Address

APPENDIX B Survey Data Summary (excluding open-ended responses)
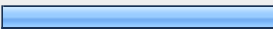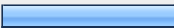
UF/CASE Communications Benchmarking Survey
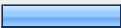
1. Is your institution		Response Percent	Response Count
Public		**56.0%**	**408**
Private		44.0%	321
	answered question		729
	skipped question		7
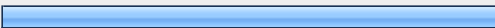
2. What is your institution type?		Response Percent	Response Count
Associate's		4.9%	36
Bachelor's		23.7%	173
Master's/Professional		20.5%	150
Doctoral/Research		**50.3%**	**368**
None		0.5%	4
	answered question		731
	skipped question		5
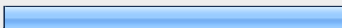
3. How many full time students are enrolled in your institution?

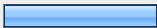|		Response Percent	Response Count
Less than 2,500		22.1%	162
2,500 - 4,999		13.4%	98
5,000 - 9,999		14.3%	105
10,000 - 24,999		24.3%	178
25,000+		**24.5%**	**179**
Unsure		1.4%	10
		answered question	732
		skipped question	4
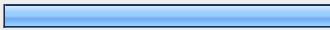
4. Approximately how many alumni does your institution have?

		Response Percent	Response Count
Less than 10,000		6.0%	44
10,000 - 49,999		**30.0%**	**219**
50,000 - 99,999		18.4%	134
100,000 - 299,999		21.8%	159
300,000+		13.0%	95
None		0.1%	1
Unsure		10.6%	77
		answered question	729
		skipped question	7

31

5. Does your institution have a strategic communications plan?

		Response Percent	Response Count
Yes		**51.7%**	**361**
No		32.7%	228
Unsure		15.6%	109
	answered question		698
	skipped question		38

6. Does your institution have clearly articulated key messages?

		Response Percent	Response Count
Yes		**70.0%**	**487**
No		22.4%	156
Unsure		7.6%	53
	answered question		696
	skipped question		40
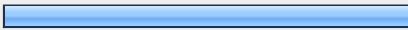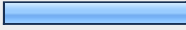
7. Does your institution have guidelines or identity standards regarding the use of its official logo, seal and school colors?

		Response Percent	Response Count
Yes		**95.0%**	**498**
No		4.2%	22
Unsure		0.8%	4
	answered question		524
	skipped question		212

8. Has your institution been effective in communicating its key messages to internal audiences?

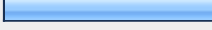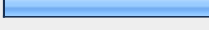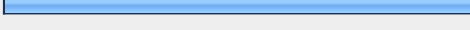|		Response Percent	Response Count
Effective		25.7%	85
Somewhat effective		**65.3%**	**216**
Not effective		7.9%	26
Unsure		1.2%	4
	answered question		**331**
	skipped question		**405**
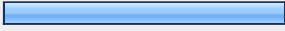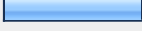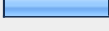
9. How effective is the institution in communicating its key messages to external audiences?

		Response Percent	Response Count
Effective		28.9%	95
Somewhat effective		**63.2%**	**208**
Not effective		4.9%	16
Unsure		3.0%	10
	answered question		**329**
	skipped question		**407**
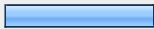
10. Briefly list your institution's key messages in order of priority:

		Response Count
		238
	answered question	**238**
	skipped question	**498**

11. Which of the following are offered by your institution as a resource to aid colleges/units with compliance? (select all that apply)
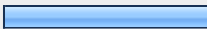
		Response Percent	Response Count
Web templates		78.1%	232
Brochure templates		34.7%	103
Publication templates		40.4%	120
Online FAQ		39.7%	118
Staff assistance		**89.9%**	**267**
Examples of successful compliance		39.4%	117
	Other (please specify)		60
	answered question		**297**
	skipped question		**439**

12. Does the institution provide examples to communicators and others on campus of possible ways key messages can be reinforced?

		Response Percent	Response Count
Yes		**53.8%**	**168**
No		26.3%	82
Unsure		19.9%	62
	If "Yes," please provide example:		92
	answered question		**312**
	skipped question		**424**

13. Has your institution been effective in communicating its identity standards to the campus community?

		Response Percent	Response Count
Effective		28.3%	137
Somewhat effective		**59.7%**	**289**
Not effective		11.6%	56
Unsure		0.4%	2
	answered question		484
	skipped question		252

14. Do communicators and others on campus adhere to your institution's identity standards?

		Response Percent	Response Count
Often		**49.8%**	**241**
Sometimes		46.5%	225
Rarely		3.3%	16
Unsure		0.4%	2
	answered question		484
	skipped question		252

15. Is compliance with the institution's identity standards enforced?

		Response Percent	Response Count
Yes		**44.2%**	**214**
No		39.5%	191
Unsure		16.3%	79
	If yes, please describe how:		169
	answered question		**484**
	skipped question		**252**

16. How is overall awareness of and compliance with the institution's identity standards monitored, if at all? (select all that apply)

		Response Percent	Response Count
It is not monitored		**59.1%**	**205**
Surveys		7.2%	25
Audits		38.6%	134
	Other (please specify)		149
	answered question		**347**
	skipped question		**389**
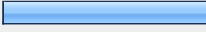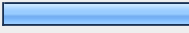
17. How is effectiveness evaluated of your institution's identity standards in terms of impact on targeted audiences? (select all that apply)

		Response Percent	Response Count
It is not evaluated		**63.5%**	**270**
Surveys		29.2%	124
Focus Groups		29.2%	124
Other (please specify)			55
	answered question		425
	skipped question		311
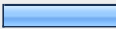
18. Which of the following best describes the communications structure at your institution?

		Response Percent	Response Count
Centralized: communications efforts for the entire campus are managed from a central office		23.4%	111
Decentralized: colleges and units conduct independent communications efforts with little campuswide coordination		13.5%	64
Hybrid: some combination of the centralized/decentralized models		**63.1%**	**299**
If a hybrid model, please describe:			230
	answered question		474
	skipped question		262

19. Rate the overall effectiveness of the following communications activities at both the institution-level and at the unit/college-level:

Institution-level

	Very effective	Effective	Somewhat effective	Not effective	Unsure	Response Count
Media relations	34.3% (159)	**39.7% (184)**	21.8% (101)	3.7% (17)	0.6% (3)	464
Electronic communications	22.7% (105)	**39.3% (182)**	31.3% (145)	5.8% (27)	0.9% (4)	463
Institutional branding	24.4% (113)	**35.0% (162)**	28.5% (132)	11.7% (54)	0.4% (2)	463
Consistent messaging	19.0% (88)	30.7% (142)	**32.6% (151)**	17.1% (79)	0.6% (3)	463
Printed communications	31.1% (144)	**40.2% (186)**	22.7% (105)	3.9% (18)	2.2% (10)	463
Social networking	9.5% (44)	19.9% (92)	**37.4% (173)**	22.7% (105)	10.6% (49)	463
Internal communications	10.3% (48)	28.9% (134)	**40.5% (188)**	19.0% (88)	1.3% (6)	464

Unit-level

	Very effective	Effective	Somewhat effective	Not effective	Unsure	Response Count
Media relations	14.7% (57)	18.5% (72)	**37.5% (146)**	18.0% (70)	11.3% (44)	389
Electronic communications	10.3% (40)	30.4% (118)	**39.4% (153)**	10.1% (39)	9.8% (38)	388
Institutional branding	10.5% (41)	22.3% (87)	**39.0% (152)**	20.0% (78)	8.2% (32)	390
Consistent messaging	8.5% (33)	21.3% (83)	**39.1% (152)**	22.4% (87)	8.7% (34)	389
Printed communications	15.6% (61)	29.0% (113)	**36.2% (141)**	9.7% (38)	9.5% (37)	390
Social networking	2.3% (9)	14.1% (55)	**38.5% (150)**	24.9% (97)	20.3% (79)	390
Internal communications	3.9% (15)	18.6% (72)	**41.5% (161)**	18.3% (71)	17.8% (69)	388
					answered question	468
					skipped question	268

20. In your opinion, what is the biggest barrier to effective communications at your institution?

	Response Count
	422
answered question	422
skipped question	314

21. What is your title?

	Response Count
	406
answered question	406
skipped question	330

22. What is the title of the individual to whom your position reports?

		Response Percent	Response Count
President or Chancellor		13.0%	48
Vice President or Provost		**39.5%**	**146**
Dean		11.6%	43
Director or Executive Director		35.9%	133
Other (please specify)			79
answered question			370
skipped question			366

23. Your communications/marketing efforts primarily support

		Response Percent	Response Count
The alumni association		6.2%	26
The athletic association		0.0%	0
The institution as a whole		**72.1%**	**303**
An individual college or unit		21.7%	91
	Other (please specify)		46
	answered question		**420**
	skipped question		**316**

24. Indicate your primary area(s) of concentration:
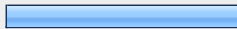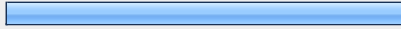
	Response Percent	Response Count
Advertising	39.6%	173
Alumni/development publications	52.9%	231
Brand management	54.2%	237
Broadcast communications	18.1%	79
Communications	**73.5%**	**321**
Community relations	25.9%	113
Electronic communications	62.2%	272
Direct mail	28.1%	123
Government relations	5.9%	26
Graphic design services	45.3%	198
Institutional relations	16.9%	74
Internal communications	51.7%	226
Marketing	61.1%	267
Media relations	58.4%	255
News bureau	28.6%	125
Photography	42.1%	184
Publication services	52.6%	230
Public relations	54.9%	240
Printing services	16.9%	74
Research publications	8.2%	36
Special events	31.1%	136
Student publications	5.3%	23
University relations	31.4%	137
Videography	21.7%	95
Other (please specify)		59
answered question		**437**
skipped question		**299**

25. In terms of the communications program for which you are directly responsible, rank frequency of communications to the following audiences:

	Frequently	Sometimes	Rarely	Rating Average	Response Count
Alumni and donors	62.5% (265)	29.2% (124)	8.3% (35)	1.46	424
Parents	21.2% (89)	40.1% (168)	38.7% (162)	2.17	419
Current students	34.7% (146)	48.0% (202)	17.3% (73)	1.83	421
Prospective students	49.2% (207)	23.0% (97)	27.8% (117)	1.79	421
Faculty	51.3% (218)	38.8% (165)	9.9% (42)	1.59	425
Faculty of other institutions (not on your campus)	5.9% (24)	20.3% (83)	73.8% (302)	2.68	409
Staff	52.4% (226)	36.4% (157)	11.1% (48)	1.59	431
Legislators	9.5% (39)	32.8% (135)	57.7% (237)	2.48	411
Campus administrators	51.3% (217)	34.5% (146)	14.2% (60)	1.63	423
Media	60.7% (258)	23.1% (98)	16.2% (69)	1.56	425
				answered question	**439**
				skipped question	**297**

26. As it relates to the communications program for which you are directly responsible, select the channel(s) of communication that is most effective for each targeted audience: (select N/A if you do not communicate with an audience)

	Alumni & Donors	Current Students	Prospective Students	Parents	Faculty & Staff	Legislators	Media	Response Count
E-mail	60.7% (244)	59.2% (238)	36.6% (147)	32.1% (129)	84.6% (340)	13.7% (55)	66.9% (269)	402
Postcards	58.6% (139)	12.7% (30)	59.9% (142)	32.1% (76)	13.9% (33)	6.8% (16)	2.1% (5)	237
Direct mail brochures	49.8% (124)	6.8% (17)	67.1% (167)	39.4% (98)	8.0% (20)	6.4% (16)	3.2% (8)	249
Letters	63.1% (157)	9.2% (23)	36.5% (91)	53.0% (132)	16.9% (42)	34.9% (87)	4.8% (12)	249
Telephone	50.6% (125)	10.9% (27)	24.7% (61)	19.4% (48)	21.1% (52)	22.7% (56)	62.8% (155)	247
Web pages	61.5% (209)	71.8% (244)	77.1% (262)	54.1% (184)	61.8% (210)	19.7% (67)	47.4% (161)	340
Magazine	94.5% (277)	16.0% (47)	14.7% (43)	36.5% (107)	39.9% (117)	24.9% (73)	13.3% (39)	293
Poster	8.7% (15)	76.3% (132)	33.5% (58)	4.0% (7)	32.4% (56)	1.2% (2)	2.3% (4)	173
Newsletter	65.7% (159)	18.6% (45)	12.8% (31)	37.6% (91)	61.6% (149)	13.6% (33)	10.7% (26)	242
Radio	30.4% (34)	21.4% (24)	65.2% (73)	40.2% (45)	17.0% (19)	21.4% (24)	23.2% (26)	112
Television	41.6% (42)	28.7% (29)	69.3% (70)	55.4% (56)	24.8% (25)	29.7% (30)	27.7% (28)	101
Flyers	22.8% (39)	76.0% (130)	24.6% (42)	11.7% (20)	39.8% (68)	6.4% (11)	3.5% (6)	171
Outdoor	36.0% (31)	37.2% (32)	75.6% (65)	43.0% (37)	20.9% (18)	23.3% (20)	9.3% (8)	86
Facebook	61.3% (165)	77.0% (207)	71.7% (193)	19.3% (52)	19.3% (52)	3.3% (9)	15.6% (42)	269
Twitter	42.9% (75)	61.1% (107)	54.3% (95)	20.0% (35)	20.0% (35)	5.7% (10)	41.7% (73)	175
N/A	19.2% (30)	17.9% (28)	30.1% (47)	40.4% (63)	10.9% (17)	78.2% (122)	33.3% (52)	156
Other								47
answered question								423
skipped question								313

27. How is the effectiveness of the communications programs for which you are directly responsible monitored? (select all that apply)

		Response Percent	Response Count
Effectiveness is not monitored		14.5%	63
Surveys		44.4%	193
Focus groups		27.4%	119
Response rates		49.0%	213
Informal feedback		**76.6%**	**333**
Other (please specify)			61
		answered question	435
		skipped question	301

28. I would like to receive the survey report. I understand my responses to this survey will remain confidential, even though I've provided my e-mail address below.

|		Response Percent	Response Count
E-mail Address		**100.0%**	**394**
		answered question	394
		skipped question	342

APPENDIX C Survey Invitations

UF/CASE Communications Benchmarking Survey

CASE [CASE@informz.net]

Sent: Thu 10/15/2009 10:24 AM
To: Brounley, Lindy

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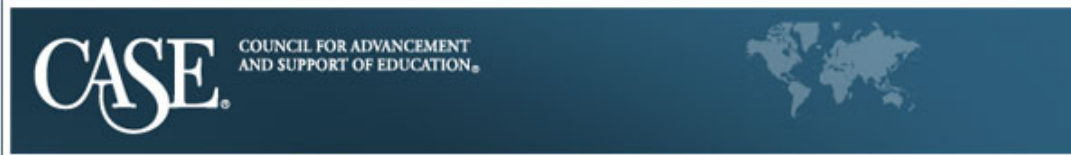
University of Florida/CASE Communications Benchmarking Survey

Dear CASE Colleague,

The University of Florida is engaged in a strategic communications planning process that includes benchmarking with other colleges and universities to identify best practices in communications activities. CASE is collaborating on the project in order to gather data from a range of institutions and share the results widely to benefit the profession. The online communications benchmarking survey is completely anonymous and should require no more than 10 minutes to complete. Please take a few minutes to respond to this important survey today.

Take the survey

Once you've completed the survey, feel free to forward this e-mail and survey link to other communicators and marketers on your campus with a note encouraging their participation, as well. The survey closes Oct. 30, and a report outlining its findings will be made available in December to participants who request a copy.

Read more about the University of Florida Strategic Communications Planning initiative. Visit www.case.org to learn more about CASE.

Sincerely,

Rae Goldsmith
Vice President for Advancement Resources
CASE

Lindy Brounley
Associate Director of Communications
UF LAW Editor
University of Florida Levin College of Law

CASE COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION
1307 New York Ave. NW, Suite 1000, Washington, DC 20005
202.328.2273 | Privacy Policy

October 2009 BriefCASE

CASE [CASE@case.org]
Sent: Tue 10/20/2009 5:26 PM
To: Brounley, Lindy

Inside CASE

In Search of Volunteer Leadership
CASE is seeking nominations for its board of trustees and three
advisory commissions: alumni relations, communications and
marketing, and philanthropy.
>*Read more*

Watch for Survey on Technology in Development, Alumni Relations
CASE will be inviting selected advancement services, alumni relations
and development professionals at member institutions to participate
in an early-November survey on the use of technology in
development and alumni relations.
>*Read more*

Alumni Volunteers to Gather in Delhi for Networking, Best Practices
Recognizing the growing importance and value of overseas alumni to
its members, CASE will host a reception and networking session on
12 November in Delhi, India, for alumni volunteers from CASE-
member and local institutions.
>*Read more*

Survey Benchmarks Communications and Marketing Effectiveness
Communications and marketing professionals at U.S. colleges and
universities are invited to take part in a benchmarking survey looking
at best practices in the profession.
>*Read more*

Nominate a Foundation Leader for the CASE Commonfund Awards
Recognize the leadership of your foundation colleagues by
nominating them for the 2010 CASE Commonfund Institutionally
Related Foundation Awards.
>*Read more*

**CASE-NAIS to Hold 40th Annual Independent Schools Conference in
January**
Have a burning question about the future of independent school
education or the role of advancement? Start the conversation on
Twitter or Facebook now and continue it in person at the upcoming
CASE-NAIS conference Jan. 24-26, 2010, in New York City.
>*Read more*

Act Now to Nominate Outstanding Student for Jupiter Fellowship
The Clarence J. Jupiter Fellowship program is accepting applications
for paid internships.
>*Read more*

U.S. Federal Relations News

There was a lot of hand-holding with
individuals and groups to explain the
purpose. It was important for me to conr
telling our story with the success of
development. Just recently, we publishe
first-ever annual report that tells the stor
our college and our mission and highlic
the successes during the past year. For
college in this community in this momer
publication has shattered an invisible ba
between us and the communities we ser

In the past, we have often been called "tl
best-kept secret" by our students, alumn
the community. It is a personal mission
mine to change that. In my last report to
board members, I asked for their suppor
givers, helpers and ambassadors. Throu
variety of community-building efforts, ou
president and staff are now active in the
community. This is our year to change
perception. We have a new mantra: "Wh
you hear the words 'best-kept secret,' we
not doing our jobs." I am just one perso
I need their help.

>*Read more*

Featured CASE Resource

Would you like your
communications office
president to work toge
more smoothly, set m
goals and understand
other better? *Public Re
and the Presidency* cou
an essential tool in
achieving those goals.
>*Read more*

Featured Conferences

Alumni and Donor Records Workshop
Oct. 22-23
San Diego, Calif.

Please participate in Communications and Marketing benchmarking survey

Rae Goldsmith [goldsmith@case.org]

Sent: Mon 10/26/2009 2:39 PM
To: communications-L@list.case.org

CASE Colleagues,

The University of Florida is engaged in a strategic communications planning process that includes benchmarking with other colleges and universities to identify best practices in communications activities. CASE is collaborating on the project in order to gather data from a range of institutions and share the results widely to benefit the profession. The online communications benchmarking survey is completely anonymous and should require no more than 10 minutes to complete. Please take a few minutes to respond to this important survey today. If you have not already participated in the survey, you can do so now at http://www.surveymonkey.com/s.aspx?sm=_2bYnMSpyfO4_2bW9PsNgqETrw_3d_3d.

The survey closes Oct. 30, and a report outlining its findings will be made available in December to participants who request a copy after taking the survey. Read more about the University of Florida Strategic Communications Planning initiative, and visit www.case.org to learn more about CASE. Contact Lindy Brounley at Brounley@law.ufl.edu with questions.

Sincerely,

Lindy Brounley, University of Florida, and Rae Goldsmith, CASE

P.S. In addition to posting this on the listserv, we have also sent direct invitations and posted this message to an additional listserv in order to reach as many communications and marketing professionals as possible. We apologize if you receive more than one invitation.

Visit the all-new CASE Web site
WWW.CASE.ORG

ABOUT THE UNIVERSITY OF FLORIDA

The University of Florida is one of the nation's largest and most diverse public institutions. The university boasts more than 50,000 students, 24,000 employees, and 16 colleges offering more than 100 undergraduate majors and more than 200 graduate programs.

It is ranked No. 13 nationwide amongst all public institutions and No. 19 among public and private institutions in research expenditures during fiscal year 2008 by the National Science Foundation, and is among the most productive research universities in the nation in terms of education and scientific discovery, with 150 research, education and service centers, bureaus and institutes. UF is home to a major, regional health science center and—true to its land grant mission and Florida's agricultural heritage—supports an enormous agricultural research and extension service with offices in all 67 Florida counties. For more information, visit www.ufl.edu, or e-mail Brounley@ufl.edu.

ABOUT CASE

The Council for Advancement and Support of Education (CASE) is the professional organization for advancement professionals at all levels who work in alumni relations, communications and marketing, development and advancement services.

CASE's membership includes more than 3,400 colleges, universities and independent and secondary schools in 61 countries. This makes CASE one of the largest nonprofit education associations in the world in terms of institutional membership. CASE also serves more than 60,000 advancement professionals on staffs of member institutions and has more than 22,500 individual "professional members" and more than 230 Educational Partner corporate members.

CASE has offices in Washington, D.C., London and Singapore. The association produces high-quality and timely content, publications, conferences, institutes and workshops that assist advancement professionals perform more effectively and serve their institutions.

For information, visit *www.case.org* or call +1-202-328-2273.