AGENDA AND MINUTES

1. **Announcements** – Many thanks to Becky Ponder and the School of Social Work for hosting!

2. **iPhone app demo (Tracy McCabe)** – Tracy provided an overview of the iPhone app that College of Business has developed. In the near future, a similar app for Droid will also be available. Visit [http://business.illinois.edu/iphone/](http://business.illinois.edu/iphone/) to learn more or to download for iPhone or iPad.

3. **CITES usability testing service (Cordelia Geiken and Jake MacGregor)** – Cordelia and Jake provided an overview of their new service. Details are found in an attachment to these minutes.

4. **Using New Facebook Page Feature (Katie Blum, Foundation; Joel Steinfeldt)** – Facebook now allows users to “toggle” between multiple accounts. This has positive impact for users who both have a personal account and a campus unit account. If you manage a campus unit Facebook account, please be sure that the campus-level Facebook account has “Liked” your unit so that your posts appear on the campus feed. You can check that here: [http://www.facebook.com/illinois.edu](http://www.facebook.com/illinois.edu) under the “Likes” on the left side. Please contact Joel at jsteinfe@illinois.edu or Katie at klblum2@uif.uillinois.edu if Alma needs to “Like” you.

5. **AMA conference “Identity Imperative” (Sarah Zehr)** – Sarah provided us an overview of takeaways from the conference she recently attended. Details found in the attachment to these minutes.

6. **New volunteer business cards/letterhead update (Joel Steinfeldt)** – Three new resources are now available to faculty, staff and campus units: color digital letterhead, business cards for volunteers, and the ability to include a Quick Response (QR) code on the back of all businesses cards.

7. **ARR update /implementation (Ginny Hudak-David)** – The Administrative Restructuring and Review Committee is ready to proceed with implementation of its earlier recommendations. We’d like to enlist your possible participation on any subcommittees that may be formed. If you’re not interested in participating, feel free to send a private note to Robin at rkaler@illinois.edu

8. **Big Ten Network request (Robin Kaler)** – The Big Ten Network is creating a program featuring sports-related research at member schools. Thanks for your
suggestions on that. We've asked them to create future collaborations that are not limited to sports themes.

9. Information needs? (Robin Kaler) – Let us know any topics on which you need FAQs, talkpoints, etc.

10. Office of Advancement (Don Kojich) – The Brilliant Futures campaign is scheduled to officially end 12/31/11 and has reached 99% of its goal. The current focus is on the scholarship program. UIC may extend their fundraising campaign’s end date.

11. Illinois Alumni story ideas (Bea Pavia) – no specific story ideas needed at this time.

12. Office of University Relations (Ginny Hudak-David) – No report.

Other Items:

13. IGPA Informative Panels on Pensions and State Fiscal Condition (Jim Paul) – Members of the University of Illinois community across all three campuses have questions about pensions and the state fiscal condition. It is a complex issue that affects all public sector employees. The university will provide an opportunity for members of all three campus communities to learn about the economic and legal impacts of pension reform measures on the University of Illinois and the state as a whole. The Urbana-Champaign panel will be at noon on Monday, April 11 at the Alice Campbell Alumni Center, Ballroom. For more information about all of the campus sessions, visit http://igpa.uillinois.edu/


15. Inclusive Illinois Videos (Todd Wilson) – Inclusive Illinois has asked campus units to produce videos highlighting their “diversity.” A few have complied. We suggest creating a professional looking video that will fulfill the I.I. request, but also appeal to prospective students. Video Services in Public Affairs can create such a video for a very attractive price. To get started contact Todd Wilson, etwilson@illinois.edu.
CITES User Testing Service

Most commonly we are asked to look at user interfaces of a web or software application. Other projects we have worked with involved taxonomies and communication strategies. We use a number of methods to evaluate the user experience and/or user interface and provide feedback on how to improve them. Some of the methods we use on a regular basis are:

- card sorts – great for creating or reviewing taxonomies and navigation systems
- paper prototypes – an excellent means of evaluating page layout and design before implementation
- computer-based – we use Morae software to capture the user, audio and the computer screen which allows for further review and the creation of video “highlight” reels. This type of evaluation is well suited to reviewing existing web sites and user interfaces.

We can also coach clients on how to perform their own evaluations, because usability needs to be an iterative, progressive, integral part of the workflow and some units would like to be able to perform these evaluations in-house.

A typical engagement involves us sitting down to assess the project and determine what the major audiences are and how those audiences need to interact with the interface. We prefer to be brought in at the beginning, but can also assist with evaluations in later stages of a project. Usually we will run 2 rounds of usability evaluations with each round having about 5 people per major audience group. Then we analyze the results and provide the feedback. In our experience, the most successful projects have active participation from the client’s department who engage in the process and experience the feedback firsthand. In addition, this provides a natural savings because it takes us much less time to process and explain the results. Rates are around $50 an hour, and most "medium-sized" projects tend to take ~20 hours.

If interested in discussing a project with us, please contact us at: cites-uxd@illinois.edu

Thanks again and please let me know if you have any questions.

Cordelia

Cordelia Geiken
Usability Specialist
CITES User Experience Design
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Differentiation and brand positioning

Questions to explore in determining positioning:

- How does our school’s image compare to that of our competitors?
- In what area(s) are we TRULY superior to competitors?
- Do these differentiators exist only in our own minds, or are they clearly understood by our key target audiences?
- What are the gaps, if any, in how we feel we are different and how our key audiences feel we are different?
- What are our current brand associations?
- What are the brand associations we want to emphasize, maintain, or lose?
- What marketing tactics should we use to develop that image?
- How can we ensure our messages are penetrating with maximum effectiveness?
- How should we be organized and funded to achieve the marketing goals of the institution?

Brand positioning is where the following three elements meet:

- What motivates our external stakeholders to want a relationship with our institution?
- What do we believe in and do well?
- What are our competitors NOT doing and NOT emphasizing?

A brand strategy should be SMART:

- Simple
- Meaningful (we need to emphasize what matters to our audiences)
- Accurate
- Reinforced by strategic business decisions
- Tangible in every customer experience

Differentiation is key to our brand – trying to be more like one of our competitors does not differentiate us. And we are NOT different because we offer personal attention.

Positioning statement template (thought positioning statements can take many forms):
The University of Illinois delivers [benefit/point of difference] because ONLY the U of I [reason to believe].

**Benefit/point of difference** = the most compelling and motivating benefit the organization can OWN in the hearts and minds of its target audiences relative to the competition. **Reason to believe** = the most convincing proof that the organization delivers what it promises.

How do you know if the positioning is the best fit?
- **Internal:** does it fit with our capabilities, strengths, values, culture and allow for growth?
- **External:** how much do customers like it, how many of them like it, and does it make us better than our competitors in their minds?
- **Financial:** does it provide value and encourage funding that is appropriate given the investment requirements?

**Integrated marketing efforts**
Integration does NOT mean centralization – it means *coordination*. *Coordination* most likely just involves a higher level of communication between campus marketers.

Higher ed is best structures as a *branded house* rather than a house of brands.
- A house of brands focuses on branding sub-brands while the primary brand gets little or no attention; best when products are clearly different in the minds of consumers (example: P&G)
- A brand house emphasizes the primary brand (the University) over sub-brands (the units); this provides individual colleges/schools/programs with immediate credibility (example: Apple)

Common barriers to branding and integrated marketing in higher ed:
- Lack of understanding for basic marketing and branding principles (i.e. marketing = advertising and/or branding = logos)
- Lack of financial commitment to the marketing/branding function (12-18% investment in these areas common in industry)
- Arguments that marketing cheapens the institution or culture of modesty about the institution’s quality
- Organizational structure does not support integration
- Arguments that various schools or programs are too different to support one common strategy/approach
- Fear among campus marketers that budgets and staffs will be lost as a result of integration
- Desire for buy-in slows down the process (finding a balance can be difficult)

Recruiting students is part of marketing, but there is more to marketing than recruiting. Recruiting is more comparable to a “sales” function, with prospective students as a primary audience, and is more short-term in nature. Marketing is longer-term and encompasses a wide variety of audiences with the goal of increased visibility and strengthening the institution’s brand.
Budgeting for integrated marketing and branding requires *long-term investment*, and it is critical to *set goals first* and budget second (must be adequate to achieve goals). Common mistakes to avoid include:

- Developing unrealistic goals given investment
- Asking “what can we do with no money?” — the answer is nothing
- Expecting different results from the same level of investment
- Spreading investment thinly over wide geographic areas rather than concentrating in smaller areas or targeted audiences

**Leading a successful branding initiative**

Outline of a branding initiative:

- Objective identification
- Research
- Positioning
- Creative concepting and testing
- Marketing planning
- Execution
- Evaluation

One of the first steps is to establish 5-8 *guiding questions*. Focusing on 5-8 questions is essential in achieving success and not taking on too much. These should be reiterated at the top of any internal materials throughout the duration of the initiative.

Commonly used research methods include focus groups, individual in-depth interviews, and surveys. Focus groups can be conducted in-person or on-line; both have advantages and disadvantages.

- In-person focus groups allow you to observe body language, have a stronger show rate, do not present technical difficulties, and offer more flexibility to use exercises, visual aids, etc., but they are significantly more expensive and time consuming.
- Online focus groups are significantly less expensive, require less lead/planning time, and do not present geographic limitations, but they do not provide access to body language and have a lower show rate.

Best practices in higher education:

- Shift marcom department from an “internal Kinko’s” to a strategic marketing center with a seat at the table
- Build the marcom staff to serve the needs and goals of the institution and ensure coordination among units
- Invest significantly in the institution Web site, targeting it toward prospective students
- Appoint a strategic leader to head the marcom efforts (may help to have experience outside higher ed)
- Reconsider investments in traditional media and print communications and shift some investment to new media, Web 2.0, social media, etc.
• Research the brand and document the brand strategy
• Adhere to a strict visual identity

Measure everything:
• Strategic: marketing cost per student, revenue contribution, time series analysis
• Tactical: market share, student acquisition cost, cost per lead, advertising to sales ratio, response rates, direct mail ROI, traditional advertising measures, online advertising measures

Key insights
• How are we REALLY different from our competitors? The answer should not be service or personal attention. We need to define our positioning. How does this apply to colleges/schools vs. the institution?
• We must link overall strategy to marketing/communication efforts. Consistency is critical.
• Invest in the University brand and in our most successful and well known programs as well as those we want to grow. Our brand strength lends credibility to all of our colleges and programs. We must be realistic in what we expect based on the investment we make in these efforts.