

Coordinated CU-Boulder Branding/Messaging

Brand Messaging Update Chancellor's Advisory Council



September 23, 2013



University of Colorado **Boulder**

Messaging Effort: History

- **August 2012**
Strategic Marketing Alliance (University Communications, Alumni, Admissions, Athletics, Continuing Education/Outreach, Student Affairs, Parent Relations, Advancement) charged by Chancellor with developing coordinated CU-Boulder umbrella messaging
- **August – September 2012**
Review of messaging best practices, market research perceptions of CU-Boulder (2006 – 2012)
- **October-November 2012**
Messaging development and creative testing; three directions explored (*Unparalleled Excellence*, *Unleashing Brilliance*, *Where Excellence Roams*)
- **December 2012 – January 2013**
RFP to engage outside agency in Visual Design Initiative



Pentagram



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Project Goals

1. Distinguish CU-Boulder as a Comprehensive Research University

One of the primary objectives of this strategic marketing initiative is to clearly distinguish CU-Boulder and its reputation in research from other universities in the CU system as well as other research universities across the nation.



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Project Goals

2. Be Consistent and Dynamic in Messaging

The brand strategy must be dynamic and fluid to work for each individual department...



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Project Goals

3. Fully Engage the Community and Alumni

A sense of community and pride must be brought back...



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Project Goals

4. Shift the Perception of CU-Boulder

The university has a reputation that cannot simply be ignored, however, steps can be taken to shift the perception and focus on what CU-Boulder has to offer not only to its students, but to the local Colorado community and the world.



Project Goals

5. Stay True to the University

It is important to treat the audience with respect and intelligence by being genuine and accurate in messaging.



Messaging Strategy

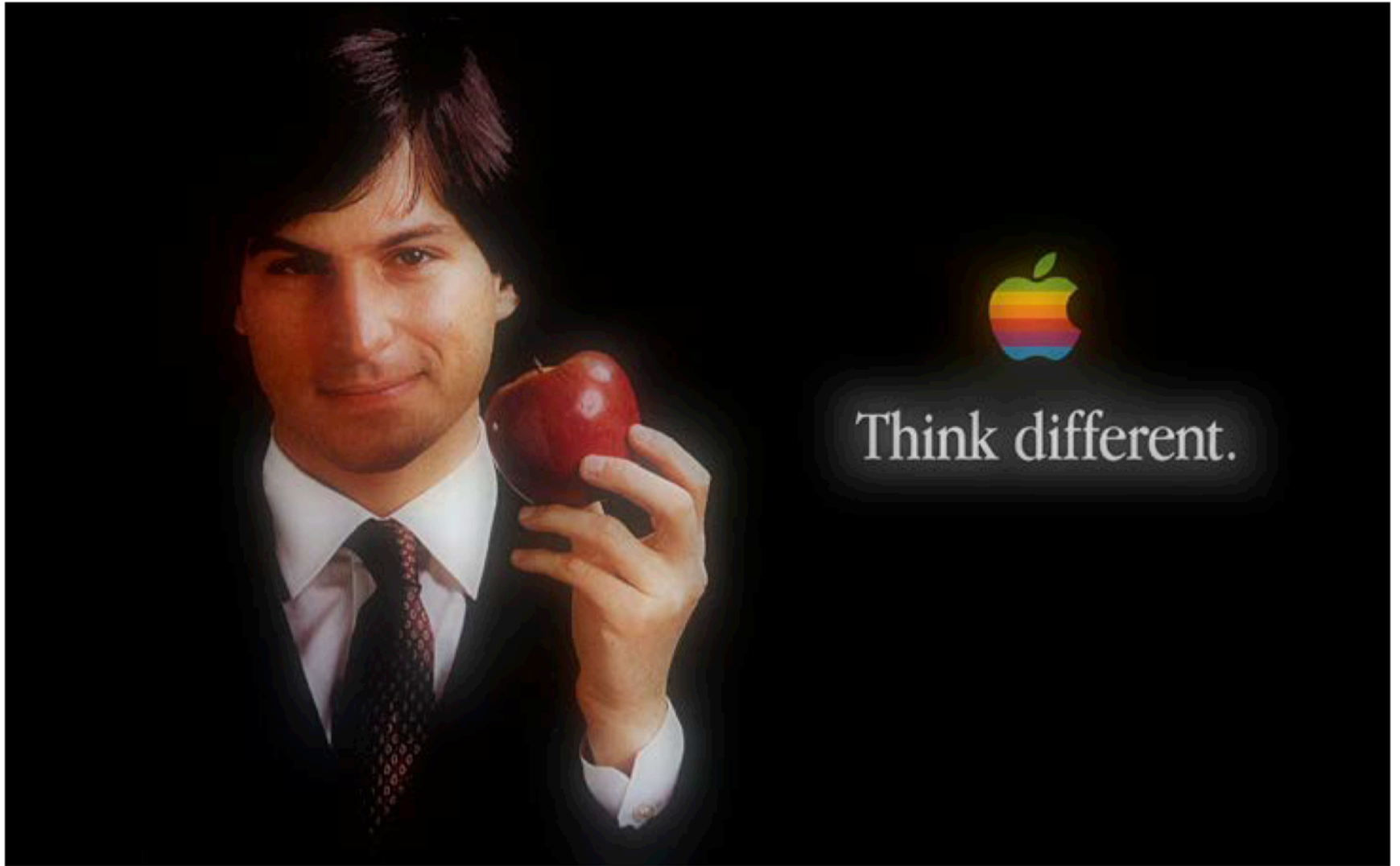


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SOME THOUGHTS ON TAGLINES



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AUSTIN
LIVE MUSIC CAPITAL OF THE WORLD®



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Columbia

C O L L E G E C H I C A G O

INNOVATION IN THE VISUAL, PERFORMING
MEDIA, AND COMMUNICATION ARTS



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The University of Maryland, College Park is a public research university, the flagship campus of the University System of Maryland, and the original 1862 land-grant institution in the State. It is one of only 62 members of the Association of American Universities, an organization composed of the leading research universities in the United States and Canada. The University of Maryland is committed to achieving excellence as the State's primary center of research and graduate education and the institution of choice for undergraduate students of exceptional ability and promise. The University creates and applies knowledge for the benefit of the economy and culture of the State, the region, the nation, and beyond. As the flagship of the University System of Maryland, the University shares its research, educational, cultural, and technological strengths with businesses, government, and other educational institutions. The University advances knowledge, provides outstanding and innovative instruction, and nourishes a climate of intellectual growth in a broad range of academic disciplines and interdisciplinary fields. The University counts among its greatest strengths -- and a major component of its excellence -- the diversity of its faculty, students, and staff. The University of Maryland, College Park is committed to equal educational opportunity and strives to hire a diverse faculty and staff of exceptional achievement through affirmative actions, to celebrate diversity in all of its programs and activities, and to recruit and retain qualified graduate and undergraduate minority students.





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UNIVERSITY OF COLORADO SYSTEM

CU-Boulder

CU Denver

UCCS

CU Anschutz Medical Campus



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WHAT'S THE MOST GLARING
DIFFERENCE BETWEEN CU-BOULDER
AND OTHER SCHOOLS IN THE SYSTEM?

CU-Boulder

CU Denver

UCCS

CU Anschutz Medical Campus



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Boulder



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WHAT IS A BOULDER?

1. A large rock



2. A beautiful, laid-back town in the foothills
of the Colorado Rockies



3. Home of the flagship university of
the CU system



4. An important hotbed of vital research activity for Colorado and the world



5. A STATE OF MIND



WHAT DOES IT MEAN TO BE BOLD?

Bold

adjective

1 (of a person, action, or idea) showing an ability to **take risks; confident and courageous**: a **bold attempt to solve the crisis** | *he was the only one bold enough to air his dislike.*

- dated (of a person or manner) so confident as to suggest a lack of shame or modesty: *she tossed him a bold look.*

2 (of a color or design) having a **strong or vivid appearance**: a coat with bold polka dots.

- of a kind of **typeface having dark, heavy strokes, used esp. for emphasis.**

noun

a bold typeface or letter: *difficult words and phrases are highlighted in bold.*

PHRASES

be (or make) so bold (as to do something) formal **dare to do something** (often used when politely asking a question or making a suggestion): what would he be calling for, if I might make so bold as to ask?

(as) bold as brass confident to the point of impudence: she marched into the library as bold as brass.

a bold stroke a **daring action or initiative.**

put a bold face on something see face.

ORIGIN Old English *bald*, of Germanic origin; related to Dutch *boud* and to German *bald* 'soon.'



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WHAT ARE OTHER WORDS FOR BOLD?

Bold

adjective

1 bold

adventurers: daring, intrepid, brave, courageous, valiant, valorous, fearless, dauntless, audacious, daredevil; adventurous, heroic, plucky, spirited, confident, assured;

informal gutsy, spunky, feisty; literary temerarious. ANTONYMS timid, unadventurous.

2 a bold pattern: striking, vivid, bright, strong, eye-catching, prominent, impactful; gaudy, lurid, garish. ANTONYMS pale.

3 departure times are in bold type: heavy, thick, pronounced, conspicuous.

ANTONYMS light, roman.



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A NEW TAGLINE FOR
THE UNIVERSITY OF COLORADO BOULDER

Be Boulder.



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VISUAL STRATEGY

Focus Groups

- To test three “Be Boulder.” creative directions
- A mixture of online/in-person focus groups with the following audiences/stakeholders (Aug.-Sept.):

ONLINE

- Prospective students/parents (completed)*
- Alumni (completed)*
- Colorado business community (Denver, Boulder) (completed)
- High school guidance counselors (mid-September)*

*(Southern California, Colorado (Denver/Aurora, Northern, Western Slope), Chicago, Boston/New York)

IN-PERSON (Sept. 9)

- Faculty
- Federal lab researchers
- Staff

Continued...



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Focus Groups

Research Questions

- What are current perceptions of CU-Boulder? Of Boulder, the city?
- What do different executions of the Be Boulder. campaign concept communicate?
- How motivating is the Be Boulder. campaign idea?
- Are there any red flags?
- If so, who does the idea resonate with the least, and is there anything we can do to mitigate the issue?



Set One



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76 businesses spun out
of CU-Boulder technologies
since 1994.

Be Boulder.

In ENTREPRENEURSHIP

Be Boulder.

In the **CLASSROOM**

3,600 courses in
150 fields of study



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Be Boulder.

WITH US



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Be Boulder.

In COLORADO

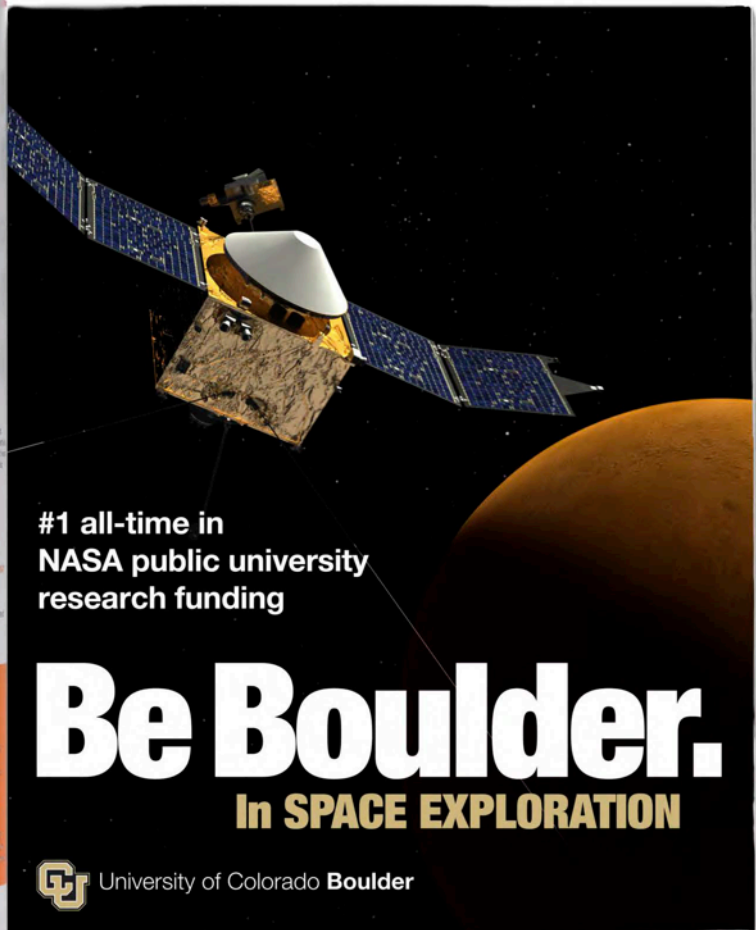
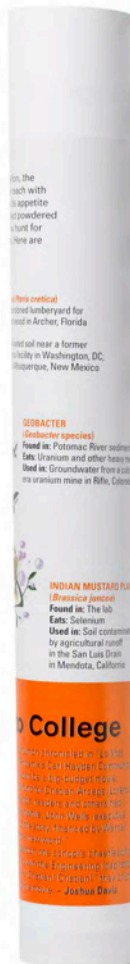
Serving over
335,000 Coloradans
each year through
statewide outreach
programs.



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#1 all-time in
NASA public university
research funding

Be Boulder.

In SPACE EXPLORATION

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Set Two

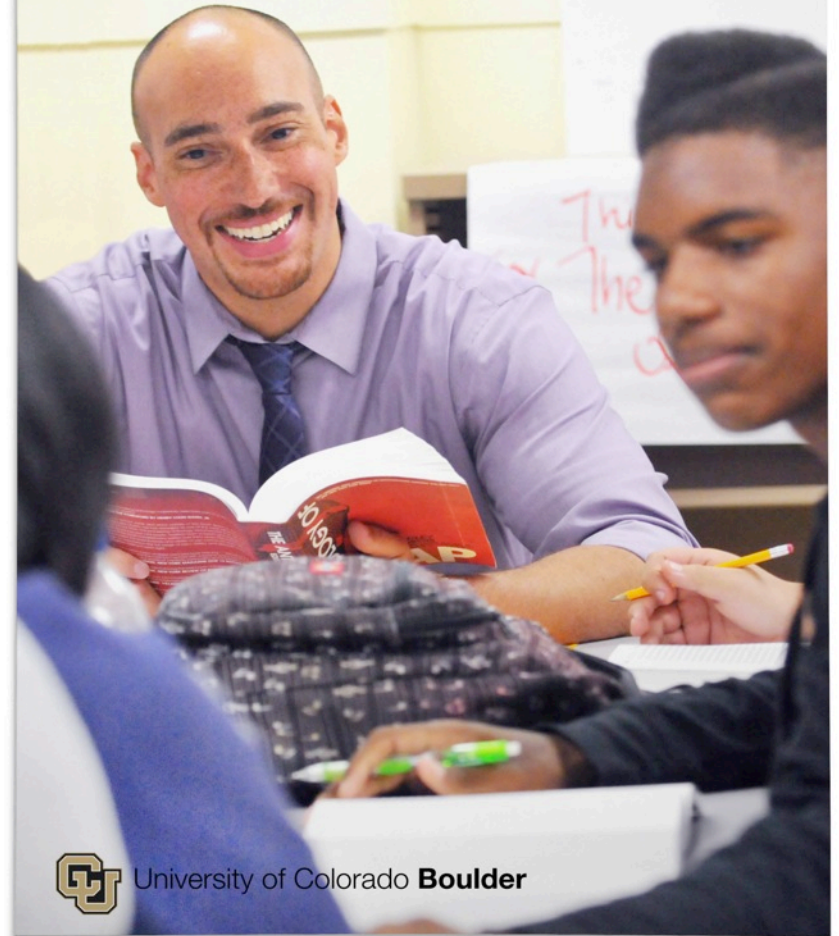


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FACULTY OUTREACH

Be engaged. Be caring. Be connected.

Be Boulder.



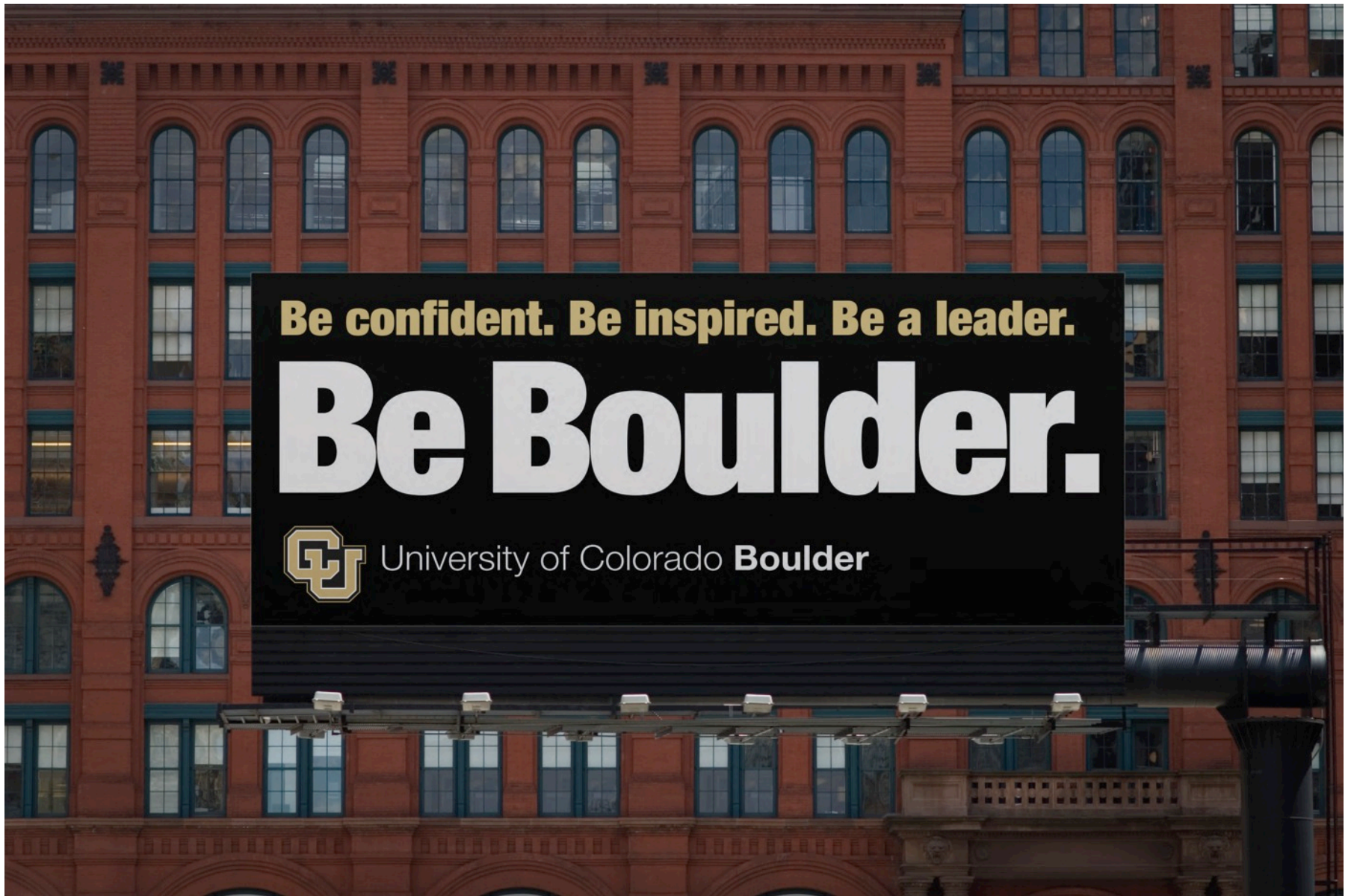
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Set Three



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Tyler Hartung (06'), co-founder of the Unreasonable Institute, a nonprofit that supports social entrepreneurship worldwide.

Tyler Hartung (06'), co-founder of the Unreasonable Institute, a nonprofit that supports social entrepreneurship worldwide.

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on the
right with
a typical
stomach
that for
a few days

and lumberyard he has
in Archer, Florida

and soil near a former
study in Washington, DC.
Albuquerque, New Mexico

Introduction

Substrate specified:
found in: Potomac River sediments
Site: Brantons and other bays
Red in: Groundwater from a city
Keweenaw mine in Rifle, Colorado

DECLARATION OF INTEREST

Use: Soil conditioner
in the San Luis Drain
in Mendota, California

College

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Ranked #11 among all comprehensive U.S. Public Universities*

**Center for World
University Rankings
2012*

Be Boulder.



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Game-changing environmental research

Institute of Arctic and Alpine Research

Be Boulder.



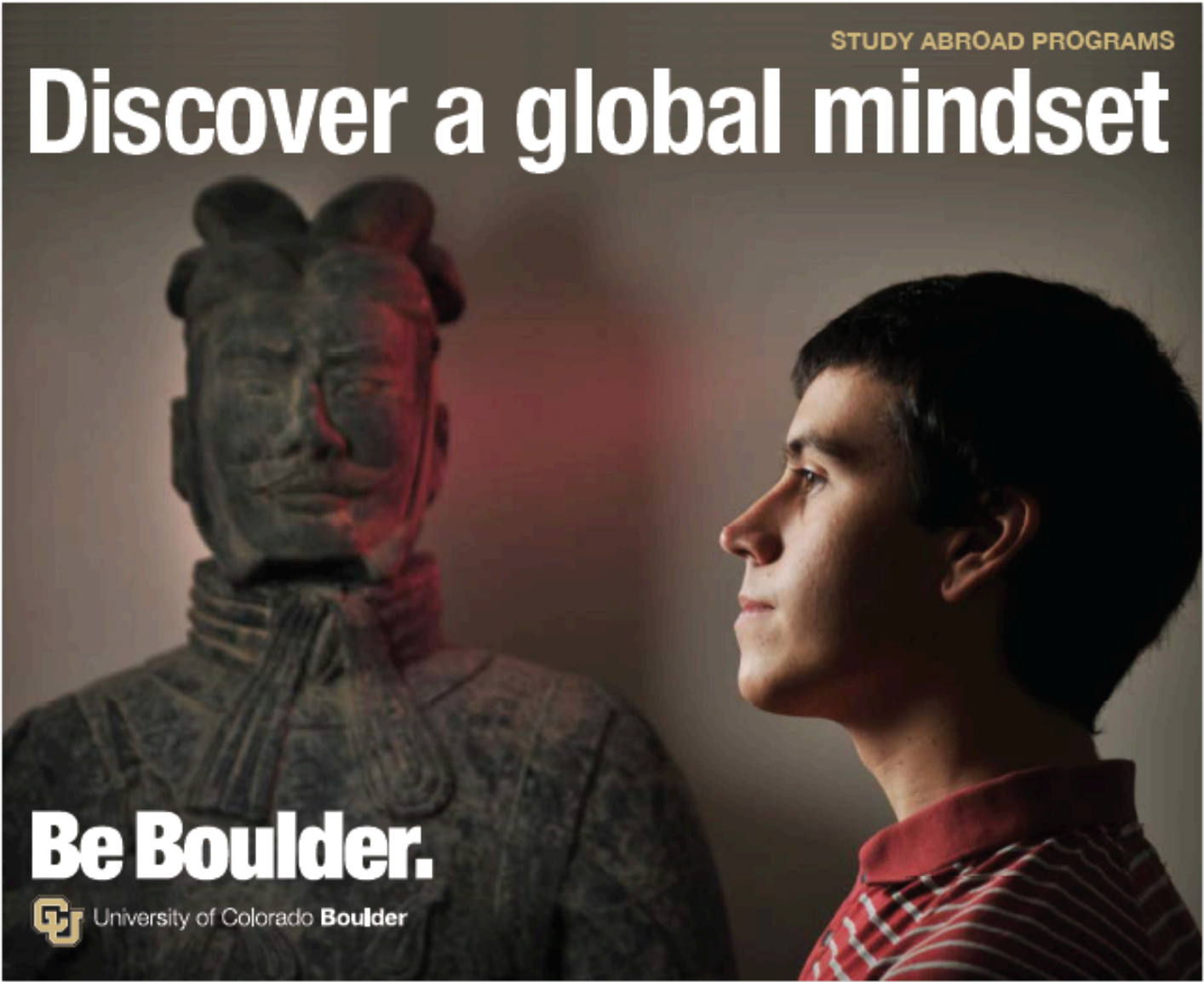
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STUDY ABROAD PROGRAMS

Discover a global mindset

A young man with dark hair, wearing a red and white striped shirt, is shown in profile, looking towards the left. In the background, there is a large, dark, ancient-looking statue of a person's head and shoulders. The lighting is dramatic, with a warm glow on the statue and the man's face.

Be Boulder.



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High-level Results

Across all groups, Set 2 is the recommended direction for creative development.

- Sets 1 and 3 did not connect with people as powerfully as Set 2.
- Sets 1 and 3 did not communicate a consistent message across the pieces.

Set 2 truly connects with people on an emotional and rational level.

- Some felt the set was directly speaking to them.

Connection is driven by the “Be language”—explains how CU-Boulder will help you realize your potential.

- The “Be language” very powerful—implies that **you** already have the ability to do these things and CU-Boulder is able to bring it out.
- You won’t lose who you are as a person—who **you** are as an individual will become more apparent.



Respondent Comments

“It [Set 2] tells me what Boulder can do for me and where Boulder can take me as opposed to what the school has accomplished or is proud of, it’s what the school can give me to be proud of.”

-Prospective student (Colorado Western Slope)

“I think this set [Set 2] tells me that there is great value in an education at CU BOULDER. This is mainly because of the awesome tag line and the smaller captions on the ad.”

-Prospective student (Northeast U.S.)

“With set 2, it tells me that CU Boulder will allow me to make mental improvements to myself, which is the most favorable message of the three sets.”

-Prospective student (Fort Collins)

“Now that I know CU Boulder students have so many diverse opportunities, I want to go to school there more!”

-Prospective student (Denver, CO)



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Respondent Comments

“While I like both sets 2 and 3, I think set 3 make the school seem just a bit more "extreme" in some way, and maybe isolating. I think set 2 gives the impression of a serious academic institution that I could see my son attend.”

-Prospective parent (Northeast U.S.)

“I liked set 2 because it speaks to me of the type of student that will emerge after graduating from CU Boulder. OF the 3 sets set 2 left me feeling that they would be the most mature and ready to go in the workforce confident, prepared and inspired.”

-Prospective parent (Chicago)

“This set [Set 2] casts CU as a rigorous institution, which is something I value (and my son is looking for) in a university.”

-Prospective parent (Fort Collins)

“This set suggests that CU is not only a great school but that it is a modern school that understands the needs changing needs of society.”

-Prospective parent (Highlands Ranch)



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Respondent Comments

“I think the three statement tag line on each speaks to what CU wants from its associations: to Be Boulder. The three statements each reflect something exciting and innovative and it is unique to CU.”

-Alumnus (Northeast U.S.)

“This set [Set 2] creates more of an emotional response to CU Boulder. I like some of the ideas in the third set, but it is just not quite as good as the second. In the second I really like the set of 3 other "Be" action statements. In the third set I like the way the CU is right under the Be Boulder. But if the CU was a little bigger in the second set that would be best.”

-Alumna (Grand Junction)

“I find the message to be the strongest and most inspirational in this set [Set 2].”

-Alumna (Southern California)

“These [Set 2] are great. Bold copy, engaging photos, simple yet effective.”

-Business leader (Boulder Chamber of Commerce)



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Next Steps

- Planning:
 - Development of a full rollout program
 - Elements, options & costs
- Potential Rollout Elements:
 - Casting call (students, faculty, staff, alumni, parents, friends)
 - Define “Be Boulder”
 - Leverage the individual successes of CU-Boulder people to finish the sentence: “CU-Boulder has enabled me to be...”
 - Individual stories to drive most compelling creative for rollout
 - TV advertisement (for broadcast, digital streaming)
 - Print advertising (web and environmental usage; e.g., billboards, airport signage)



Next Steps

- Potential Rollout Elements, continued
 - “Be Boulder” logo animations for DIA, university video boards, etc.
 - Website refresh (and rollout to key university websites; e.g., engineering, admissions, etc.)
 - “Be Boulder” microsite (central hub for individual “stories”)
 - Social media (hashtag #beboulder)
 - Radio tags (commercial stations)
 - Bus wraps
 - On-campus banner system
 - Media campaign (repurpose individual stories as news items)



Next Steps

- Coordination with campus communications, including integration/process/timing for:
 - Strategic Marketing Alliance
 - Admissions communications cycle (beginning January '14)
 - Alumni magazine
 - Enrollment Services (Bursar, Registrar, Financial Aid)
 - Orientation/Week of Welcome/Convocation
 - Parent Relations
 - Family Weekend/Back to Boulder
 - College of Engineering and Applied Science brand platform
 - College of Arts and Sciences brand platform
 - Other colleges/schools/institutes/centers/units
 - Athletics events/recruitment/advertising coordination



Strategic Marketing Alliance: Charge and Scope of Work

Enhance the brand perception of the university by reinforcing associations with academic excellence, unique research capabilities and value to the communities we serve:

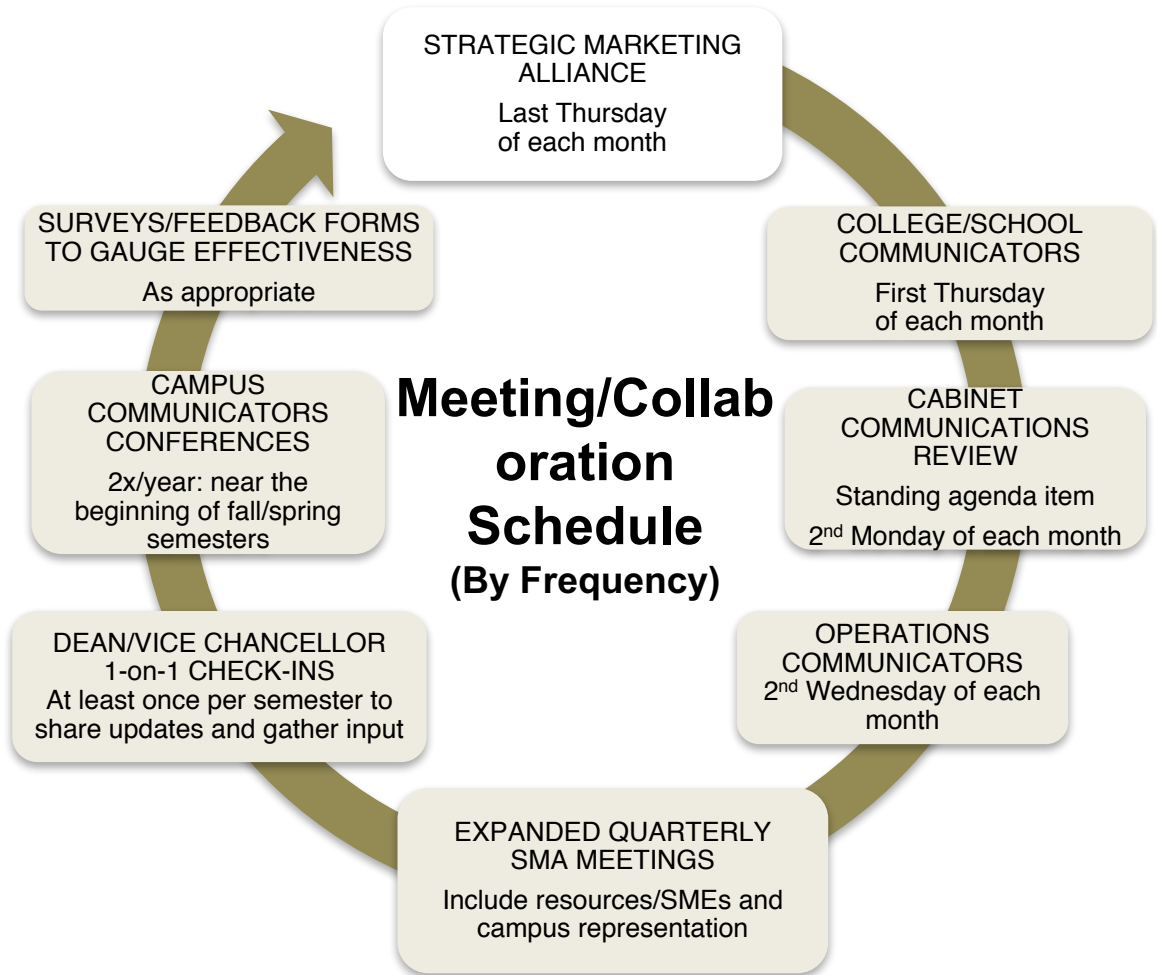
- Oversee brand identity/message platform
- Coordinate marketing strategies to achieve tightest alignment possible (everyone has input)
- Consult with colleges/schools/units on marketing initiatives
- Connect Cabinet/executive leadership with all CU-Boulder communications efforts (enable executive direction)



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Meeting/Collaboration Schedule

- Monthly SMA meetings aligned with monthly college/school and operations communicators meetings
- Monthly Cabinet communications review (standing agenda item)
- Expanded quarterly SMA meetings
- Regular Dean/Vice Chancellor one-on-one check-ins (at least 1x/semester)
- Campus Communicators Conferences (2x/year; fall/spring)
- Regular survey/feedback forms to assess effectiveness (tensions, challenges, etc.) and adjust strategy



Brand/SMA Committee Members

Combine existing Brand Identity Standards Board and Strategic Marketing Alliance members:

UComm:

Frances Draper – VC (Chair)
Jon Leslie – Marketing
Will Kubie – Brand (Exec. Secretary)
Bronson Hilliard – News

Alumni:

Executive Director – Ryan Chreist
Marketing Director – Peter Burke

Athletics:

Athletics Director – Rick George
Chief Marketing Officer – Matt Biggers
Licensing – JT Galloway

Student Affairs:

VC - Deb Coffin
Comm Lead – George “Barney” Ballinger

Admissions:

Director – Kevin MacLennan
Director of Communications – Jennifer Schufer

Academics:

Dean of Continuing Education – Anne Heinz
Director of Marketing, Continuing Education/Outreach – Ted Rockwell
All Deans – open standing invitation

CU Development/Advancement Office:

VC, Development – Carolyn Whitehead
VP, Development Marketing – Gigi Reynolds

Faculty:

BFA representative

Students:

CUSG representative



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Questions/Comments?



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