

The impact of reputation management, public engagement and branding

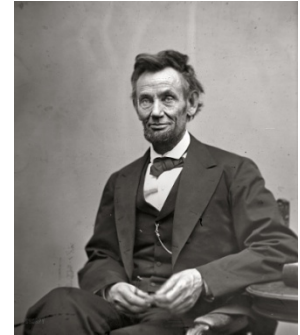
Mark Sudbury, UCL

- What is reputation?
- Why does it matter?
- How do we build reputation
- The reputation toolkit – branding, public engagement
- Some lessons from UCL

What is reputation?

Character is like a tree and reputation its shadow. The shadow is what we think it is; the tree is the real thing.

Abraham Lincoln



Reputation is founded on the Group's record, the judgement or experience of third parties and the views they form about our activities and actions of our employees



BP

What people say about us

Reputation – the university context

- Importance of legacy and history
- National and International context
- The Ivory Tower concept – not interested in what others think or focused on our links to wider society
- New global drivers
- The rise of the league tables



Why reputation matters

- Helps to attract and retain the best **STAFF**
- Directly contributes to recruiting the best **STUDENTS** – particularly internationally
- Affects **FUNDING** decisions – to support research, teaching and institutional development
- Influences our ability to engage with the best **COLLABORATIONS** / partnerships

Staff & Students

- The best academic staff
 - Global competition / increased mobility
 - Reputation a key driver for international staff (*World 100 Research*)
- The best students
 - Globally, increased volume and contribution– up 78% in 10 yrs
 - Governments increasingly using rankings to direct scholarships
 - Nationally, 56% of UK students placed reputation as top decision making factor in choice of institution



Funding & Partnerships

- Funding decisions
 - National governments focusing on research concentration
 - Strategic partnerships with commercial / charitable funders
- Collaborations / partnerships
 - Global academic partnerships
 - Increasing focus on scale
 - Business engagement

How do we build reputation?

- Identify strengths and focus through corporate strategy
- Achieve internal buy-in
- Understand key audiences and their drivers
- Structured and targeted communications
- Manage risks to reputation

Delivery of key academic mission and services

The reputation toolkit

*DELIVERING EXCELLENCE IN
TEACHING & RESEARCH*

BRANDING

MEDIA
RELATIONS

INTERNAL
COMMS

MARKET
RESEARCH /
EVALUATIO
N

SOCIAL
MEDIA

PUBLIC
ENGAGEMENT

Branding

***your corporate identity = a visual shorthand
for everything you do***

- Maintaining **A STRONG CONSISTENT** brand reinforces institutional strengths
- Be **RECOGNISED AND DIFFERENTIATED** in a competitive market
- Harnessing the strengths of **ONE INSTITUTION** for our wide range of audiences



Branding – delivery

- Institutional buy-in to strategic approach
- Clarity on boundaries, sub-brands & partnerships
- Corporate identity guidelines:
- Review and refresh



Public Engagement

- The many ways universities, their staff & students can connect & share their work with the public
- Generates mutual benefit and builds trust & understanding; increases the sector's relevance to, and impact, on society
- Builds reputation with funders, governments, local communities
- Helps protect reputation in times of economic challenge



UCL

- Founded 1826
- First open access UK university
- Pioneering academic discovery
- Global outlook - Choshu Five
- Leader in highly-cited research

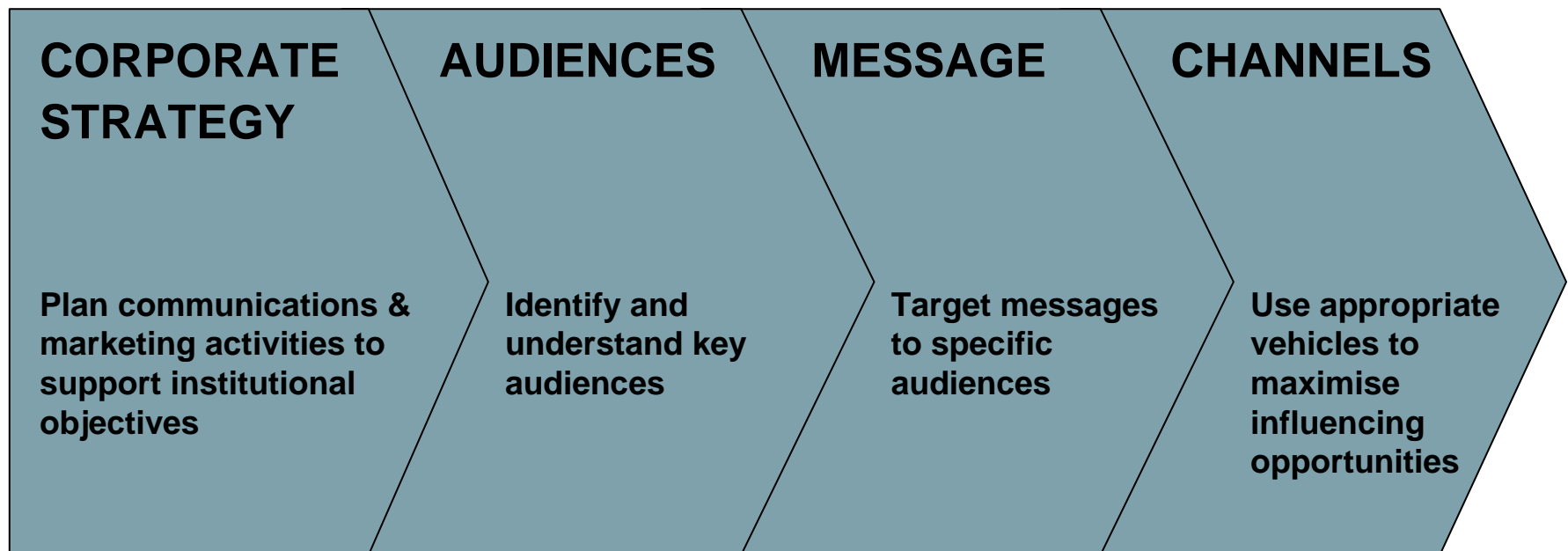


UCL – reputation challenges

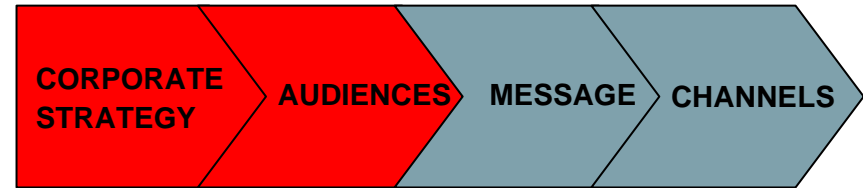
- Part of University of London
- Name recognition in some markets
- Strong sub-brands
- Diversity and devolution



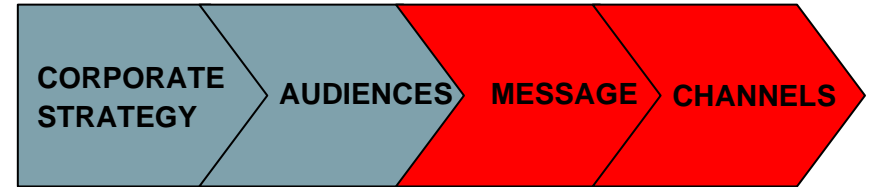
Strategic Approach to Reputation Management



Strategy / Audiences



Messages / Channels



Planning & Delivery

- UCL Communications network
- Communications grid – planning, sequencing
- Assessing / mitigating risks to reputation
- Key message framework
- Corporate Identity guidelines & styleguide
- Evaluation/ monitoring

Reputation – measuring success

- Establishing a base point
- Prioritising audiences
- Stakeholder perception research
- Key metrics across range of communications channels
- External assessments – rankings