

Running head: CONSTRUCTING UNIVERSITY BRANDS

Constructing University Brands Through University Research Magazines

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Abstract

Universities have increasingly employed branding strategies in recent years to address the commercial and strategic pressures placed on them over the last decade—pressures which are the result of a changing academic environment which requires universities to raise funds and recruit top quality students and researchers. As it could be argued that university publications potentially instantiate a great deal of a university's brand equity, this study examines the role of university research magazines in constructing university brands. Theories of branding and integrated marketing communications (IMC) were explored and related to a case study of the University of Ottawa and its research magazine, *Research Perspectives*. Specifically, a survey of *Research Perspectives* readers was conducted with a statistical and qualitative analysis of the data. The results indicate that university research magazines support the four brand equity measures of awareness, perceived quality, loyalty and association. Such benefits are greater and more visible if the university has an integrated approach to its communication. The survey was conducted with limited financial and human resources, but nevertheless yielded significant information that can guide university administrators and university research magazine editors in deciding on the future of the university research magazine.

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Table of Contents

Abstract	2
Acknowledgement	3
Table of Contents	4
Tables	6
Figures	8
Legend	9
Chapter 1: Introduction	10
Thesis Objectives	12
Framework and Methodology	13
Overview of Thesis	14
Chapter 2: Literature Review	16
Branding.....	16
Integrated Marketing Communication (IMC).....	26
Evaluation of Public Relations and Communication	29
Universities and their Research Magazines	31
Chapter 3: Case Study – The University of Ottawa	43
The University of Ottawa Communication Initiatives.....	44
Research Perspectives	49
Chapter 4: Methodology	51
Research Design.....	53
Format of Survey	54
Survey Questions Related to Branding	55
Sample Pool and Survey Participation.....	59
Chapter 5: Results	62
Analysis of University of Ottawa Communication Materials.....	62
Readership Survey	66
Impact of Research Perspectives	68
Perceptions of Research at uOttawa	77
uOttawa Compared to other Canadian Universities.....	80
Reading Habits of Survey Respondents.....	87
Feedback on the Print Version	91
Feedback on the Online Version.....	94
Demographics of Survey Respondents	96
Select Reader Comments	102
Chapter 6: Discussion	106
Brand Awareness	107
Perceived Quality.....	109
Brand Loyalty	113

Brand Association.....	114
Demographics of Respondents vs. Distribution List	117
Reading Habits of Survey Respondents.....	119
Reader Comments.....	120
Summary of Findings.....	122
Implications.....	123
Limitations	125
Chapter 7: Conclusion.....	128
Bibliography	131
Appendix A: Ethics Certificate.....	140
Appendix B: Survey Advertisement.....	142
Appendix C: Survey.....	143
Appendix D: uOttawa’s <i>Vision 2010</i>	150
Appendix E: Our Brand – Canada’s university	153

Tables

Table 1	<i>Research Perspectives</i> distribution by language.....	59
Table 2	<i>Research Perspectives</i> distribution by segment.....	59
Table 3	Usefulness in keeping you informed about uOttawa research (print version).....	69
Table 4	Usefulness in keeping you informed about uOttawa research (online version)	70
Table 5	Contribution to establishing a positive reputation for uOttawa research (print version).....	71
Table 6	Contribution to establishing a positive reputation for uOttawa research (online version)	72
Table 7	Reading <i>Research Perspectives</i> has sparked my interest in uOttawa research.....	73
Table 8	Reading <i>Research Perspectives</i> has made me excited about the variety of research at uOttawa.	74
Table 9	<i>Research Perspectives</i> helps me realize that funding university research is a worthwhile endeavour.....	75
Table 10	<i>Research Perspectives</i> conveys the message that university research has an impact on society.....	76
Table 11	Research conducted at uOttawa is highly innovative.	77
Table 12	Would you recommend uOttawa as a place of education to your friends and family?	78
Table 13	Would you recommend uOttawa as a place of research to your friends and family?	79
Table 14	uOttawa is one of Canada's top five research universities.....	81
Table 15	Name three of Canada's top five research universities – Universities named first	83
Table 16	Name three of Canada's top five research universities – Universities named second	85
Table 17	Name three of Canada's top five research universities – Universities named third	86
Table 18	How often do you read <i>Research Perspectives</i> ?.....	88
Table 19	Thinking of the last issue of <i>Research Perspectives</i> that you remember seeing, how thoroughly would you say you read or scanned it?.....	89
Table 20	In what format do you read <i>Research Perspectives</i> ?.....	90
Table 21	What other publications do you read on a regular basis?	91
Table 22	Have you read the print version of <i>Research Perspectives</i> during the last year?	92
Table 23	Credibility of information (print version).....	93
Table 24	How many people including yourself usually read your copy of <i>Research Perspectives</i> ?	94
Table 25	Have you visited <i>Research Perspectives</i> online at www.research.uOttawa.ca/perspectives during the last year?	95
Table 26	Credibility of information (online)	96

Table 27	Survey participation by language.....	97
Table 28	Survey participation by age	98
Table 29	Survey participation by uOttawa affiliation.....	99
Table 30	Survey participation by affiliation (grouped)	99
Table 31	Survey participation by occupation	100
Table 32	Survey participation by employer.....	101

Figures

Figure 1 Usefulness in keeping you informed about uOttawa research (print version)..... 69

Figure 2 Usefulness in keeping you informed about uOttawa research (online version) 70

Figure 3 Contribution to establishing a positive reputation for uOttawa research (print version) 71

Figure 4 Contribution to establishing a positive reputation for uOttawa research (online version)..... 72

Figure 5 Reading Research Perspectives has sparked my interest in uOttawa research..... 73

Figure 6 Reading Research Perspectives has made me excited about the variety of research at uOttawa. 74

Figure 7 Research Perspectives helps me realize that funding university research is a worthwhile endeavour..... 75

Figure 8 Research Perspectives conveys the message that university research has an impact on society..... 76

Figure 9 Research conducted at uOttawa is highly innovative. 78

Figure 10 Would you recommend uOttawa as a place of education to your friends and family? 79

Figure 11 Would you recommend uOttawa as a place of research to your friends and family? 80

Figure 12 uOttawa is one of Canada's top five research universities..... 81

Figure 13 How is research at uOttawa different from research at other Canadian universities?.....82

Figure 14 Name three of Canada’s top five research universities – Universities named first 84

Figure 15 Name three of Canada’s top five research universities – Universities named second 85

Figure 16 Name three of Canada’s top five research universities – Universities named third 87

Figure 17 How often do you read Research Perspectives? 88

Figure 18 Thinking of the last issue of Research Perspectives that you remember seeing, how thoroughly would you say you read or scanned it? 89

Figure 19 In what format do you read Research Perspectives? 90

Figure 20 What other publications do you read on a regular basis? 91

Figure 21 Credibility of information (print version)..... 93

Figure 22 Have you visited Research Perspectives online at www.research.uOttawa.ca/perspectives during the last year? 95

Figure 23 Credibility of information (online) 96

Figure 24 Survey participation by language..... 97

Figure 25 Survey participation by age 98

Figure 26 Survey participation by affiliation (grouped) 99

Figure 27 Survey participation by occupation 100

Figure 28 Survey participation by employer..... 102

Legend

IMC	Integrated Marketing Communication
M	Mean
PR	Public Relations
RP	Research Perspectives
SD	Standard Deviation
SE	Standard Error
SK	Skewness
uOttawa	University of Ottawa
U.S.	United States
URM	University Research Magazine
URMA	University Research Magazine Association

Chapter 1: Introduction

Federal and provincial governments in Canada have developed strategies to support research and increase the number of graduate students in order to enhance Canada's global competitiveness (*Canada's Innovation Strategy—Achieving Excellence*, 2002; *Mobilizing Science and Technology to Canada's Advantage*, 2007). As noted in a report released by the C.D. Howe Institute on this topic, research and graduate students go hand in hand, thus increasing the need for research funding (Finnie & Usher, 2007). However, governments have decreased funding for universities for the past two decades with per student funding falling by 36% over 20 years (Mount & Belanger, 2001). This decrease, combined with escalating demands on their resources, have required universities to forge corporate partnerships, name buildings after benefactors and adapt their research agendas to the needs of the private sector (Dwyer, 1997, as cited in Mount & Belanger, 2001).

Universities have also entered into a period of intense hiring of faculty due to the looming retirement wave as well as the increased number of positions necessary to address enrolment growth (Church, 2007; Mahoney, 2007). Furthermore, in order to support their strategic business objectives—particularly to attract funding as well as top quality students and faculty—universities have joined the corporate sector in trying to reap the benefits of strong organizational brands. According to Lewandowski (as quoted by Brookes, 2003), it is becoming ever more frequent "...for the economics of running a university...[to be]...comparable to running a business" (p. 139). In fact, Brookes (2003) goes as far as to suggest that it has become necessary for all higher education institutions to change their marketing planning processes.

Universities worldwide have invested heavily in communication activities in recent years to create a desired image (i.e. brand in the mind of their communities). Jevons (2006) points out that universities indeed spend large sums of money on promoting themselves, without supporting such investments with actual research and without being clear on the purpose, identity and quality of the brand and product. According to Argenti (2000), such an investment in a strong reputation allows a school to entice the best recruits and faculty, enjoy lower staff turnover, charge higher tuition fees and experience fewer crises.

University brands are built through creating awareness, interest and loyalty among internal and external stakeholders, such as students, alumni, politicians, donors, faculty members, staff, media and the general public. Throughout this process, research has emerged as one of the leaders in creating a university brand by demonstrating an institution's excellence and relevance in a variety of fields. This is evidenced by formal strategic plans, such as the University of Ottawa's *Vision 2010*, where research plays an important role in accomplishing several of its strategic goals. However, it can also be witnessed by the continued integration of research promotions with universities' overall marketing strategies. Many institutions in Canada and the United States have reorganized and added resources to the promotion of research, including the University of Ottawa where two new positions in research communications were created in 2006. In fact, as Kirp (2003) notes, "with the advent of Big Science, research has turned into an ever more high-stakes proposition" (p. 5).

With such high stakes, university research magazines (URMs) have played an important role for decades as a means of reporting on research projects and their results.

The mission of most URMs is to help explain complicated research and put research in a broader context, thus contributing to the recruitment of students and faculty as well as the generation of public and private support (Myers, 2005). Some of the longest standing URMs are from the U.S. while Canadian URMs emerged approx. 10 years ago. While some URMs have enjoyed a long-standing existence with plenty of support and resources from their institution, others have been shut down due to funding difficulties and perhaps a perception that URMs do not provide a good or measurable return on investment.

These discrepancies demonstrate that there is no clear consensus on the value of URMs to universities. Furthermore, funding and staff resources vary widely from institution to institution. This study attempts to shed some light on the impact of URMs on their audience to help universities decide whether to support their URM or allocate resources elsewhere.

Thesis Objectives

Cobb-Walgren et al. (1995) emphasize that measuring brand equity is a crucial step in determining how to manage a brand. Given the high costs associated with branding activities and the production of print publications, this study's objective is to examine whether and how a university research magazine, as one of many branding activities, contributes to a university's brand equity by building the institution's reputation among its target audiences. The researcher's hypothesis is that research magazines through their extensive readership and wide coverage of topics contribute in a positive way to building an institution's reputation and thus are an important tool in constructing a university's research and institutional brand. The research question this study thus aims to answer is: Do university research magazines contribute to the

construction of university brands? The implications of these findings are potentially critical as they raise important questions about the value and contributions of URMs in an increasingly competitive academic world characterized by a scarcity of human and financial resources.

Framework and Methodology

The theoretical frameworks for this study include branding and integrated marketing communications (IMC), as well as the evaluation of public relations and communications programs. The methodology is based on a case study of the University of Ottawa, including its history of branding as well as a survey of readers of *Research Perspectives*, the university's research magazine.

The study is structured on a combination of primary and secondary research. An extensive review of literature on branding, IMC and evaluation was conducted. Activities in universities and the research enterprise were examined in order to address the unique circumstances and needs in higher education marketing and communications. The University of Ottawa served as a case study based on its work in brand and reputation building over the past six years. An important element in this case study was the survey of readers of uOttawa's research magazine, *Research Perspectives*. This readership survey aimed at uncovering potential influences of the URM on the institution's brand. An extensive analysis of survey results proved useful not for predictive purposes, but to explore possible trends and to determine further research needs and directions.

Overview of Thesis

This thesis is organized into the following chapters:

Chapter 1: Introduction

This chapter puts into context the competition among universities and the subsequent need for differentiation. It also briefly explains the origins of university research magazines as well as the lack of understanding of their effectiveness in promoting research and universities. The objective, framework and methodology of this thesis are explained.

Chapter 2: Literature Review and Framework

The literature review explores the following four theoretical areas: (1) branding and reputation; (2) integrated marketing communications (IMC); (3) evaluation; and (4) universities and university research magazines.

Chapter 3: Case Study – The University of Ottawa

The University of Ottawa provides an excellent case study based on its strategic branding efforts over the past six years and the availability of relevant documentation. *Research Perspectives*, the university's research magazine, is introduced here.

Chapter 4: Methodology

This chapter describes the case study methodology and research design. In particular, this section outlines the readership survey format, the survey's reflection of brand equity factors and the survey sample and participation.

Chapter 5: Results

The results of the readership survey reported and divided into several categories, including (1) impact of *Research Perspectives*; (2) perceptions of research at uOttawa; (3)

uOttawa compared to other Canadian universities; (4) reading habits of survey respondents; (5) feedback on the print version; (6) feedback on the online version; (7) demographics of survey respondents; and (8) reader comments.

Chapter 6: Discussion

The survey results are discussed in the context of brand equity. Comparisons are drawn between the demographics of survey respondents and the overall distribution list of *Research Perspectives*. The reading habits of respondents and qualitative comments are analyzed, followed by a summary of findings, implications and limitations of this study.

Chapter 7: Conclusion

The conclusion summarizes the impact of this thesis.

The bibliography and appendices contain all readings and materials relevant to this study.

Chapter 2: Literature Review

The relevant literature supporting this study can be divided into four overarching categories: (1) branding and reputation; (2) integrated marketing communications (IMC); (3) evaluation; and (4) universities and university research magazines. While some of the literature refers specifically to universities, the majority understandably focuses on corporations, given the long-standing history of corporate branding and the dearth of such a history in an academic context. Informative and useful inferences can nonetheless be derived from the literature on corporate and service branding to the academic market, given the necessity for universities to distinguish themselves in order to attract funding and highly qualified students and researchers.

Branding

Branding is an often misunderstood concept, which is why it is useful to define what it is *not*: it is not simply the name of a company or product; it is not simply using an existing name for a new product; it is not an advertising campaign, a marketing slogan, or a logo (Levine, 2003, p. 2). ‘Brand management’ no longer means advertising alone, but instead focuses on a customer’s experience around the brand (Rubinson & Pfeiffer, 2005). In fact, brands add social and cultural meaning to a product or organization (Danesi, 2006). Brands are only useful where there exists ambiguity and risk, helping the consumer make a choice (Kapferer, 2000). The value of a brand has evolved in legal terms as well and is thought to reside in its brand equity (Arvidsson, 2006). Reynolds and Phillips (2005) contend that brand equity is the key to understanding the net impact of marketing. Branding can facilitate the increasingly difficult task of differentiating a product or service, provided it is actively managed (D. Aaker, 2003). In essence, brand

equity is thought to protect a brand from competitive attacks (Cobb-Walgren et al., 1995). Ries & Trout (1986) go as far as arguing that organizations should not be customer-oriented but competitor-oriented, an approach they consider much more strategic. Similarly, there has been a shift in focus from product branding to corporate branding, which is thought to be more strategic to the organization, albeit much more complex to manage (Clow & Baack, 2004; Knox & Bickerton, 2003). Brands frequently fail, contrary to popular belief, which can put the whole organization at risk (Haig, 2003).

Definition of Branding and Brand Equity

Branding and brand equity are usually defined around the concept of adding value to a product or service. According to Aaker (1996a), a pioneer and icon of branding, ‘brands are pivotal resources for generating and sustaining competitive advantage’. Such an advantage is thought to be generated through the words and actions of consumers, resulting in the value of a brand or brand equity (Hoeffler & Keller, 2003). As Hoeffler and Keller (2003) point out, most definitions of brand equity “rely on brand knowledge structures in the minds of consumers – individuals or organizations – as the source or foundation of brand equity” (p. 421). A strong brand can create differentiation and preference as well as command a premium, all of which contribute to the strength of a brand (Perry & III, 2003). Keller (2003) was able to succinctly define brand equity as “the differential consumer response from knowing the brand.” Such brand knowledge becomes valuable when it leads to specific behaviour, as described by Arvidsson (2006):

Brand equity stands for its capacity to generate a future value stream, either through its stability to extract a premium price from consumers (for example being prepared to pay more for a Rolex watch than for an unbranded, if

functionally equivalent, watch) or through its ability to attract capital (for example, investors prefer to place their funds in a company that they know and sympathize with), or otherwise facilitate relations with interested parties (distributors, producers, etc.). (p. 189)

Arvidsson (2006) further contends that brand management's goal is to create a consistent affective pattern on the masses, which in turn supports brand equity "...in terms of loyalty, awareness, associations and even metaphysical meaning" (p. 190). One can also think about brand equity in two distinct ways: the first involves consumer perceptions, such as awareness brand associations, perceived quality, whereas the second involves consumer behaviour, such as brand loyalty or the willingness to pay a high price (Cobb-Walgren et al., 1995).

Brand equity adds or subtracts value to a product or service. Thus, for the purpose of this study, brand equity will be divided into the following asset categories (D. A. Aaker, 1996a; Joachimsthaler & Aaker, 1999): (a) brand awareness, (b) brand loyalty, (c) perceived quality, (d) brand associations. This chapter will examine the literature around each of these brand assets.

a. Brand awareness.

Brand awareness is a topic of much discussion in contemporary consumer-oriented society and will figure prominently in this study. There are several types of brand awareness mentioned in the literature, most of which will be integrated into the planned survey, particularly recognition, recall, top-of-mind and brand opinion (D. A. Aaker, 1996a, 1996b; D. A. Aaker & Joachimsthaler, 2000). Although brand awareness can be an undervalued asset, it has been shown that awareness and familiarity affect

perceptions, beliefs, taste, and even liking (D. A. Aaker & Joachimsthaler, 2000; Miles Homer, 2006). According to Aaker (1996a, p. 11), when consumers recognize a brand, they assume it must be good since the company would otherwise not spend money on supporting the brand. Brand visibility conveys leadership, success, quality and excitement (Joachimsthaler & Aaker, 1999), which universities are undoubtedly keen to project. Hoeffler and Keller (2003) have investigated the advantages of strong brands and reported numerous interesting results that support building brand equity. For one, they found that high equity brands usually have high familiarity—including prior knowledge, ownership or exposure to the brand—which make the consumer feel confident about the brand. Other research indicates that consumers also tend to give more attention, comprehension and retention to familiar brands (Tellis, 1988, as cited in Hoeffler & Keller, 2003). Recognition and awareness often reflect familiarity gained from past exposure. Indeed, recognition alone can result in liking and more positive feelings about a brand, sometimes called the ‘halo effect’. Interestingly, consumers also seem to better remember the communication of messages related to stronger brands (Hoeffler & Keller, 2003).

b. Perceived quality.

Products and services that are believed to hold superior quality create superior profitability for the organization (Gale, 1994). For universities, perceived quality could be an important brand asset for two reasons—it is often the major if not principal strategic thrust of a business, and it is linked to and often drives other aspects of how a brand is perceived (D. A. Aaker, 1996a). Clearly, the quality of teaching and research in universities is one of the topics of interest to current and potential students, their parents,

faculty as well as the media, as demonstrated by the many ranking and evaluation reports published in newspapers and magazines, such as the *Research Infosource* rankings, *Globe and Mail* University Scorecard, *Maclean's* rankings, or the National Survey for Student Engagement (NSSE). Perceived quality is linked to and often drives other aspects of how a brand is perceived, such as a measure of “goodness”. It differentiates and positions the brand compared to competitors and thus constitutes a reason to “buy”.

c. Brand Loyalty.

Brand loyalty is sometimes referred to as the “holy grail of branding” because it provides stability (Levine, 2003, p. 195). As Aaker and Joachimsthaler (2000) emphasize, brand loyalty is at the heart of any brand’s value; a brand with a small but intensely loyal customer base can have significant brand equity. Moving up the brand equity pyramid from awareness to preference to loyalty to commitment “creates an unbreakable customer relationship” (LePla, Davis, & Parker, 2003, p. 8).

Duncan and Moriarty (1997) examine the nature of brand relationships and differentiate between the uses of social, psychological, financial and structural links between the brand and its users. Social links have long been used to build relationships based on personal interactions, while psychological links are typically associated with a certain lifestyle, status need or self-expression (Thomas Duncan & Moriarty, 1997). Universities create an environment that is rich with social and psychological experiences for students, staff, faculty, donors, and all of their other stakeholders. For example, “frosh week”, campus barbeques, charity drives, Homecoming, galas, and many other events are geared at creating a sense of community and thus a sense of loyalty to the institution.

Brand communities are another means of creating and reinforcing brand loyalty, based on social relationships between the users of a brand and other brand community members, including other customers as well as marketers (McAlexander, Schouten, & Koenig, 2002). McAlexander et al. (2002) specifically suggest that a firm can benefit in many ways from proactively ‘cultivating brand community’, including those discussed at the beginning of this section.

As much research indicates, retaining existing customers is much less costly than attracting new ones (D. A. Aaker, 1996a). In addition, loyal customers are more likely to pay a premium, refer others to the brand and generally spend more money (Reichheld, 1994; as cited in Tom Duncan & Moriarty, 1998). The larger the core group of customers, the greater the brand benefits (Reynolds & Phillips, 2005). In fact, Aaker (1996b) starts his list of “Brand Equity Ten”, a list of measures that track and evaluate brand equity over products and markets, with brand loyalty. He asserts that the value of other measures such as perceived quality and associations often depends on their ability to influence loyalty. Rubinson & Pfeiffer (2005) echo this sentiment and suggest that consumers’ favourable attitude towards a brand leads them to buy or stay with that brand. Such loyalty among existing “customers” represents a substantial barrier to competitors and decreases the vulnerability of a brand. An individual’s loyalty to a brand consists of three components: beliefs, behaviour and the intention to maintain the brand in the future (Reynolds & Phillips, 2005).

Brand loyalty in a university context is demonstrated in a number of ways. For example, current undergraduate students may enrol in graduate studies at the same university or alumni, employees and faculty may enrol their children at the university.

d. Brand associations.

Brand associations have been shown to influence brand ratings, i.e. brand equity (Dillon, Madden, Kirmani, & Mukherjee, 2001). Brand associations are key to building strong brands since they represent what the brand stands for in the customer's mind (D. A. Aaker, 1996a). In essence, brand association helps process and retrieve information about the brand and, in the ideal case, creates a positive attitude and feelings about the brand. However, brand associations are not always positive. The media and public have referred to Carleton University as "last chance U" (Tam, 2006), a degrading brand association that any university would like to discourage. In September 2007, provincial Conservative party leader John Tory referred to the University of Ottawa as "U of Zero" while on the campaign trail. In addition to the resulting media coverage, the video clip of the incident ended up on YouTube with thousands of hits (Butler, 2007), thus demonstrating how one person's brand association can have a significant impact.

The Value of Branding

Davis (2005) acknowledges the importance for marketers to be more accountable for their spending and thus develop measurements that determine what drives customers' attitudes, behaviours and results. In fact, he warns that it is easy to be misled without properly constructed measures for brand equity and argues that marketers who accomplish such accountability will see their budgets increased to sustain their efforts. Regardless of the discussions around the cognitive implications of branding, what most organizations are interested in is an actual change in behaviour, not merely attitude towards the brand. How does a university benefit from an alumna's positive attitude if she does not recommend the university to her friends, donate money to it or enroll her

children there? According to Kirp (2003), small differences in reputation have significant consequences, where prestige attracts more top students and professors, which in turn secures larger donations and grants as well as industry contracts.

It is important to note that numerous studies argue that consumer attitudes may not be consistent with their actual behaviour (Page & Fearn, 2005). While a good reputation is considered a basis for building a strong brand, it does not automatically guarantee success – although a bad reputation is likely to make it difficult to build strong brand equity (Page & Fearn, 2005). A good reputation is nonetheless crucial in attracting highly qualified employees, influencing government decision-makers and meeting the strategic and financial objectives of an organization (Saxton, 1998; Vegrin & Qoronfleh, 1998; as cited in Nakra, 2000). Nakra (2000) further argues that in an age of information overload and countless choices, customers are using corporate reputation as a way to simplify buying decisions. In fact, it has been shown that reputation affects financial performance (Saxton, 1998; Vegrin & Qoronfleh, 1998; as cited in Tom Duncan & Moriarty, 1998; Saxton, 1998; Vegrin & Qoronfleh, 1998; as cited in Nakra, 2000). Several researchers, including Duncan (1997) and Madhavaram, Badrinarayanan, & McDonald (2005), endorse integrated marketing and effective communication as a way to build brand awareness and a positive brand image. Paying attention to how a university's various constituents interact and “morph together” takes a more strategic approach to managing reputation (Argenti, 2000). In fact, Duncan and Moriarty (1998) argue that “communication, because of its meaning-making and organizing functions, plays a unique role in building brand relationships” (p. 2).

The Brand as a Communication Object

Semiotics provides a framework to look at the brand as a communication object, i.e. a symbolic representation of what the brand stands for. Peirce (1960), a pioneer in semiotics, asserts that “we think only in signs” and thus one could argue that signs should always constitute a key element in any branding strategy to create the desired “image” in the mind of the consumer. Signs can be words, images, sounds, or even flavours to which we attribute meaning. Saussure defined a sign as an entity consisting of a ‘signifier’ and a ‘signified’ (1983). The signifier is the form which the sign takes, often interpreted as the material form of the sign, i.e. the thing that can be seen, touched, or heard. The signified is the concept or notion it represents. It is important to note that the value of a sign always depends on its relation with other signs within the system, similar to a game of chess where the value of each piece depends on its position on the chessboard (Saussure, 1983). Advertising is a modern day example of this relative value – the positioning of a product gains its value from the relative position to other products in a category. Branding provides the strategy for this positioning and is thus inextricably linked to advertising and semiotics.

The relationship between signs and meaning is one of the most important questions in communication theory, according to Moriarty (1996).

Peirce distinguished signs into three categories: symbols, icons and indices (Moriarty, 1996; Pierce, 2003).

1. **Symbols** are arbitrary and the relationship must be learnt. The image answers the question: “To what does it refer?” Examples include alphabetical letters, words, phrases, the Statue of Liberty, a flag or traffic lights.

2. **Icons** directly resemble the signified or possess a 'likeness'. The image answers the question: "What or who is it?" Examples include portraits, models, metaphors or gestures.
3. **Indices** are directly connected to the signified and such a connection can be observed or inferred in nature, i.e. unseen elements are recognized. The image answers the question: "To what does it point or what does it indicate?" Examples include smoke, footprints or the sound of a train whistle.

Lorimer and Gasher (2004, p. 86) posit that "the semiotic analysis of popular culture has concentrated on decoding the hidden ideological meanings in things..." Such an analysis distinguishes between the denotative (obvious, self-evident) meaning and the connotative (implied) meaning. Lorimer and Gasher (2004) cite examples of advertisements, where images seem banal and obvious on the surface, but contain many connoted meanings that are aimed at appealing to the target consumers in a specific way.

In fact, Chisnall (2003) reminds us that

"Contemporary patterns of consumption are influenced by many factors, including, for example, advertising, packaging, product design, colour, brands retail displays, shopping environments, etc. Among its diverse applications, semiotics is said to be 'cut out for analysing marketing communications'; e.g. analysing competitors' advertising, marketing and selling strategies." (p. 408)

He is also convinced that the impact of marketing will be greater when a greater number of connotations has been evoked (Chisnall, 2003, p. 409). One can thus conclude that the strength of a brand is directly linked to evoking the desired meaning and

connotations in the minds of a consumer, which can be generated through the skilful use of signs in branding and advertising.

Integrated Marketing Communication (IMC)

Integrated marketing communication (IMC) is based on the recognition that communication drives both personal and commercial relationships and represents the lifeblood of integrated marketing (Schultz, Tannenbaum, & Lauterborn, 1994). Kitchen and Schultz (2001) argue that “creating, and maintaining positive relationships with publics or stakeholders” should be added to the traditional two pillars of marketing: customer needs and competitive advantage (p. 88). In fact, they claim that “communication is becoming the sine qua non of marketing” (p. 91) and that IMC is “the major communication development in the last decade of the 20th century” (p. 106). IMC acknowledges that brand information is distributed not only by a single brand manager but by many different stakeholders of an organization, including employees, customers, suppliers, government regulators, media and investors (Tom Duncan, 1997). IMC strategy is a set of processes that include the planning, development, execution, and evaluation of coordinated, measurable, persuasive brand communications programs over time with those external and internal audiences (Schultz et al., 1994). Clow and Baack (2004) go as far as saying that “IMC should be an overall organizational process” (p. 12).

Branding can only be successful if the brand is recognized, understood and acted upon throughout the organization. Kärreman and Rylander (2008) argue that branding could and should be considered a ‘management and leadership practice’ since it ‘potentially instructs and directs organizational members’ (p. 104). This argument is similar to Balmer’s (2001) who contends that branding needs to be rethought in the

context of the corporate marketing mix and corporate identity. Corporate culture and employees thus play an important role in brand building (de Chernatony, 1999), which reflects the principles of IMC.

In a case study of Canadian Tire, Merrilees (2005) found that the company's strategy reflected IMC principles which greatly contributed to the success of its branding efforts. Unfortunately, applying IMC principles is a difficult undertaking for any organization and often fails in practice, since the theory does not take into consideration how organizations are structured (Pettegrew, 2001).

A good reputation is crucial in attracting highly qualified employees, influencing government decision-makers and meeting the strategic and financial objectives of an organization. In an age of information overload and countless choices, customers are using corporate reputation as a way to simplify "buying" decisions. Several researchers endorse integrated marketing and effective communication as a way to build brand awareness and a positive brand image. Joachimsthaler and Aaker (1999) assert that a clear brand identity is crucial so that those designing and implementing the communications programs do not send conflicting or confusing messages to consumers. The most effective and synergistic IMC is achieved when the brand identity is clearly and consistently communicated to other brand stewards (Madhavaram et al., 2005). Likewise, Davis (2005) emphasizes the importance of employees in delivering on the brand promise and cultivating customer relationships, which requires marketing to develop internal communications and branding strategies to guide them. Consumers are unlikely to process conflicting messages originating from a variety of sources (Schultz et al., 1994). In fact, Schultz et al. (1994) point out that the replacement model based on the

hypodermic approach to marketing communication (which argues that consumers simply replace the old information with the new) must be replaced by the accumulation model which states that consumers are more likely to combine new information with existing information. Again, message consistency is of utmost importance.

Duncan and Moriarty (1998) summarize six major developments that support IMC and ultimately support the linking of URMs to the branding efforts of universities. In a nutshell, communication has become the glue that bonds together all aspects of branding, while the brand must always be communicated consistently in every message. IMC essentially demonstrates that branding and communication are always linked and must be employed in an integrated fashion. It would therefore be less meaningful to assess a URM as a simple communication/PR tool, without linking it to the university's branding strategy. URMs typically have a very diverse readership, including students, faculty, alumni, employees and government representatives. These individuals will also receive communication from other university groups; thus consistent messaging is vital since all of them become brand stewards—stakeholders who further communicate their knowledge and opinion of the institution.

According to Duncan (1997), strong brand relationships are based on trust, consistency, accessibility, responsiveness, commitment, affinity and liking. Duncan and Moriarty (1998) express concerns, however, that “relationship marketing literature often fails to include the communication process as a critical dimension in relationship building, focusing instead on elements such as trust and commitment, which are *products* of communication” (p. 3). In addition, Duncan (1997) emphasizes the importance of Cross and Smith's five levels of bonding (Cross & Smith, 1995) to strengthen an

organization's relationships with its stakeholders: awareness, identity, relationship, community and advocacy. Madhavaram et al. (2005) assert IMC's importance since it can make the communication with an organization's target audience more efficient and effective, thus enabling the formation of brand awareness and brand image and ultimately leading to higher brand equity.

Aaker and Joachimsthaler (2000) emphasize one aspect of communicating an organization's brand that seems particularly important to a URM: stories and internal role models can be much more powerful in communicating information about the brand than bulleted lists, since they bring emotion to the information. This is an important finding for URMs which tell stories through their researchers with the intent of emotionally engaging their readers, thus creating a bond between the institution and the reader.

While IMC principles make sense in theory, there is little guidance on how to measure the success of IMC. As Grounds (2003) suggests, while the audience forms a brand picture based on the totality of the communication, evaluation criteria are often too tactical and narrow and that new tools must be developed to properly evaluate integrated marketing communications.

Evaluation of Public Relations and Communication

An extensive literature exists on the evaluation of programs, be it in Public Relations (PR) and communication or other subject areas such as training (Lennox Terrion, 2006). This section of the literature review focuses on several major themes: (1) the value of evaluation (A. Gregory, 2001; Phillips, 2001; Rossi, Freeman, & Lipsey, 1999; Xavier, Johnston, Patel, Watson, & Simmons, 2005; Xavier, Mehta, & Gregory, 2006), (2) PR practitioners' use of evaluation methods (Ferguson & Lennox Terrion,

1998; A. Gregory, 2001; Phillips, 2001; Radford & Goldstein, 2002; Xavier et al., 2006), and (3) the various types of evaluation tools (A. Gregory, 2001; Rossi et al., 1999; Xavier et al., 2006).

Rossi, Freeman and Lipsey (1999) offer the following observation with regard to the potential utility and pitfalls associated with evaluation:

Resources need to be managed effectively and efficiently and actually produce the intended benefits. This information allows decision-makers to determine whether programs should be continued or restructured and how resources should be allocated. However, evaluation methods are often not conducted according to scientific standards to provide a confident basis for action and to withstand criticisms aimed at discrediting them. (p. 40)

When it comes to evaluating branding efforts, it is important to recognize that the process of building brand equity is a long-term undertaking, requiring consistent reinforcement and investment over years, often without showing up on the asset side of the balance sheet. Moreover, many senior managers are primarily concerned with shareholder value and use a short-term financial model when it comes to performance metrics (Madden, Fehle, & Fournier, 2006). In light of this, it stands to reason that successful brand management requires effective measurement to ensure that budgets are not arbitrary and that programs can be properly evaluated. Yet this is no easy task; indeed, one of the most challenging issues concerning the management of marketing communication is the greater effort for accountability and measurement of various relationship activities (Reid 2005). Further complicating the matter of performing effective evaluations is a situation observed by Pohl and Vandeventer (2001) called the

“practitioner’s paradox” where the pressure to perform prevented practitioners from spending time on evaluation to demonstrate performance (Xavier et al., 2006).

The literature on practitioners’ use of evaluation is unanimous in several regards (Fleisher & Mahaffy, 1997; A. Gregory, 2001; Radford & Goldstein, 2002; Xavier et al., 2005; Xavier et al., 2006). For one, practitioners tend to use anecdotes and intuition more often than scientific methods of evaluation. They generally cite the following reasons as obstacles to such scientific evaluation: cost, lack of time, lack of expertise, questionable value of results, and lack of management support. Practitioners often focus on output (such as media hits) rather than impact evaluation (such as change in attitude), using conveniently accessible data like media monitoring and media analysis results to demonstrate performance. It is also important to note that there are multiple levels of evaluation, producing data of certain strengths and weaknesses. For example, practitioners commonly measure outputs, which can include media hits, Web site hits, attendance at a PR event, etc. To somewhat muddle matters, the same level of evaluation may have a different label, depending on the scholar associated with it; for example, outcomes may also be called impact, which both describe a change in attitude, opinion or behaviour.

Universities and their Research Magazines

Universities have struggled for decades in trying to reconcile the need for funding with the concern of commercializing higher education. Kirp (2003) quotes Thorstein Veblen who lamented as early as 1917 how universities had turned into “corporation[s] of learning” that would “set [their] affairs in order after the pattern of a well-conducted business concern...and retard the pursuit of learning, and therefore defeat the ends for

which a university is maintained.” In fact, Kirp (2003) lists many of the business management models and practices that are currently employed by universities worldwide in an attempt to make the institution more effective and efficient—such as zero-based budgeting, management by objectives, the balanced scorecard, strategic planning, and benchmarking.

Tuition fees, competitive differentiation, and ratings are just a few of the factors that seem to put universities under more pressure to act like businesses (Chapleo, 2006). Mount and Belanger (2001) point out that universities now only receive less than 60% of their operating budgets from governments, as opposed to 80% at a previous all time high, thus leading to a host of other income generating activities. According to Twitchell (2004), American colleges and universities raise about \$25 billion a year from private sources (p. 115). Branding serves to get the word out and the money in (Twitchell, 2004). The commercialization of universities seems to have developed from “a necessary evil” into a virtue, which is also reflected in the vocabulary which now includes terms such as stakeholders, niche marketing and branding (Kirp, 2003). In fact, Steele (2006) contends that “higher education is the most complex, expensive intangible most people will ever purchase, and the ‘purchase decision’ is therefore powerfully influenced by brand reputation” (p. 1).

Brookes (2003) found that additional pressure on universities has come from governments who are asking universities to increase the number of graduate students, boost research capacity and aggressively commercialize research results. She uses a comparison of UK and U.S. universities in her study, but parallel expectations exist in Canada on both federal and provincial levels (*Canada's Innovation Strategy—Achieving*

Excellence, 2002; *Mobilizing Science and Technology to Canada's Advantage*, 2007). In fact, universities are relied upon to drive the new knowledge-based economy (Mount & Belanger, 2001). As a result, universities are often competing against each other and are using branding as one of the tools to get ahead of the competition.

Branding Universities

Services are more abstract than products, with values inferred by the customer (Cobb-Walgren et al., 1995). Branding services, such as education, is thus vastly different from branding products, which may have implications for brand equity in the educational sector. In the U.S., universities and colleges have been branding and re-branding themselves since the 1990s. Kirp (2003) cites Arcadia University (formerly Beaver College), Dickinson College, the University of Chicago, or New York University as examples of institutions of higher education that have employed branding techniques or programs. In Canada, myriad universities have gone through the process of branding during the past five years. An article in *University Affairs* in April 2007 reports that Memorial, Concordia and Simon Fraser universities just completed branding processes at their institutions. Other Canadian universities that previously underwent a branding exercise include the University of British Columbia, the University of Ottawa and Carleton University. Many of these branding efforts have been directly focused on student recruitment. NYU, however, decided to reverse its fortunes by recruiting star professors and creating well-funded research chairs, assuming that other benefits would result from this strategy (Kirp, 2003). Similarly, the University of Ottawa has included research at the forefront of its own branding strategy, following surveys that revealed that the community at large was highly interested in hearing more about research projects and

accomplishments. According to Kirp (2003), comings and goings of star professors nowadays result in more news since they have turned into media celebrities, and universities have been fighting more fiercely in recent years to attract and retain such high profile researchers.

While the public relations and marketing literature generally perceive branding as crucial to organizational success, some of this literature is highly critical of the value of branding and focuses instead on its cost to society. Arvidsson (2000), for example, posits that brands figure as immaterial capital and that branding activities attempt to influence how we produce truth, beauty and utility around goods. He also quotes Naomi Klein's book *No Logo* (2000) in which she "denounces brands for (among other things) their tendency to colonize public space, insert themselves in all walks of life, and demand and capture attention and affect" (Arvidsson, 2005, p. 237). According to Holt (2002), there has been a societal backlash and resistance against branding, based on the attitude that it is more in the corporate interest than the consumer's interest. To that effect, the question begs to be asked whether universities should be held to a higher standard than corporations and disengage from the process of branding. Indeed, the branding of universities has not gone without controversy among its stakeholders. Many academics are "theoretically uncomfortable" with marketing philosophies, including branding (Brookes, 2003, as cited in Chapleo, 2006). Numerous letters to the editor of *University Affairs* in response to the news of rebranding Memorial, Concordia and Simon Fraser universities also attest to that. One reader, a faculty member at the University of Alberta, summarizes what many others likely think on this subject: "The question arises: does changing a logo add anything to enhance the quality of the product? Wouldn't even that

modest amount of money have been better spent on core functions?” (2007, p. 3). In fact, Mount and Belanger’s research (2001) revealed a similar sentiment among academics who felt that academic values were being eroded on account of transforming universities into bottom-line profit centres, calling this development the creation of “Academia Incorporated.” In a research context, senior university administrators face accusations of neglecting basic in support of more applied (and thus commercially interesting) research as well as dividing the academic landscape into ‘haves’ and ‘have-nots’—i.e. well-to-do research intensive vs. small teaching focused institutions (Mount & Belanger, 2001).

On the other hand, Steele (2006) argues that universities who fail to clearly articulate their position in the higher education landscape take a risk in letting the market create a position for them. He suggests that unfortunately many universities promote the same image, such as academic excellence or world-class research, which lacks real differentiation and results in them not standing for anything. An accidental brand, i.e. one that is not actively managed, leaves an organization with no protection to competitive or market forces (J. R. Gregory, 2004). This viewpoint is supported by Aaker (2003) who emphasizes the multiple benefits of a well differentiated brand: added credibility, easy recall among consumers, more efficient and effective communication, and a sustainable competitive advantage. Research, specifically strengths in certain research areas, can be such a differentiator for universities and their brands.

Jevons (2006) similarly insists that universities need to be clear on their brands and clarify how they are different from others. He comes to this conclusion only after pointing out how branding and reputation management in universities has gone wrong for so many years. Jevons (2006) further asserts that brand proliferation, media

fragmentation, rising competition and costs, greater scrutiny from ‘customers’ and internal resistance are some of the reasons why conventional brand management techniques prove inadequate in this market (p. 466). In fact, Jevons’ research reveals that “research output is part of a complex task of reputation management...”, although staff may indeed identify better with small teams, institutes or faculties within the institution. This finding further underlines the importance of employing IMC in a university setting in order to mobilize all brand stewards in support of the institution’s brand.

Chapleo (2006) describes how respondents in his study distinguished between their institution’s reputation and brand, since brands seem to have more of a commercial, and therefore uncomfortable, connotation among academics. In fact, several respondents in this study felt that reputation evolved over time, whereas brands were manufactured. Among the challenges for building and managing brands at universities, Chapleo (2006) lists institutional resistance to change, lack of internal acceptance and support for the branding concept, difficulty in identifying a clear point of differentiation, the complex and diverse nature of universities, as well as difficulties in focusing on a strong master brand versus several sub-brands. Argenti (2000) echoes some of these challenges in his study about branding business schools and adds other obstacles to the list. He found that awareness had a direct impact on the number of applications as well as donations. However, Argenti (2000) contends that there are six major factors that make it difficult for positioning a school, which may be assumed similar for an entire institution:

- 1) Brand proliferation makes it more difficult to distinguish individual schools.
- 2) Media fragmentation is making it impossible for university PR staff to reach all media outlets.

- 3) Competition and costs for marketing initiatives, such as advertising, have risen dramatically.
- 4) Greater scrutiny from customers results in an emphasis on detailed measurements and comparisons, i.e. rankings.
- 5) Marketing concepts are viewed with skepticism and sometimes disdain among academics.
- 6) Viewing students and recruiters (i.e. corporations) as customers implies they should have a voice in designing the curriculum and research agenda.

Based on these challenges, Argenti (2000) concludes that business schools can only succeed if they make a leap to reputation building.

University Research Magazines

University research magazines have existed for more than a century, with the Massachusetts Institute of Technology's *Technology Review* likely being the oldest research magazine, first published in 1899 (Myers, 2005). Myers (2005) contends that URMs hold a unique and invaluable position in universities, one that cannot be replicated by any other institutional publication or external media coverage. The mission of most URMs is to help explain complicated research and put research in a broader context, thus contributing to the recruitment of students and faculty as well as the generation of public and private support (Myers, 2005). They typically have a diverse readership, including students, faculty, alumni, employees, media, the general public as well as industry and government representatives (Mikkelsen, 1994; Myers, 2005). These groups often overlap and receive communication from other university groups, such as alumni relations, development and faculties; thus consistent messaging is crucial (Belanger, Mount, &

Wilson, 2002). Students and parents consult institutional literature, staff, guidance counselors, and current students to help them form an image of the institution (Belanger et al., 2002). Therefore, the university environment is particularly suited to employing IMC principles.

IMC is based on the knowledge that brand information is distributed not only by a single brand manager but by many different stakeholders of an organization, including employees, customers, suppliers, government regulators, media and investors (Tom Duncan, 1997). This may be particularly significant for universities, since their complex organizational structure could have negative implications on creating and communicating a consistent brand (Chapleo, 2006). The most effective and synergistic IMC is achieved when the brand identity is clearly and consistently communicated to other brand stewards who in turn communicate the brand identity to other stakeholders. This is an important point in considering that the majority of respondents to the survey on *Research Perspectives* were students, faculty and staff of the University of Ottawa. Based on IMC literature, this group is particularly important in building the University's brand equity and reputation. IMC can make the communication with an organization's target audience more efficient and effective, thus enabling the formation of brand awareness and brand image, and ultimately leading to higher brand equity. Aaker and Joachimsthaler (2000) emphasize one aspect of communicating an organization's brand that seems particularly important to a university research magazine: that stories and internal role models can be much more powerful in communicating information about the brand than bulleted lists, since they bring emotion to the information. This is an important finding for university

research magazines which tell stories through their researchers with the intent of emotionally engaging their readers.

University research magazines have existed for decades as a means of reporting on research projects and their results to the university community but also the media and general public. Historically, universities often reported about research through their alumni magazines, and in fact still do promote research through this particular publication. Furthermore, universities typically invest heavily in media relations to ensure that the general media reports on advances and successes in research at their institution. In a study conducted by Welker and Cox (2006), 74% of surveyed university administrators reported that they publicized research activities and results on an ongoing basis. The most common forms of publicity, used by 9 out of 10 institutions, were press releases to the general media as well as institutional publications, such as alumni magazines. In contrast, URMs were used by 58% of institutions. This suggests that URMs are regarded as less effective and efficient in promoting university research than media relations programs and alumni magazines. However, URMs provide two clear advantages in the promotion of research (Mikkelsen, 1994): (1) Researchers may be less inhibited to discuss their research with university staff than journalists, feeling more confident that they and their work will be described accurately and fairly; and (2) URMs offer a chance for more in-depth science coverage than possible in other forms of communication.

Major news outlets are cutting down on regular staff and writers dedicated to reporting on science. Today, writers and editors often cover a variety of beats, with science being only one of them (Turner, 2005). Downsizing has resulted in journalists

taking on a multitude of responsibilities under tight deadlines, thus potentially leading to stories that are “less meaningful” or “dumbed down” (McLean, 2005; Ursell, 2003). In addition, space and time is limited and more space is being allocated to lifestyle, culture, and accomplishment or the “entertainment genres” (Lapointe, 2003; Ursell, 2003).

Research also works in small advancements, with major discoveries few and far between, while newsrooms are ruled by deadlines (McLean, 2005). Consequently, the media relations efforts of universities do not often seem to result in extensive articles about research, therefore limiting their effect as a communications tool for university research. This trend has previously been documented by Mikkelsen (1994):

Science news generally makes up one of the smallest components of newspaper and magazine coverage (Nunn, 1979). In 1987 only 2% of the space in newspapers was devoted to health or science content (Bogart, 1989). Between 1971 and 1973, the average amount of space devoted to science news decreased (Nunn, 1979), and during the 1980s, several newspapers discontinued their weekly science sections (Jerome, 1992). (p. 20)

While some URMs have enjoyed a long-standing existence with plenty of support and resources from their institution, others have been shut down due to funding difficulties and perhaps a perception that URMs do not provide a good or measurable return on investment. In 2007, *Illumine* at the University of Iowa was discontinued since ‘it didn’t fit with the Vice-President’s communications priorities’. A former URM editor at the University of Illinois at Urbana-Champaign reports that the institution’s administration would like to resurrect the research magazine which they discontinued just a few years prior.

Some of the longest standing URMs are from the U.S. while Canadian URMs emerged approx. 10 years ago:

- *Oceanus*, Woods Hole Oceanographic Institution, 1952
- *Agricultural Progress*, Oregon State University, 1954
- *Research in Review*, Florida State University, 1969
- *Research & Creative Activity*, Indiana University, 1977
- *Research/Penn State*, Penn State University, 1980
- *Odyssey*, University of Kentucky, 1982
- *Research Matters*, Memorial University, 1996
- *Research Perspectives*, University of Ottawa, 1998
- *The Edge*, University of Toronto, 2000
- *Frontier*, University of British Columbia, 2006

These discrepancies demonstrate that there is no clear consensus on the value of URMs to universities. Furthermore, funding and staff resources vary widely from institution to institution. Data collected in April and May 2007 from 51 members of the University Research Magazine Association ("Profiles of Participating Members of the University Research Magazine Association," 2007) showed the following results:

- Frequency of publication: from 1 to 10 times per year
- Budget excluding staff salaries: from \$5,000 to \$550,000 (US)
- Circulation: from 2,000 to 380,000
- Page count (with cover): from 16 to 92

Such discrepancies in resources and circulation are remarkable and clearly demonstrate the lack of consensus of the impact of URMs, resulting in diverse resource allocations.

The preceding literature review has revealed vigorous and sometimes contentious discussions concerning the contemporary pressures on universities and resulting changes in marketing and communications, the measurement and merits of branding and, finally, the evaluation of communications tools. However, the review has also revealed a virtual dearth of information—critical or otherwise—with regard to URMs and their impact on institutional branding and reputation. Given the “high-stakes proposition” (Kirp, 2003, p.5) that research represents for today’s universities, such information could prove to be a valuable ally for institutions of higher learning seeking to be brand leaders. This study attempts to shed some light on the impact of URMs on their audiences to help universities decide objectively whether to support their URM or better allocate resources elsewhere. As such, the central research question for this study is concerned with how an URM affects a university’s reputation. More specifically, do URMs actually contribute to building a university’s brand equity?

Chapter 3: Case Study – The University of Ottawa

In 2002, the University of Ottawa underwent a branding exercise following a reputation survey conducted by Ipsos-Reid, one of the world's leading survey-based marketing research firms which concluded that the University would benefit from a clear image or brand. The 2002 benchmark survey was followed in 2005 and again in 2007 to examine important questions: Have perceptions of the University of Ottawa changed since the baseline research, and if so, how? Have the University's communications and marketing activities had any impact on perceptions of the brand? If so, to what degree, and what specifically has made an impact? Steele (2006) insists on the importance of understanding where a university and its competitors are positioned before embarking on a branding program. The 2007 results indicate that the University of Ottawa's reputation has been fairly stable since the last survey was conducted in 2005. Some of the key results in 2007 included the following:

- 39% of respondents in the National Capital Region rate the University of Ottawa as a top quality university in Canada
- 36% of Anglophones and 44% of Francophones rate the University of Ottawa as a top quality university in Canada
- 18% of the Canadian population rates the University of Ottawa as a top quality university in Canada.

These results could be compared to the data of the *Research Perspectives* survey, if the latter were statistically valid and representative of the entire readership. However, due to cost constraints, the sampling method for the readership survey did not produce statistically valid data, which does not preclude future follow-up surveys from producing

such comparable results. In 2005, the University also established a formal scorecard with 19 indicators as benchmarks to measure progress in key areas. One indicator, as follows, is of particular interest to this study:

1.5 Reputational Index: Percentage of external audience who rate the University of Ottawa as a top-quality university

- 2005: 28%
- 2006: 29%
- 2007: 29%
- Goal for 2010: 38%

As mentioned above, this data can eventually be compared to statistically relevant data about *Research Perspectives* readers and their opinion on uOttawa as a top research university. The original reputation survey in 2001 resulted in branding the University of Ottawa as “Canada’s University” and the creation of a new visual identity as well as the development of four brand characteristics: ideas, diversity, community and national outlook. Research plays a prominent role within each of these brand characteristics. Research is also a key factor in the University’s strategic plan *Vision 2010* (see Appendix D). Such organizational alignment is crucial for long term success (LePla et al., 2003) and clearly demonstrates uOttawa’s commitment to both branding and research, which makes it a good candidate for a case study.

The University of Ottawa Communication Initiatives

In addition to *Research Perspectives*, the University of Ottawa uses countless other vehicles to communicate its brand to its various target audiences. In order to

provide some context, this section will give a brief overview of the main initiatives in the University's branding strategy. They include:

- *Tabaret* Magazine
- The *Gazette*
- Report to the Community
- Report to Donors
- Faculty bulletins
- Media relations
- Web site
- Advertising
- Corporate video
- Events

Tabaret, “the magazine of the University of Ottawa”, is published twice a year. It has evolved from the previous alumni magazine of the same name into a magazine that is now sent not only to alumni but also to key decision-makers in the public and private sector. The distribution list contains approx. 75,000 contacts. (www.tabaret.uottawa.ca)

The *Gazette* E-zine and internal print bulletin is published biweekly for staff, faculty and anyone else who wants to know what's happening at the University of Ottawa. The circulation is approx. 2,000 copies, with some mailed and others distributed via magazine racks on campus. (www.gazette.uottawa.ca)

The *Report to the Community* is published annually to provide an overview of the year's activities, successes and developments at the University. It is distributed to key

target audiences, including donors, potential donors, government officials, private sector executives, and other key stakeholders. www.report.uottawa.ca

The *Report to Donors* features key milestones and successes in the University's fundraising campaign. In addition to profiling major donors, the publication highlights how money has benefited students and the institution to demonstrate the University's gratitude and provide motivation for other potential donors. Target audiences include donors and potential donors as well as selected other key stakeholders.

www.media.uottawa.ca/mediaroom/documents/report_donors.pdf

Faculty bulletins are published by individual faculties to highlight news and events for their specific target audiences, which can be internal and/or external. Examples include:

- Faculty of Education, *Telegram*,
www.education.uottawa.ca/news/Tele_index.html
- Faculty of Science, *Eureka*, www.science.uottawa.ca/pdf/Eureka/eureka9.pdf
- Faculty of Social Sciences, E-Newsletter,
www.industrymailout.com/Industry/View.aspx?id=74802&p=bc8b
- Telfer School of Management, *Info Bulletin*,
www.telfer.uottawa.ca/index.php?option=com_content&task=view&id=1038&Itemid=117

The uOttawa online media room was completely redesigned in look and content in 2005. It features current University news and highlights research that is related to important issues. It is updated daily to reflect the need to provide fast and relevant information to media contacts. Anyone can subscribe to an electronic notification system

to receive updates to this site. www.media.uottawa.ca In addition, media relations officers conduct proactive and reactive media relations and monitoring activities to ensure that the University receives frequent favourable mention in local and national media.

The uOttawa Web site has become an important – if not THE most important – communications tool for the University. As a result, the University has invested large amounts of resources – both human and financial – into improving the look and content of its Web site. In addition to creating new positions, such as the e-Marketing Manager, e-Projects Officer, and two permanent Webmasters in Central Administration, the Web has been integrated in all other communications activities, such as events, media relations, printed publications and advertising. In addition, there is a Web Steering Committee composed of members from various units across campus that are responsible for making decisions on developments and investments to the Web site. www.uOttawa.ca

The University of Ottawa has centralized much of its advertising efforts during the past 5 years in an effort to conduct more effective campaigns. As a result, fiscal and creative control has been somewhat amalgamated under the auspices of the Vice-President, University Relations. Campaigns now take into consideration all major directions of the University, including research, undergraduate and graduate student recruitment and fund raising. In addition, Marketing Services coordinates all aspects of the advertising process for faculties and services. They provide advertising strategy and media planning, graphic design and coordinate all ad bookings with the advertiser.

www.brand.uottawa.ca/templates/advertising.php

A corporate video was produced for advertising in various locations, including the Ottawa Airport, at various events and on Websites.

www.media.uottawa.ca/mediaroom/resources-video.html

The University of Ottawa organizes a multitude of events for internal and external audiences throughout the year. Events can be organized by individual faculties or services, or alternatively by Central Administration when it is an institution-wide event.

Examples of annual high-profile events include:

- Distinguished Canadian Leadership Awards Gala
www.canadianleadership.uottawa.ca
- Homecoming www.homecoming.uottawa.ca
- uOttawa Holiday Science Lectures www.media.uottawa.ca/mediaroom/news-details_1379.html
- Frontiers in Research Lectures (1998 to 2006)
www.research.uottawa.ca/frontiers/

In addition, there are many conferences, lectures and one-time events, such as press conferences to announce provincial and federal research funding. Some examples of events are the following:

- Routes to Freedom: Reflections on the Bicentenary of the Abolition of the Slave Trade, a two-and-a-half day conference held at the Faculty of Law from March 14th to 16th, 2008.
- Humanitarian Intervention and the ‘Responsibility to Protect.’ - A Panel Discussion with Michael Ignatieff, deputy leader of the Liberal Party of Canada, March 4, 2008

- Stephen Lewis' lecture on global citizenship, February 6, 2008.
- The Revealed "I": A Conference on Privacy and Identity, October 25 to 27, 2008

This overview demonstrates how the University's activities are geared towards the many different target audiences in its branding strategy, including students, potential students, donors, potential donors, key decision-makers in the public and private sector, staff, researchers, media, and the general public.

Research Perspectives

Research Perspectives is uOttawa's research magazine, published by the Office of the Vice-President, Research. It was launched in 1998 in a simple newsletter format and has since evolved into an award-winning full-colour magazine. In 2007, the editor received two awards for RP: the *Excellence Award for Magazines* from the International Association of Business Communicators (IABC) and the *Prix D'Excellence, Best Writing/Article – English Language*, from the Canadian Council for the Advancement of Education (CCAEE). Its distribution has increased over the years from a few hundred readers to approx. 10,000 to include high profile decision-makers in industry and government, donors, faculty, high-school guidance counselors, as well as more recently potential undergraduate and graduate students. From 2003 to 2005, the distribution list of the publication was thoroughly revised and updated with addresses entered into the university's main database. This allowed for better targeting as well as integration with the university's overall marketing and communication strategy.

The online version was completely redesigned in 2004, reflecting a more interactive, colourful and reader-friendly style in line with the university's overall

improvements of its Web site. This new Web site allowed the editor to include additional content that could not fit in the print version, such as additional photos, facts and related links particularly to other content on the uOttawa Web site. In 2005, the print publication underwent a transformation in design and content. It changed from a sepia tone publication in newspaper format to a full colour magazine publication. The number of stories slowly increased and information on awards and grants recipients was featured to highlight the University's excellence in research. Despite the change in format and increase in print copies, the budget for the publication has remained the same since 2000. In 2007, the number of issues was cut from four to three per year to reduce the production cost. The Faculty of Graduate and Postdoctoral Studies and the Liaison Office pay a fixed amount per copy ordered for their respective mailings to cover the print cost for those copies. A request for a budget increase was denied for fiscal year 2007/2008.

Research Perspectives has been the strongest institutional communications tool for research at uOttawa. Over the past year, senior management has also placed an increased emphasis on media relations as a way to generate awareness and interest in research. However, it has been challenging for the University to increase media coverage of its research, which is why *Research Perspectives* continues to represent a cornerstone effort in promoting uOttawa research.

Chapter 4: Methodology

This study examines how URMs affect a university's reputation using the University of Ottawa and its research magazine, *Research Perspectives*, as a case study. The case study approach is suitable to explore the research question at hand, since case studies tend to be exploratory, rather than focusing on mere frequencies or incidence (Yin, 2003, p. 6). In particular, case studies have been applied to illuminate topics related to organizations, processes, programs and decisions, among others (Yin, 2003, p. 12). According to Yin (2004), the goal of case study research is to capture “both a phenomenon (the real-life event) and its context (the natural setting)” (p. xii). Lowes (2002) is motivated to use a case study approach for his research into world-class cities based on the argument that “data must push to build theory” and that case studies “are a means of extending and fine tuning [comprehensive theories] by holding them accountable to concrete experience” (p. 123). Furthermore, case studies are “generalizable to theoretical propositions and not to populations or universes” (Yin, 2003, p. 10), which is fitting given the lack of specific research into branding and URMs and the early stage of an attempt to establish a connection between the two. In fact, Yin (2003) defines case studies as follows:

A case study is an empirical inquiry that

- investigates a contemporary phenomenon within its real-life context, especially when
- the boundaries between phenomenon and context are not clearly evident.

(p. 13)

Yin (2003) points out that there are at least five different applications of case studies in evaluation research, such as linking program implementation to program effects or describing an intervention and its real-life context (p. 15). Unfortunately, it was not feasible to do a multi-case study as part of this thesis, although it might have been more revealing than a single-case study. However, one could argue that uOttawa is quite typical and thus representative as an educational institution, given the widespread branding efforts in higher education as well as existence of URM's in Canada and the U.S.

Case study research collects evidence through documentation, archival records, interviews, direct observations, participant observation and physical artefacts (Yin, 2003). The review of uOttawa's branding history involved extensive examinations of documentation, while the survey falls into the category of interviews. Such a survey would follow the same procedure and analysis of survey research, but needs to be considered in relation to the other evidence collected in this case study (Yin, 2003). Given the potential immediate and practical implications of this research in universities, a descriptive and exploratory case study can also go a long way in communicating research results to non-specialists as well as academic colleagues (Yin, 2003).

This case study examined the results of a readership survey of *Research Perspectives*, conducted in March 2007, to determine the impact of the magazine on the University of Ottawa's reputation. Since this information was obtained as part of the researcher's employment duties as Director of Research Communications at the time, the University of Ottawa's Research Ethics Board granted an ethics certificate for secondary use of data for this thesis. The majority of survey questions used a five-point Likert scale to measure particular views of respondents. The data was analyzed by way of descriptive

statistics, using SPSS to calculate frequencies, percentages, means, modes, standard deviations, skewness, and the ratio of standard deviation to skewness. Yin (2004) points out that “the recommended generalization process relies on *analytic*, not *statistical* generalization” (p. xviii). Since the sample pool was not representative of the general population and thus insufficient to draw clear conclusions or make predictions on future trends, this selection of statistical measures is reasoned to suffice to uncover such general information. Of final note, one of the survey questions was open ended to solicit comments which were thought to be of interest in uncovering opportunities for future research and action.

Research Design

The researcher examined extensive University of Ottawa documentation in print and online about the University of Ottawa’s strategic direction and branding efforts. This documentation was searched for pertinent information, which was then analyzed in the context of this study. Documents examined included:

- Vision 2010 Strategic Plan (Appendix D)
- Balanced Scorecard (2005, 2006, 2007)
- Our Brand: Canada's university (Appendix E)
 - The Four Brand Characteristics
 - Reputation Survey Results (2002, 2005, 2007)

The survey design was crucial to ensure that questions addressing each of the four components of brand equity were included in the survey. Answer scales were developed in relationship with the sought after information, including brand awareness scales, comparative scales or Likert scales (D. A. Aaker, Kumar, & Day, 1998).

Format of Survey

Extensive research was conducted on various readership surveys with a particular emphasis on those readership surveys that were employed in a university environment. These particular surveys came out of efforts from the following institutions in Canada and the United States: Concordia University, Simon Fraser University, the University of Waterloo, the University of Toronto, the University of New Brunswick, the University of Kentucky, the Whitehead Institute of Biomedical Research, and others.

The University of Ottawa *Gazette* conducted a readership survey in January 2007. The distribution of the *Gazette* is approx. 4,000 and 239 readers responded to the survey. The University of Toronto conducted a readership survey in January 2007 for its research magazine *The Edge*. The survey resulted in 106 responses with approx. 75% of respondents being staff, students or faculty from a total readership of approx. 2,200 people. None of these readership surveys asked questions related to branding. Instead, they focused solely on the format and content of the publication and how it could be improved.

The original questions of the *Research Perspectives* (RP) survey were pre-tested on a few randomly chosen people that included students, staff and faculty of the University of Ottawa. This pre-test resulted in adjustments in language and flow to address feedback expressed by the testers regarding ambiguous language, confusing sequence of choices and general efficiency of answering questions. All questions were originally developed in English and then translated into French. The final set of questions was tested once more in both languages by a different set of testers, again comprised of staff and students, to ensure no new problems were created in translation. The survey was

set up on surveymonkey.com, a user-friendly online survey tool. The survey was available online only and participants could access it in either English or French via separate Web links.

The survey was advertised as follows:

- In print on the cover and inside the Winter 2007 issue of *Research Perspectives* (see Appendix B)
- Via email to the following groups:
 - University of Ottawa Research listserv (815 subscribers)
 - University of Ottawa graduate students via the GSAED listserv
 - Faculties via Vice-Deans, Research
 - URMA listserv (University Research Magazine Association)

Participation in the survey was encouraged by giving away three \$100 gift certificates in a draw. Names of respondents were collected only for the purpose of the draw and kept separately from responses to guarantee confidentiality. The deadline to participate in the survey was March 26, 2007 which left international readers approx. three weeks from receiving the winter 2007 issue. Local and national readers had approx. four weeks to respond from the time they received their print copy.

Survey Questions Related to Branding

Survey questions followed the suggestions by Aaker (1996b) who provided the following sample questions to test the four concepts central to brand equity:

1. Awareness tests how consumers remember a brand.
 - a. Recognition: Have you been exposed to this brand before?
 - b. Recall: What brands of this product class can you recall?

- c. Top of mind: What is the first brand you recall?
 - d. Dominant: What is the only brand you recall?
 - e. Brand knowledge: Do you know what the brand stands for?
 - f. Brand opinion: Do you have an opinion about the brand?
2. Perceived quality: “In comparison to alternative brands, this brand has high quality vs. average quality vs. inferior quality.” Alternatively, perceptions of leadership can be used to evaluate perceived quality, applying scales that ask whether the brand is the leading brand vs. one of the leading brands vs. not one of the leading brands; or whether it is considered innovative. However, leadership can be a complex construct to measure.
 3. Loyalty: “Would you recommend this product or service to others?”
 4. Brand associations may be important selection criteria for consumers and include such concepts as innovation, success, visibility or global involvement. “The organization associated with this brand has credibility.” Differentiation also plays an important role in brand associations: “This brand is different from competing brands.”

In order to make the survey user-friendly and relatively quick given the number of questions that were asked, questions were arranged in an order that allowed for the grouping of similar questions or questions with similar answer options. As a result, the questions related to branding (as listed below) were interspersed with questions about the quality and potential improvements to the magazine.

Given that *quality* is perhaps the most important aspect in a research environment, the questions focused to a large extent on the aspect of perceived quality of research at

the University of Ottawa and the information presented in *Research Perspectives*. In total, the questions related to the four aspects of brand equity were:

- Brand Awareness: 2 questions (Q13, Q15)
- Perceived Quality: 4 questions (Q7, Q11, Q13, Q14, incl. several subsets)
- Brand Loyalty: 2 questions (Q16a, Q16b)
- Brand Association: 3 questions (Q7, Q11, Q13)

Q7. Please take a look at your *print copy* of *Research Perspectives* and rate the quality of the magazine on the following:

- Credibility of information (perceived quality)
- Usefulness in keeping you informed about uOttawa research (perceived quality)
- Contribution to establishing a positive reputation for uOttawa research (brand association)

Q11. Please take a look at the *online version* of *Research Perspectives* and rate the quality of the web page on the following:

- Credibility of information (perceived quality)
- Usefulness in keeping you informed about uOttawa research (perceived quality)
- Contribution to establishing a positive reputation for uOttawa research (brand association)

Q13. Please indicate your level of agreement with the following statements.

- Reading *Research Perspectives* has sparked my interest in uOttawa research.
(brand awareness)

- Reading *Research Perspectives* has made me excited about the variety of research at uOttawa. (perceived quality)
- Research conducted at uOttawa is highly innovative. (perceived quality)
- uOttawa is one of Canada's top five research universities. (brand association)
- *Research Perspectives* helps me realize that funding university research is a worthwhile endeavour. (perceived quality)
- *Research Perspectives* conveys the message that university research has an impact on society. (perceived quality)

Q14. In your view, does research at the University of Ottawa distinguish itself in a positive way from research at other Canadian universities in any of the following areas?

(Check all that apply) (perceived quality)

- Quality of research
- Research intensity
- Award-winning researchers
- Availability of funding
- International collaborations
- Leadership role in research
- Interdisciplinarity
- Training of graduate students

Q15. Name three of Canada's top five research universities. (brand awareness)

Q16a. Would you recommend uOttawa as a place of education to your friends and family? (brand loyalty)

Q16b. Would you recommend uOttawa as a place of research to your friends and family?
(brand loyalty)

Sample Pool and Survey Participation

The readership survey was advertised on the cover and inside of the winter 2007 issue of *Research Perspectives*, which was mailed in March 2007. In addition, there were 985 online subscribers who received notification of the new issue via email. However, no demographic information is available on those recipients. The demographic of the print distribution was divided as follows:

Table 1 – *Research Perspectives* distribution by language

Distribution by language	Frequency	Percent
English	3,210	32.1
French	1,344	13.4
Unknown (not identified in database or via mass distribution)	5,446	54.5
Total	10,000	100.0

Table 2 – *Research Perspectives* distribution by segment

Distribution by segment	Frequency	Percent
Government officials (local, provincial and federal)	783	7.8
Media (local, regional, national and international)	286	2.9
uOttawa Faculty	1,000	10.0
uOttawa board, committees, staff, affiliates	380	3.8
Various university departments	600	6.0
Canadian and foreign university members	435	4.4
Honorary Doctorates	225	2.3
Campaign Cleared Prospects	793	7.9
Campaign Volunteers (national and faculty based)	72	0.7
Seed (potential significant donors)	5	0.1
Tabaret Society members (Donations of \$500+) 2005-2006	637	6.4
High school and CEGEP counselors	1,272	12.7
Potential undergraduate students	1,700	17.0
Potential graduate students	100	1.0
Attendees of the 2006 Frontiers in Research Lectures	300	3.0
Others	1,412	14.1
Total	10,000	100.0

The print issue of *Research Perspectives* is distributed primarily to potential students, high school and CEGEP counselors as well as uOttawa faculty members. Students (current as well as potential) and faculty at uOttawa are approx. 70% Anglophone and 30% Francophone. The complete distribution list of *Research Perspectives* is similarly split into two thirds English and one third French. This also reflects exactly the same proportion of chosen language among the survey respondents – one third accessed the French survey Web site, while two thirds responded on the English survey Web site.

The participants elected to respond on a voluntary basis, therefore resulting in a sample pool that is not statistically representative of the complete set of recipients of *Research Perspectives*. These survey results are thus for descriptive purposes only, but nonetheless provide important exploratory insight into the publication's impact and quality. As the survey was only available online, the sample pool was naturally limited to those who have Internet access. However, given the target audience of *Research Perspectives*, this is not expected to have any significant impact on the outcome of this survey. The response rate was 3% and only included self-selected respondents. Fowler Jr. (2002) asserts that such a sample is unlikely to produce any credible statistics about the population as a whole (p. 42). A reasonable process to reduce non-responses includes several follow-ups by mail, email, and telephone (Fowler Jr., 2002). Unfortunately, neither the financial nor human resources were available to do so for the purpose of this study.

As mentioned above, the editor offered three \$100 gift certificates to entice readers to participate in the survey. Such a prize could lead some respondents to

randomly click on any answer to get through the survey quickly in order to be eligible for the prize. These responses cannot be identified or isolated and may incorrectly skew the results. Although the survey was meant to make all questions mandatory, except where someone may not have seen the print or online version, there seems to have been a technical difficulty. As a result, respondents were able to skip some questions that were intended to be mandatory. In those cases, the percentage is calculated from the total number of responses received to that question.

Chapter 5: Results

Analysis of University of Ottawa Communication Materials

As discussed in the chapter on methodology, semiotics – and in particular visual semiotics – provides a compelling argument to analyze the University’s communication materials from a visual perspective. This thesis will look in particular at the iconic and symbolic representations of the uOttawa brand since Research Perspectives does rely on visual elements in communicating its message of research excellence. Also, the University of Ottawa has a clearly formulated brand image that is publicly described on its Web site (www.brand.uottawa.ca). The goal of this brand image Web site is described as follows:

“The tools and information on this Web site will help those who communicate on behalf of the University to support our brand; consistently and coherently; verbally and visually.”

The University has created a Graphics Standards Committee which meets on a regular basis to review issues related to the University of Ottawa’s visual identity. As a champion of the new University of Ottawa identity, one of the main objectives of the committee is to safeguard the integrity of the University’s visual identity and to act as a resource both on and off campus for related issues.

The Brand Image Website, in addition to describing the elements of the brand, explains the visual elements of the University’s logo and provides templates for various communication tools, such as presentations, kit folders or roll-up banners.

The Brand Image Website describes uOttawa’s visual identity as follows:

“It [our visual identity] must take into account the University of Ottawa’s reputation, history and its unique characteristics: national reach, innovative teaching and research initiatives, bilingual nature and its location in the heart of Canada’s capital.”

The University of Ottawa positions itself as follows:

- Students can study in either French or English.
- It is located in the heart of Canada's political and high-tech capital city.
- Diverse student, staff and faculty population represents every province and territory in Canada and more than 150 countries worldwide.
- Its research and teaching programs have a national reach and international impact.

Brand Attributes can be linked to the connotative meaning of the University’s image. They include ideas, diversity, community, national outlook, choices, possibilities, accessible, inviting, flexible, innovative, strategic location, outstanding research, high standards, cosmopolitan, bilingual, vibrant, microcosm of Canada.

The various elements of the logo represent the following:



Inspired by an earlier version of the University logo, the dominant architectural elements of Tabaret Hall have been redrawn and refined. The result is a contemporary logo that is nevertheless reflective of tradition. Tabaret Hall is a readily-recognized historical landmark at the University of Ottawa. Use of its graphic representation thus facilitates identification with the University. The emblem and the logotype are the basic elements of the University's visual identity. Only the position statement may be separated from the entire image in particular instances where space is limited.

Official standard dictates that French always appears above English. This order is maintained regardless of the language of the publication.

The emblem of Tabaret is the basic graphic element that comprises the brand image of the University of Ottawa. The pictorial symbol must never be used alone. It must always be accompanied by the logotype (uOttawa). Only in this way can we ensure a consistent presentation.

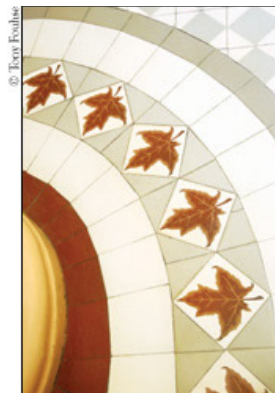
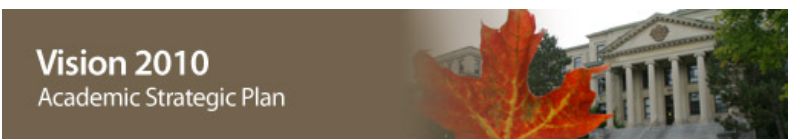
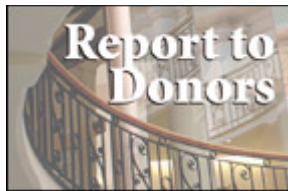
The logotype is the "generic brand." It is the visual expression that describes, positions and reinforces the University's brand. It is an integral part of the logo, and consequently inseparable from the emblem.

It is strongly recommended that the logo be accompanied by the University's position statement, thus reinforcing the institution's brand.

Other frequently used elements in printed and online communications tools include the following:

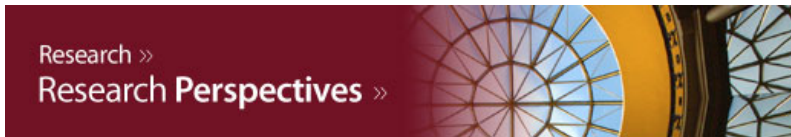
- The colours grey and garnet, the University's official colours
- Photos of Tabaret Hall, as a recognizable landmark on campus with a long-standing tradition

- The pillars of Tabaret Hall, a recognizable architectural feature of THE traditional landmark on campus
- The glass dome of Tabaret Hall, a recognizable architectural feature of THE traditional landmark on campus
- The maple leaf, reminding people of the University’s brand “Canada’s university” and its location in the nation’s capital



Research Perspectives likewise includes visual and textual references based on these brand elements. In particular, the cover contains the logo and the magazine's slogan of "A journal of discovery and invention from the University of Ottawa". Every inside page includes a footer with the slogan on one side and the magazine's Web site on the other.

The electronic magazine has the following header:



Thus, one can conclude that uOttawa's and *Research Perspectives*' visual and textual identities are solidly based on both symbolic and iconic signs according to semiotic theory.

Readership Survey

In the following sections, questions from the survey are grouped into specific areas of interest as they roughly appeared in the survey, such as the impact of *Research Perspectives*, perceptions of research at uOttawa, comparisons of uOttawa to other Canadian universities, the reading habits of survey respondents, feedback on the print and online version of *Research Perspectives* and the demographics of survey respondents.

Since the sample of this survey was volunteer, the results are not representative of the entire population and cannot be used for predictive purposes. Therefore, the statistical measures calculated were limited to the mean (M), standard deviation (SD), skewness (Sk), standard error (SE) and ratio of skewness to standard error to present a general descriptive overview of the results. Please note that these descriptive statistics were calculated omitting responses of "Unsure" or "Not sure", which were coded in SPSS as

99, in order to accurately represent the valid answers along the four and five point Likert scales.

The mean is a precise and frequently used measure of central tendency. The standard deviation represents the average amount of variability in a set of scores, or in other words the average distance from the mean. The larger the standard deviation, the larger the average distance each data point is from the mean of the distribution. In a normal distribution, approx. 68% of cases fall within one standard deviation of the mean and 95% of cases fall within two standard deviations (Nardi, 2006; Salkind, 2005). Skewness describes the quality of a distribution. A longer right tail (positive skewness) corresponds to a small number of occurrences at the high end of the distribution, while a shorter right tail (negative skewness) corresponds to a larger number of occurrences at the high end of the distribution. A skewness value more than twice its standard error is taken to indicate a departure from symmetry. The standard error is a measure of accuracy in prediction. The ratio of skewness to its standard error can be used as a test of normality (that is, you can reject normality if the ratio is less than -2 or greater than +2). (Salkind, 2005)

It should be noted that overall, most results were extremely positive, with high negative skewness values and high levels of standard errors, indicating a distribution that is not normal for most answers. This may be due to the ceiling effect, whereby the average scores by both self and others are at the upper limit – or ceiling – of the scale and do not leave any room for subjects to show upward movement or change. As Frey et al. (2000) explain, the ceiling effect makes it very “difficult to tell whether a treatment has any effect” (p. 122).

Impact of Research Perspectives

Measuring the impact of *Research Perspectives* on readers' attitudes establishes a direct link between the publication and the creation of a brand image for uOttawa research. This in turn can influence the brand equity for uOttawa overall. In total, the following questions were posed in an attempt to establish the impact of *Research Perspectives* on readers:

- Usefulness in keeping you informed about uOttawa research (print and online version)
- Contribution to establishing a positive reputation for uOttawa research (print and online version)
- Reading *Research Perspectives* has sparked my interest in uOttawa research.
- Reading *Research Perspectives* has made me excited about the variety of research at uOttawa.
- *Research Perspectives* helps me realize that funding university research is a worthwhile endeavour.
- *Research Perspectives* conveys the message that university research has an impact on society.

Usefulness in keeping you informed about uOttawa research (print version)

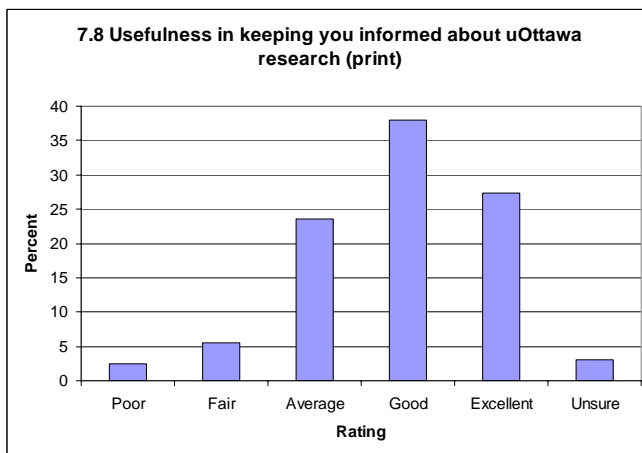
The results of this question were positive. The mode is "4. Good", with M near 4 (good), and a total of 105 respondents (65.2%) answered good or excellent in regards to how the print version of *Research Perspectives* is useful in keeping them informed about uOttawa research. SD is almost three points from M and the Ratio of SK/SE is below -2, which both indicate that these results deviate from a normal distribution.

Table 3 –Usefulness in keeping you informed about uOttawa research (print version)

7.8 Usefulness in keeping you informed about uOttawa research (print version)	Frequency	Percent	Frequency excl. "Unsure"	Percent
1. Poor	4	2.5	4	2.6
2. Fair	9	5.6	9	5.8
3. Average	38	23.6	38	24.4
4. Good	61	37.9	61	39.1
5. Excellent	44	27.3	44	28.2
6. Unsure	5	3.1		
Total	161	100.0	156	100.0

M	SD	SK	SE of SK	Ratio SK/SE
3.85	0.985	-0.712	0.194	-3.670

Figure 1 –Usefulness in keeping you informed about uOttawa research (print version)



Usefulness in keeping you informed about uOttawa research (online version)

The results of this question were also positive. Similarly to Question 7.8, the mode is “4. Good”, with M near 4 (good), but a total of 95 respondents (72.5%) answered good or excellent in regards to how the online version of *Research Perspectives* is useful in keeping them informed about uOttawa research. This represents a significant increase from the print version of 7.3 percentage points. SD is almost three points from M and the

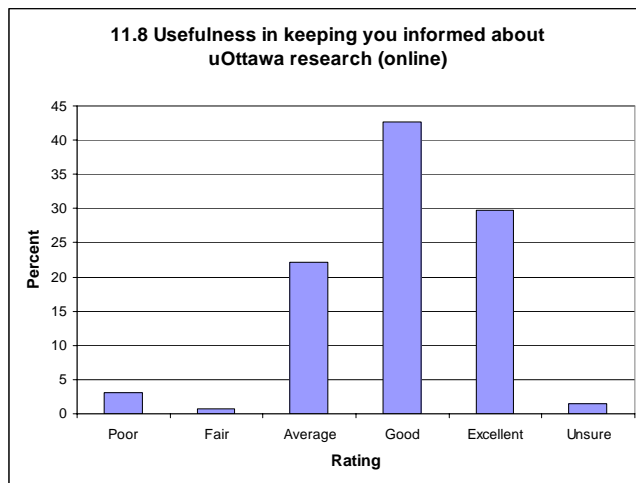
Ratio of SK/SE is far below -2, which both indicate that these results deviate from a normal distribution.

Table 4 –Usefulness in keeping you informed about uOttawa research (online version)

11.8 Usefulness in keeping you informed about uOttawa research (online version)	Frequency	Percent	Frequency excl. "Unsure"	Percent
1. Poor	4	3.1	4	3.1
2. Fair	1	0.8	1	0.8
3. Average	29	22.1	29	22.5
4. Good	56	42.7	56	43.4
5. Excellent	39	29.8	39	30.2
6. Unsure	2	1.5		
Total	131	100.0	129	100.0

M	SD	SK	SE of SK	Ratio SK/SE
3.97	0.918	-0.984	0.213	-4.620

Figure 2 – Usefulness in keeping you informed about uOttawa research (online version)



Contribution to establishing a positive reputation for uOttawa research (print version)

The results of this question were again positive. The mode is “4. Good”, with M slightly over 4 (good). A total of 118 respondents (73.4%) answered good or excellent in regards to how the print version of *Research Perspectives* contributes to establishing a

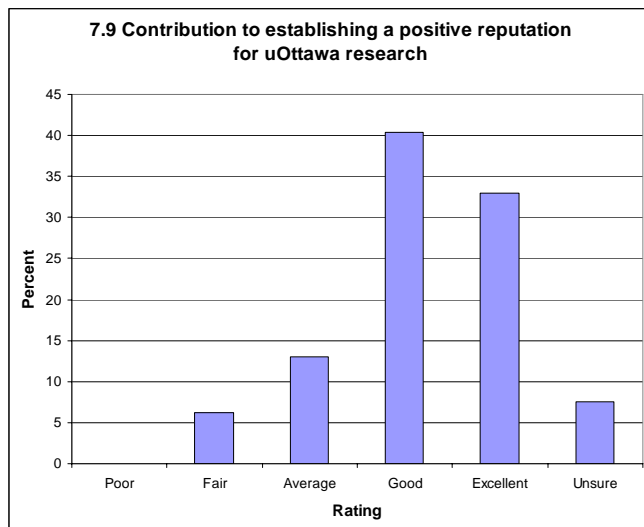
positive reputation for uOttawa research. SD is over three points from M and the Ratio of SK/SE is far below -2, which both indicate that these results deviate from a normal distribution.

Table 5 – Contribution to establishing a positive reputation for uOttawa research (print version)

7.9 Contribution to establishing a positive reputation for uOttawa research (print version)	Frequency	Percent	Frequency excl. "Unsure"	Percent
1. Poor	0	0	0	0.0
2. Fair	10	6.2	10	6.7
3. Average	21	13	21	14.1
4. Good	65	40.4	65	43.6
5. Excellent	53	32.9	53	35.6
6. Unsure	12	7.5		
Total	161	100.0	149	100.0

M	SD	SK	SE of SK	Ratio SK/SE
4.08	0.874	-0.774	0.199	-3.889

Figure 3 – Contribution to establishing a positive reputation for uOttawa research (print version)



Contribution to establishing a positive reputation for uOttawa research (online version)

The results of this question were positive. The mode is “4. Good”, with M slightly over 4 (good). A total of 95 respondents (72.6%) answered good or excellent in

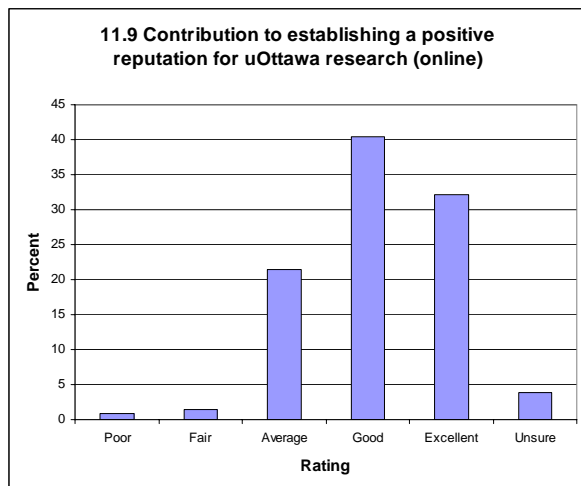
regards to how the online version of *Research Perspectives* contributes to establishing a positive reputation for uOttawa research, which means there is virtually no difference between the print and online version. SD is over three points from M and the Ratio of SK/SE is below -2, which both indicate that these results deviate from a normal distribution.

Table 6 – Contribution to establishing a positive reputation for uOttawa research (online version)

11.9 Contribution to establishing a positive reputation for uOttawa research (online version)	Frequency	Percent	Frequency excl. "Unsure"	Percent
1. Poor	1	0.8	1	0.8
2. Fair	2	1.5	2	1.6
3. Average	28	21.4	28	22.2
4. Good	53	40.5	53	42.1
5. Excellent	42	32.1	42	33.3
6. Unsure	5	3.8		
Total	131	100.0	126	100.0

M	SD	SK	SE of SK	Ratio SK/SE
4.06	0.832	-0.612	0.216	-2.833

Figure 4 – Contribution to establishing a positive reputation for uOttawa research (online version)



Reading Research Perspectives has sparked my interest in uOttawa research.

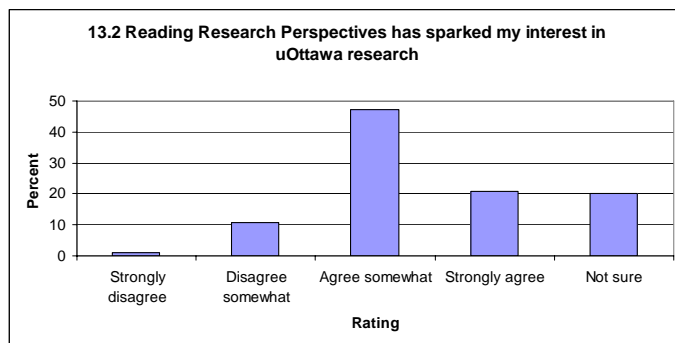
The results of this question were positive. The mode is “3. Agree somewhat”, with M just under 4 (strongly agree). A total of 183 respondents (68%) agreed somewhat or strongly that reading *Research Perspectives* has sparked their interest in uOttawa research. SD is almost three points from M and the Ratio of SK/SE is far below -2, which both indicate that the distribution is not normal.

Table 7 – Reading *Research Perspectives* has sparked my interest in uOttawa research

13.2 Reading <i>Research Perspectives</i> has sparked my interest in uOttawa research.	Frequency	Percent	Frequency excl. "Not sure"	Percent
1. Strongly disagree	3	1.1	3	1.4
2. Disagree somewhat	29	10.8	29	13.5
3. Agree somewhat	127	47.2	127	59.1
4. Strongly agree	56	20.8	56	26.0
5. Not sure	54	20.1		
Total	269	100	215	100.0

M	SD	SK	SE of SK	Ratio SK/SE
3.95	0.963	-1.197	0.166	-7.211

Figure 5 – Reading *Research Perspectives* has sparked my interest in uOttawa research



Reading Research Perspectives has made me excited about the variety of research at uOttawa.

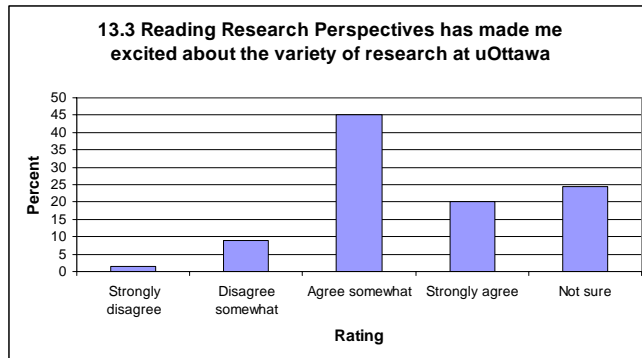
The results of this question were positive. The mode is “3. Agree somewhat”, with M just under 4 (strongly agree). A total of 175 respondents (65.1%) agreed somewhat or strongly that reading *Research Perspectives* has made them excited about the variety of research at uOttawa. SD is over three points from M and the Ratio of SK/SE is far below -2, which both indicate that the distribution is not normal..

Table 8 – Reading *Research Perspectives* has made me excited about the variety of research at uOttawa.

13.3 Reading <i>Research Perspectives</i> has made me excited about the variety of research at uOttawa.			Frequency excl.	
	Frequency	Percent	"Not sure"	Percent
1. Strongly disagree	4	1.5	4	2.0
2. Disagree somewhat	24	8.9	24	11.8
3. Agree somewhat	121	45	121	59.6
4. Strongly agree	54	20.1	54	26.6
5. Not sure	66	24.5		
Total	269	100.0	203	100.0

M	SD	SK	SE of SK	Ratio SK/SE
3.97	0.959	-1.301	0.171	-7.608

Figure 6 – Reading *Research Perspectives* has made me excited about the variety of research at uOttawa.



Research Perspectives helps me realize that funding university research is a worthwhile endeavour.

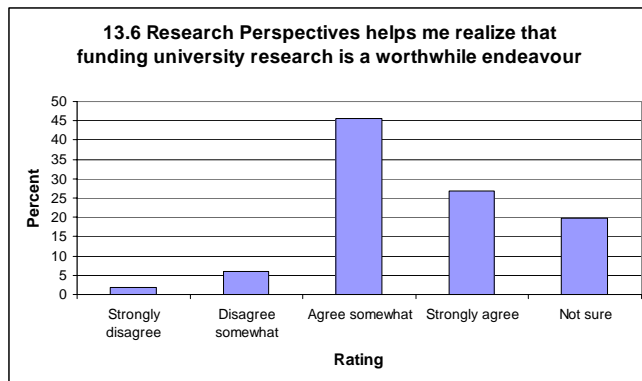
The results of this question were positive. The mode is “3. Agree somewhat”, with M slightly over 4 (strongly agree). A total of 195 respondents (72.5%) agreed somewhat or strongly that *Research Perspectives* helps them realize that funding university research is a worthwhile endeavour. SD is over three points from M and the Ratio of SK/SE is far below -2, which both indicate that these results deviate from a normal distribution.

Table 9 – *Research Perspectives* helps me realize that funding university research is a worthwhile endeavour.

13.6 <i>Research Perspectives</i> helps me realize that funding university research is a worthwhile endeavour.	Frequency	Percent	Frequency excl. "Not sure"	Percent
1. Strongly disagree	5	1.9	5	2.3
2. Disagree somewhat	16	5.9	16	7.4
3. Agree somewhat	123	45.7	123	56.9
4. Strongly agree	72	26.8	72	33.3
5. Not sure	53	19.7		
Total	269	100.0	216	100.0

M	SD	SK	SE of SK	Ratio SK/SE
4.12	0.91	-1.576	0.166	-9.494

Figure 7 – *Research Perspectives* helps me realize that funding university research is a worthwhile endeavour.



Research Perspectives conveys the message that university research has an impact on society.

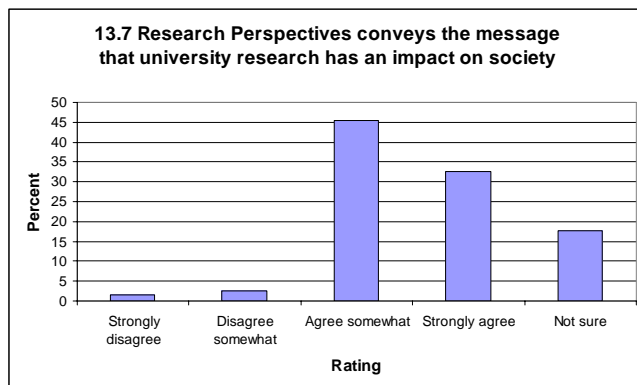
The results of this question were positive. The mode is “3. Agree somewhat”, with M slightly over 4 (strongly agree). A total of 210 respondents (78.1%) agreed somewhat or strongly that *Research Perspectives* conveys the message that university research has an impact on society. SD is well over three points from M and the Ratio of SK/SE is far below -2, which both indicate that these results deviate from a normal distribution.

Table 10 – *Research Perspectives* conveys the message that university research has an impact on society.

13.7 <i>Research Perspectives</i> conveys the message that university research has an impact on society.	Frequency	Percent	Frequency excl. "Not sure"	Percent
1. Strongly disagree	4	1.5	4	1.8
2. Disagree somewhat	7	2.6	7	3.2
3. Agree somewhat	122	45.4	122	55.2
4. Strongly agree	88	32.7	88	39.8
5. Not sure	48	17.8		
Total	269	100.0	221	100.0

M	SD	SK	SE of SK	Ratio SK/SE
4.28	0.782	-1.861	0.164	-11.348

Figure 8 – *Research Perspectives* conveys the message that university research has an impact on society.



In summary, *Research Perspectives* seems to have a significant positive impact on readers' perceptions about research at uOttawa as well as research in general.

Perceptions of Research at uOttawa

Measuring readers' perceptions of research at uOttawa establishes a benchmark for the uOttawa research brand. The following three questions were posed to provide such a measurement:

- Research conducted at uOttawa is highly innovative.
- Would you recommend uOttawa as a place of education to your friends and family?
- Would you recommend uOttawa as a place of research to your friends and family?

Research conducted at uOttawa is highly innovative.

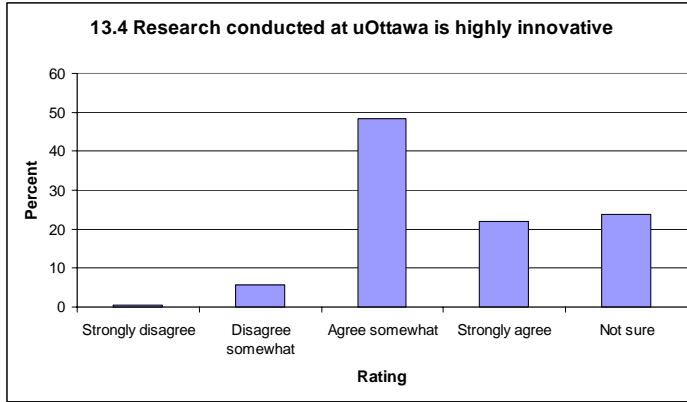
The results of this question were positive. The mode is "3. Agree somewhat", with M slightly over 4 (strongly agree). A total of 189 respondents (70.1%) agreed somewhat or strongly that research at uOttawa is highly innovative. SD is well over three points from M and the Ratio of SK/SE is far below -2, which both indicate that the distribution is not normal.

Table 11 – Research conducted at uOttawa is highly innovative.

13.4 Research conducted at uOttawa is highly innovative.	Frequency	Percent	Frequency excl. "Not sure"	Percent
1. Strongly disagree	1	0.4	1	0.5
2. Disagree somewhat	15	5.6	15	7.3
3. Agree somewhat	130	48.3	130	63.4
4. Strongly agree	59	21.9	59	28.8
5. Not sure	64	23.8		
Total	269	100.0	205	100.0

M	SD	SK	SE of SK	Ratio SK/SE
4.13	0.782	-1.407	0.17	-8.276

Figure 9 – Research conducted at uOttawa is highly innovative.



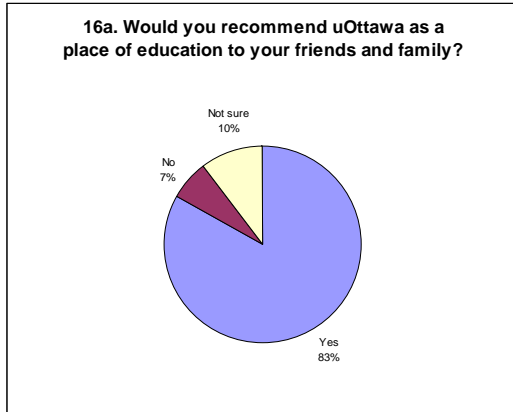
Would you recommend uOttawa as a place of education to your friends and family?

An overwhelming majority of 217 respondents or 83.1% would endorse uOttawa as a place of education to their friends and family.

Table 12 – Would you recommend uOttawa as a place of education to your friends and family?

16a. Would you recommend uOttawa as a place of education to your friends and family?	Frequency	Percent
	Yes	217
No	17	6.5
Not sure	27	10.3
Total	261	100.0

Figure 10 – Would you recommend uOttawa as a place of education to your friends and family?

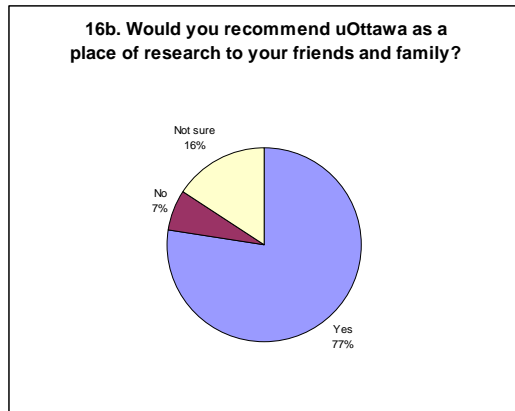


Would you recommend uOttawa as a place of research to your friends and family?

While, the majority of respondents would recommend uOttawa as a place to study, interestingly, fewer people (202 or 77.4%) would recommend uOttawa as a place of research. While this constitutes a difference of only 5.8%, it is nonetheless noteworthy, given the focus of this study on research as a pillar of the university’s branding.

Table 13 – Would you recommend uOttawa as a place of research to your friends and family?

16b. Would you recommend uOttawa as a place of research to your friends and family?	Frequency	Percent
Yes	202	77.4
No	18	6.9
Not sure	41	15.7
Total	261	100.0

Figure 11 – Would you recommend uOttawa as a place of research to your friends and family?

In summary, responses indicate that readers have a positive attitude towards research at uOttawa.

uOttawa Compared to other Canadian Universities

The branding efforts of uOttawa aim to support the University's goal to advance to fifth place in Canada for federal research funding. As such funding depends on attracting top-notch researchers and graduate students, it is essential to compare uOttawa with other Canadian universities who compete to attract the same talent. In fact, one could argue that research is an international enterprise and that uOttawa is in competition with universities worldwide, not just in Canada. However, uOttawa has focused on its national standing, which is why this study will also limit itself to Canadian comparisons.

The following three questions attempted to establish this comparison:

- uOttawa is one of Canada's top five research universities.
- In your view, does research at the University of Ottawa distinguish itself in a positive way from research at other Canadian universities in any of the following areas?
- Name three of Canada's top five research universities

uOttawa is one of Canada's top five research universities.

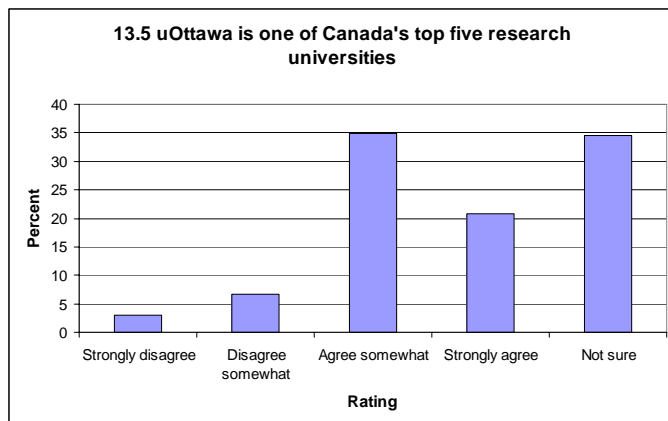
The results of this question were positive. The mode is “3. Agree somewhat”, with M just under 4 (strongly agree). A total of 150 respondents (65.7%) agreed somewhat or strongly that uOttawa is one of Canada’s top five research universities. SD is almost three points from M and the Ratio of SK/SE is far below -2, which both indicate that the distribution is not normal. It is noteworthy that a third of the respondents (34.6% or 93 people) answered unsure, indicating either a lack of knowledge or a lack of confidence in this statement.

Table 14 – uOttawa is one of Canada's top five research universities.

13.5 uOttawa is one of Canada's top five research universities.		Frequency	Percent	Frequency excl. "Not sure"	Percent
1.	Strongly disagree	8	3	8	4.5
2.	Disagree somewhat	18	6.7	18	10.2
3.	Agree somewhat	94	34.9	94	53.4
4.	Strongly agree	56	20.8	56	31.8
5.	Not sure	93	34.6		
Total		269	100.0	176	100.0

M	SD	SK	SE of SK	Ratio SK/SE
3.98	1.069	-1.375	0.183	-7.514

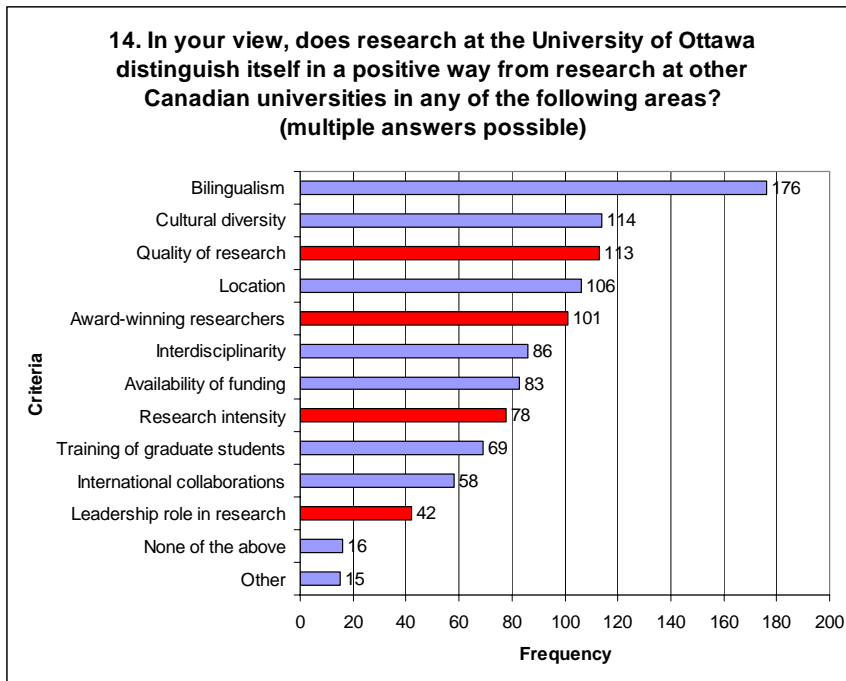
Figure 12 – uOttawa is one of Canada's top five research universities.



In your view, does research at the University of Ottawa distinguish itself in a positive way from research at other Canadian universities in any of the following areas?

Quality of research and award-winning researchers were chosen as the top differentiators of uOttawa research against other Canadian universities. However, they only came in third and fifth place, after bilingualism, cultural diversity and location. Leadership role in research was in last place with only 16.1% of responses. It appears that while research contributes to uOttawa’s brand equity, other factors are more prevalent in people’s minds.

Figure 13 – How is research at uOttawa different from research at other Canadian universities?



Name three of Canada’s top five research universities

This question allowed respondents to fill in their own responses, without offering any preselected choices. They were asked to enter three universities. As a result, these

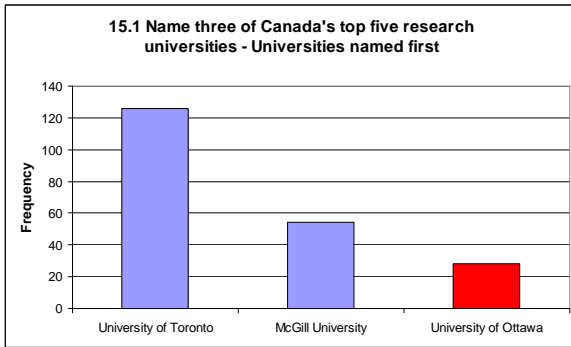
results provide an indication as to which universities enjoy the best image in the minds of respondents.

The University of Ottawa ranked third among those universities mentioned first by respondents as one of Canada’s top five research universities. Understandably, the University of Toronto, Canada’s largest university, led by a large margin (49%) in first place. However, the University of British Columbia, University of Alberta and Université de Montréal ranked a distant fourth, seventh and eighth behind uOttawa, despite the fact that their official research rankings are actually ahead of uOttawa (according to *Research Infosource* 2006 data). Although uOttawa ranked third, it was mentioned only 28 times in total (10.9%), which is remarkably low considering the large number of respondents from within the uOttawa community.

Table 15 – Name three of Canada’s top five research universities – Universities named first

15.1 Name three of Canada’s top five research universities – Universities named first	Frequency	Percent
1. University of Toronto	126	49
2. McGill University	54	21
3. University of Ottawa	28	10.9
4. University of British Columbia	8	3.1
5. Queen’s University	8	3.1
6. McMaster University	6	2.3
7. University of Alberta	4	1.6
8. Université de Montréal	3	1.2
9. Université Laval	3	1.2
10. York University	2	0.8
11. Guelph University	1	0.4
12. University of Waterloo	1	0.4
13. University of Calgary	1	0.4
14. Simon Fraser University	1	0.4
15. Carleton University	1	0.4
16. Dalhousie University	1	0.4
17. Concordia University	1	0.4
18. Université de Sherbrooke	1	0.4
19. Algonquin College	1	0.4
Unsure	6	2.3
Total	257	100.0

Figure 14 – Name three of Canada’s top five research universities – Universities named first

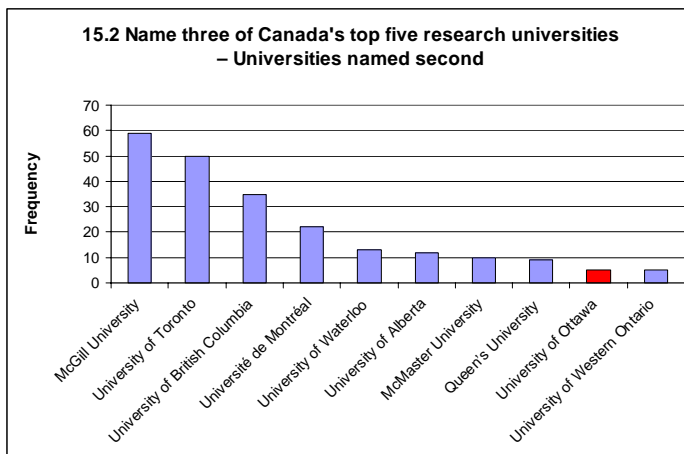


The University of Ottawa ranked ninth among those universities mentioned second by respondents as one of Canada’s top five research universities with only 5 mentions (1.9%).

Table 16 – Name three of Canada’s top five research universities – Universities named second

15.2 Name three of Canada’s top five research universities – Universities named <u>second</u>	Frequency	Percent
1. McGill University	59	23
2. University of Toronto	50	19.5
3. University of British Columbia	35	13.6
4. Université de Montréal	22	8.6
5. University of Waterloo	13	5.1
6. University of Alberta	12	4.7
7. McMaster University	10	3.9
8. Queen’s University	9	3.5
9. University of Ottawa	5	1.9
10. University of Western Ontario	5	1.9
11. Université Laval	4	1.6
12. Carleton University	4	1.6
13. Université du Québec à Montréal	3	1.2
14. York University	3	1.2
15. Dalhousie University	2	0.8
16. Concordia University	2	0.8
17. Université de Sherbrooke	2	0.8
18. Guelph University	2	0.8
19. University of Calgary	2	0.8
20. Université du Québec	2	0.8
21. Université du Québec à Trois-Rivières	1	0.4
22. Brock University	1	0.4
23. University of Victoria	1	0.4
Unsure	8	3.1
Total	257	100.0

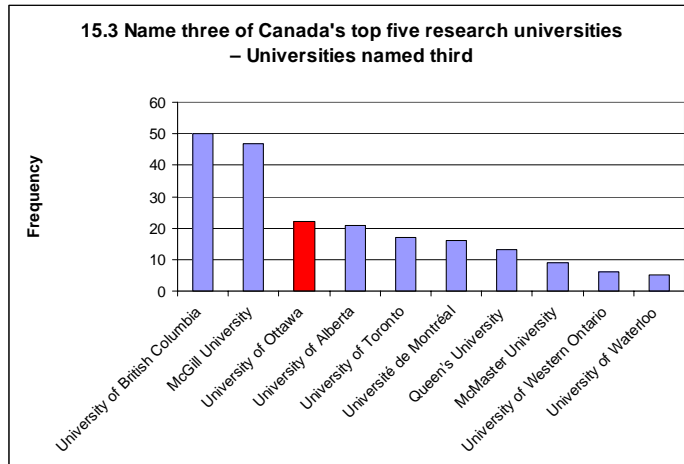
Figure 15 – Name three of Canada’s top five research universities – Universities named second



The University of Ottawa ranked in third place among those universities mentioned third by respondents as one of Canada’s top five research universities with 22 mentions (8.6%) behind the University of British Columbia and McGill University.

Table 17 – Name three of Canada’s top five research universities – Universities named third

15.3 Name three of Canada’s top five research universities – Universities named <u>third</u>	Frequency	Percent
1. University of British Columbia	50	19.6
2. McGill University	47	18.4
3. University of Ottawa	22	8.6
4. University of Alberta	21	8.2
5. University of Toronto	17	6.7
6. Université de Montréal	16	6.3
7. Queen’s University	13	5.1
8. McMaster University	9	3.5
9. University of Western Ontario	6	2.4
10. University of Waterloo	5	2
11. University of Calgary	5	2
12. York University	4	1.6
13. Carleton University	3	1.2
14. Dalhousie University	3	1.2
15. Concordia University	3	1.2
16. Université Laval	3	1.2
17. Université de Sherbrooke	3	1.2
18. Université du Québec à Montréal	3	1.2
19. Ryerson University	2	0.8
20. Simon Fraser University	2	0.8
21. Guelph University	1	0.4
22. University of Saskatchewan	1	0.4
23. Université du Québec à Chicoutimi	1	0.4
24. Bishops University	1	0.4
25. Université St. Paul	1	0.4
26. École Polytechnique	1	0.4
27. Canadore College	1	0.4
Unsure	10	3.9
Total	255	100.0

Figure 16 – Name three of Canada’s top five research universities – Universities named third

When asked about direct comparisons to other Canadian universities, uOttawa does not seem to rank as well in people’s opinion as the previous sections led us to believe. While respondents did not hesitate rating uOttawa and its research in a positive light, they were less prepared to place uOttawa ahead of other eminent Canadian universities or state that it compared favourably in certain areas to other universities.

Reading Habits of Survey Respondents

Learning about respondents’ reading habits provides insight into how well they know *Research Perspectives*, thus indicating how valid their feedback is. In addition, knowing which other media reach this target market highlights those that could act as brand stewards for uOttawa research. The following questions were asked in relation to the respondents’ reading habits:

- How often do you read *Research Perspectives*?
- Thinking of the last issue of *Research Perspectives* that you remember seeing, how thoroughly would you say you read or scanned it?
- In what format do you read *Research Perspectives*?
- What other publications do you read on a regular basis?

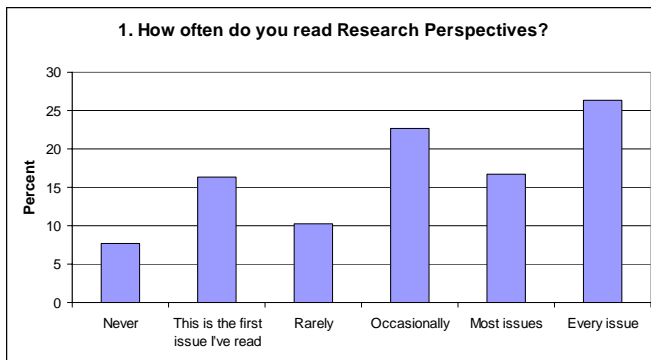
How often do you read Research Perspectives?

A total of 129 respondents (43%) read most or every issue of *Research Perspectives*. It is reasonable to assume that the 72 respondents (24%) who have never or for the first time read *Research Perspectives*, filled in the survey based on the advertised draw for gift certificates.

Table 18 – How often do you read *Research Perspectives*?

1. How often do you read <i>Research Perspectives</i> ?	Frequency	Percent
1. Never	23	7.7
2. This is the first issue I've read	49	16.3
3. Rarely	31	10.3
4. Occasionally	68	22.7
5. Most issues	50	16.7
6. Every issue (3 issues per year)	79	26.3
Total	300	100.0

Figure 17 – How often do you read *Research Perspectives*?



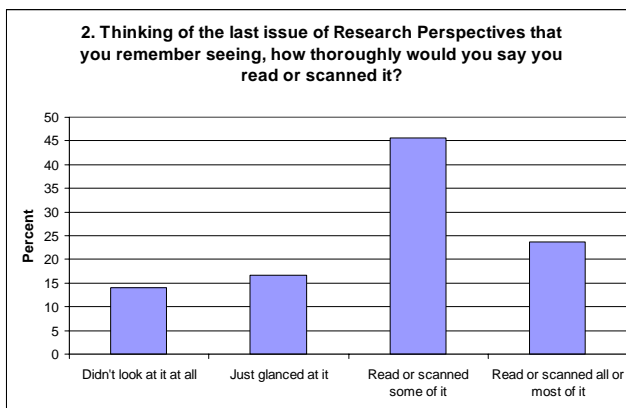
Thinking of the last issue of Research Perspectives that you remember seeing, how thoroughly would you say you read or scanned it?

A total of 208 respondents (69.4%) read or scanned some, most or all of the last issue of *Research Perspectives* they remember.

Table 19 – Thinking of the last issue of *Research Perspectives* that you remember seeing, how thoroughly would you say you read or scanned it?

2. Thinking of the last issue of <i>Research Perspectives</i> that you remember seeing, how thoroughly would you say you read or scanned it?	Frequency	Percent
1. Didn't look at it at all	42	14
2. Just glanced at it	50	16.7
3. Read or scanned some of it	137	45.7
4. Read or scanned all or most of it	71	23.7
Total	300	100.0

Figure 18 – Thinking of the last issue of *Research Perspectives* that you remember seeing, how thoroughly would you say you read or scanned it?



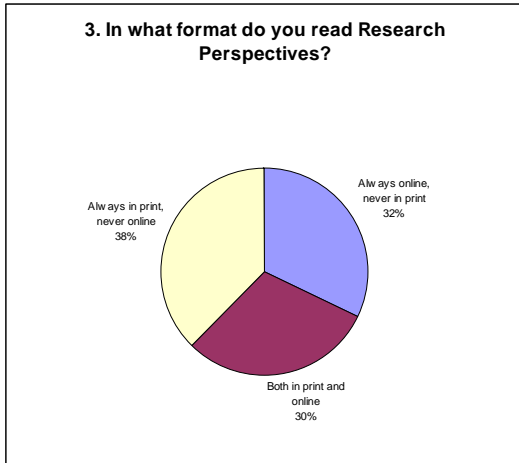
*In what format do you read *Research Perspectives*?*

While a slight majority reads *Research Perspectives* only in print and never online, one third of the respondents read it in both print and online. With the print issue read by 67.7% of the survey respondents, this is an important indicator in making decisions about the future format of the magazine and how to allocate resources in order to reach the largest intended target market.

Table 20 – In what format do you read *Research Perspectives*?

3. In what format do you read <i>Research Perspectives</i>?	Frequency	Percent
Always online, never in print	97	32.3
Both in print and online	90	30.0
Always in print, never online	113	37.7
Total	300	100.0

Figure 19 – In what format do you read *Research Perspectives*?



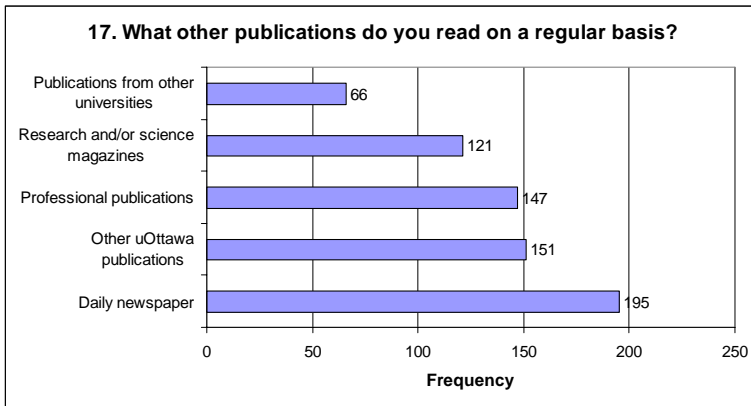
What other publications do you read on a regular basis?

Considering the large number of respondents who read a daily newspaper, it is evident that media relations also play an important role in building the university’s research brand. Respondents also read a large number of other uOttawa publications, which may be due to the fact that many are members of the university community and are thus exposed to uOttawa publications through their work and studies.

Table 21 – What other publications do you read on a regular basis?

17. What other publications do you read on a regular basis? (multiple selections possible)	Frequency	Percent
1. Daily newspaper	195	75.3
2. Other uOttawa publications (print or online, such as Tabaret, Gazette, faculty newsletters, etc.)	151	58.3
3. Publications from other universities	66	25.5
4. Research and/or science magazines	121	46.7
5. Professional publications	147	56.8
6. None of the above	0	0
Total	259	

Figure 20 – What other publications do you read on a regular basis?



The typical reader of *Research Perspectives* seems to read the publication occasionally or fairly regularly, scans most or all of the content, prefers the print to the online version, and regularly reads a daily newspaper as well as other uOttawa publications.

Feedback on the Print Version

Research Perspectives is published both in print and online. Therefore, the survey attempted to establish whether the media used by readers leads to any differences in perception or impact of the magazine. The survey asked the following questions to establish this:

- Have you read the print version of *Research Perspectives* during the last year?

- Credibility of information (print version)
- How many people including yourself usually read your copy of *Research Perspectives*?

Have you read the print version of Research Perspectives during the last year?

Only 33 respondents had not read a print issue of *Research Perspectives* during the last year. This question was meant to serve as verification for Question 3, asking whether respondents read *Research Perspectives* in print or online. Comparing the answers to these two questions, there is a slight discrepancy in that only 97 respondents to question 3 said they never read a print version of RP while only 33 respondents to question 4 said they had not read a print version of RP in the last year. This discrepancy could indicate that results to either or both questions are inaccurate or simply that some readers who never read print versions, happened to see one as an exception.

Table 22 – Have you read the print version of *Research Perspectives* during the last year?

4. Have you read the print version of <i>Research Perspectives</i> during the last year?	Frequency	Percent
Yes	167	83.5
No	33	16.5
Total	200	100.0

Credibility of information (print version)

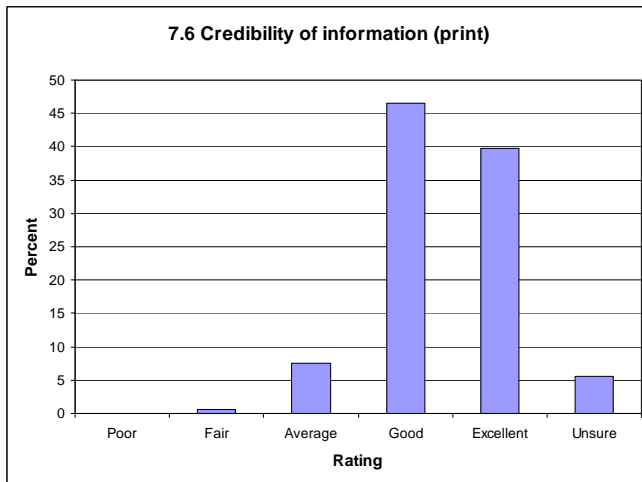
The results of this question were positive. The mode is “4. Good”, with M slightly over 4 (Good). A total of 139 respondents (86.4%) answered good or excellent in regards to the credibility of information provided by the print version of *Research Perspectives*. SD is approx. 3.5 points from M and the Ratio of SK/SE is below -2, which both indicate that the distribution is not normal.

Table 23 – Credibility of information (print version)

7.6 Credibility of information (print version)	Frequency	Percent	Frequency excl. "Unsure"	Percent
1. Poor	0	0	0	0.0
2. Fair	1	0.6	1	0.7
3. Average	12	7.5	12	7.9
4. Good	75	46.6	75	49.3
5. Excellent	64	39.8	64	42.1
6. Unsure	9	5.6		
Total	161	100.0	152	100.0

M	SD	SK	SE of SK	Ratio SK/SE
4.33	0.649	-0.593	0.197	-3.010

Figure 21 – Credibility of information (print version)



How many people including yourself usually read your copy of Research Perspectives?

Based on these responses, 259 copies of *Research Perspectives* were actually read by 352 people. The readership for each issue of *Research Perspectives* would therefore exceed its distribution by 36% if this sample were representative of the entire readership. In other words, every issue of *Research Perspectives* would be read by 1.36 persons.

Table 24 – How many people including yourself usually read your copy of *Research Perspectives*?

18. How many people including yourself usually read your copy of <i>Research Perspectives</i> ?	Frequency	Percent	Total readers
1	196	75.7	196
2	43	16.6	86
3	10	3.9	30
4	10	3.9	40
Total	259	100.0	352

A majority of respondents read a print version of *Research Perspectives* during the last year and attributes to it a high level of credibility. Furthermore, the print version is on average read by more than one person per issue, which is one of the significant advantages of print publications that can be passed on to colleagues and friends.

Feedback on the Online Version

There are 985 online subscribers who are notified by email when a new issue of *Research Perspectives* is posted online. The research gateway Web site also announces when a new issue has been posted. In addition, the print issue contains a footer with the Web address of the magazine, and at the end of each article, there is a unique Web address for additional content relating to that article, thus systematically linking the print to the electronic version of the magazine. The following questions were posed in relation to the online version of *Research Perspectives*:

- Have you visited *Research Perspectives* online during the last year?
- Credibility of information (online)

Have you visited Research Perspectives online during the last year?

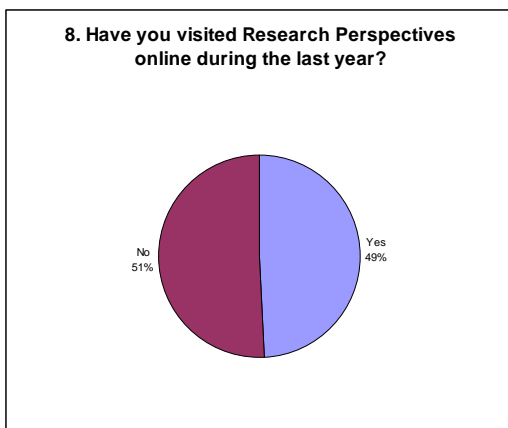
Approximately half of the respondents had read *Research Perspectives* online during the last year, which is not consistent with responses to question 3. In question 3, one third of respondents claimed to always read *Research Perspectives* online, while another third claimed to read it both online and in print. This means that two thirds of

respondents should answer question 8 with yes. It is possible that the discrepancy is due to people having read *Research Perspectives* online some time in the past, but not during the last year.

Table 25 – Have you visited *Research Perspectives* online at www.research.uOttawa.ca/perspectives during the last year?

8. Have you visited <i>Research Perspectives</i> online at www.research.uOttawa.ca/perspectives during the last year?	Frequency	Percent
Yes	141	49.1
No	146	50.9
Total	287	100.0

Figure 22 – Have you visited *Research Perspectives* online during the last year?



Credibility of information (online)

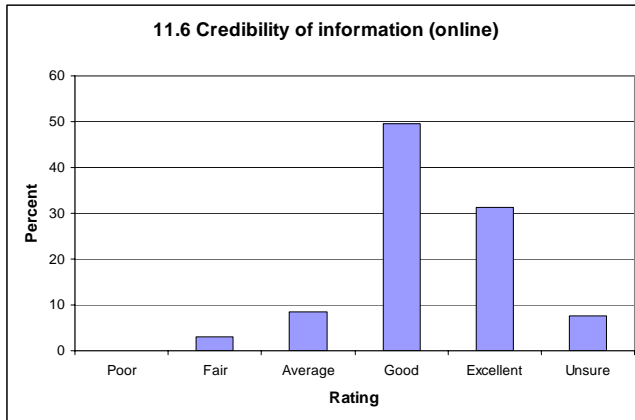
The results of this question were positive. The mode is “4. Good”, with M slightly over 4 (Good). A total of 106 respondents (80.9%) answered good or excellent in regards to the credibility of information provided by the online version of *Research Perspectives*, which is slightly below the rate for the print version. SD is approx. 3.5 points from M and the Ratio of SK/SE is below -2, which both indicate that the distribution is not normal.

Table 26 – Credibility of information (online)

11.6 Credibility of information (online)	Frequency	Percent	Frequency excl. "Unsure"	Percent
1. Poor	0	0.0	0	0.0
2. Fair	4	3.1	4	3.3
3. Average	11	8.4	11	9.1
4. Good	65	49.6	65	53.7
5. Excellent	41	31.3	41	33.9
6. Unsure	10	7.6		
Total	131	100.0	121	100.0

M	SD	SK	SE of SK	Ratio SK/SE
4.18	0.73	-0.819	0.22	-3.723

Figure 23 – Credibility of information (online)



More than half the respondents had not visited the online version of *Research Perspectives* during the last year and evaluate the credibility of information online as slightly lower than the print version.

Demographics of Survey Respondents

Exactly 300 readers responded to the survey which corresponds to a participation rate of only 3% of the print readership. The following demographics were established for these 300 respondents:

- Language of preference
- Age
- Affiliation
- Occupation
- Type of employer

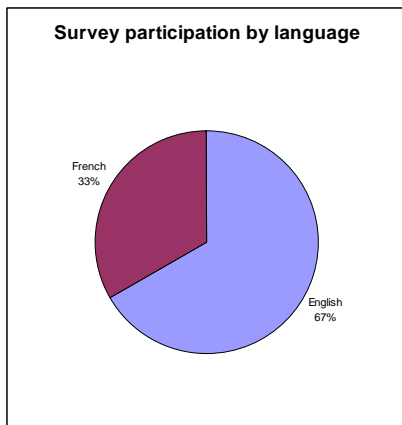
Language of Preference

Respondents could choose to access either the French or the English Web site to respond to the survey. These results assume that people would naturally choose the site in their first language or language of preference, resulting in an exact 2/3 to 1/3 split between English and French. Given that the majority of respondents were students and faculty members, this accurately represents that population split of approx. 70% English and 30% French.

Table 27 – Survey participation by language

Survey participation by language	Frequency	Percent
English	200	66.7
French	100	33.3
Total	300	100.0

Figure 24 – Survey participation by language



Survey Participation by Age

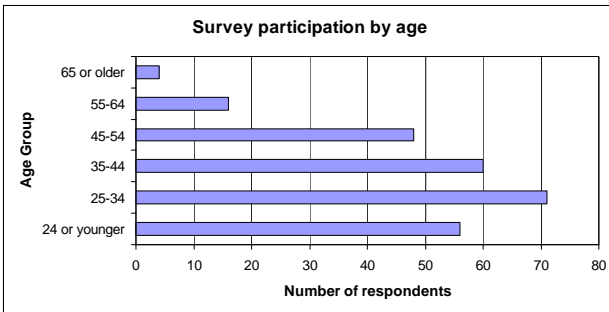
A total of 127 respondents (49.8%) are below the age of 35, likely due to the high participation of students and potential students in the survey. Using Figure 25 as a visual aid, it is easy to see that the age pyramid is heavily skewed towards the younger age groups.

Table 28 – Survey participation by age

21. Survey participation by age	Frequency	Percent
1. 24 or younger	56	22
2. 25-34	71	27.8
3. 35-44	60	23.5
4. 45-54	48	18.8
5. 55-64	16	6.3
6. 65 or older	4	1.6
Total	255	100

M	SD	SK	SE of SK	Ratio SK/SE
2.64	1.271	0.417	0.153	2.725

Figure 25 – Survey participation by age



Survey Participation by uOttawa Affiliation

A full third of respondents to the survey were students at uOttawa, which is remarkable given that they do not receive print issues of *Research Perspectives*, unless they pick up a copy in one of the campus offices.

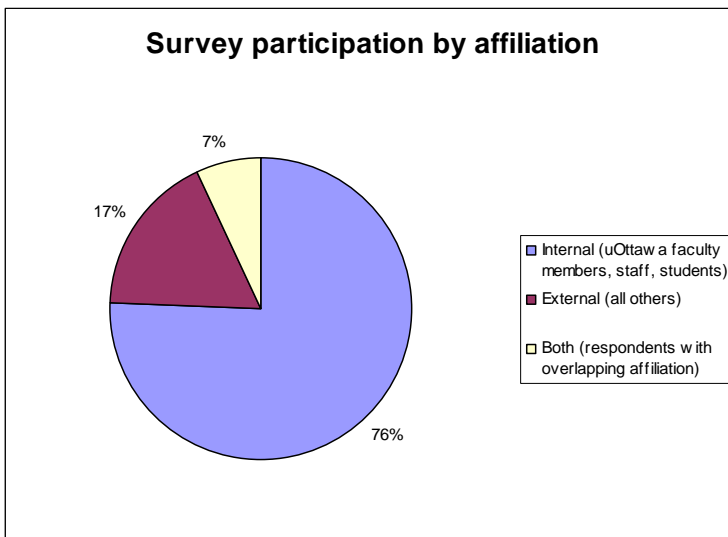
Table 29 – Survey participation by uOttawa affiliation

22. Survey participation by uOttawa affiliation (multiple answers possible)	Frequency	Percent
Faculty member	67	26.3
Staff	75	29.4
Student	85	33.3
Potential future student	7	2.7
Alumnus	29	11.4
Funder or private donor	1	0.4
Research partner/affiliate	4	1.6
No affiliation	15	5.9
Other (please specify)	11	4.3
Total	255	

Table 30 – Survey participation by affiliation (grouped)

22. Survey participation by affiliation (grouped)	Frequency	Percent
Internal (uOttawa faculty members, staff, students)	193	64.3
External (all others)	44	14.7
Both (someone could be a student and alumn)	18	6
Total	255	100

Figure 26 – Survey participation by affiliation (grouped)



It is noteworthy that a large number of respondents are directly affiliated with uOttawa, i.e. current students, staff and faculty. The number is even higher if one includes alumni. This grouping allows the researcher to distinguish stakeholders who are

currently within the institution and therefore exposed to a wide variety of research promotion from external stakeholders who may only have infrequent exposure to research promotion activities. Very few people from other stakeholder groups responded to the survey.

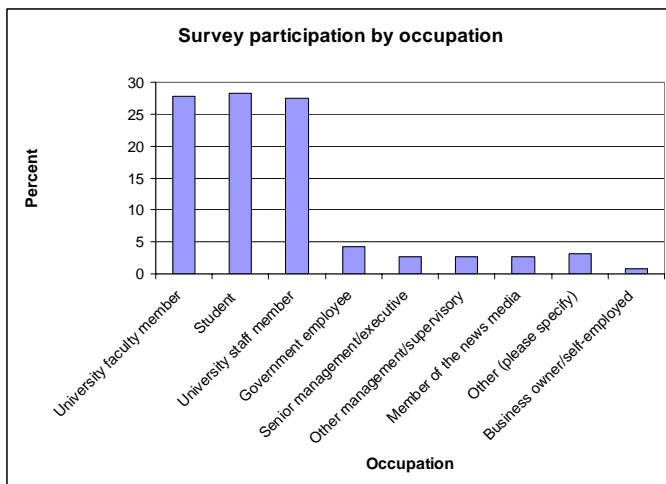
Survey Participation by Occupation

A large majority of respondents are university professors, students or staff which may indicate that very few people outside of the university environment take an active interest in URMs.

Table 31 – Survey participation by occupation

23. Survey participation by occupation	Frequency	Percent
University faculty member (uOttawa or other)	71	27.8
Student (uOttawa or other)	72	28.2
University staff member (uOttawa or other)	70	27.5
Senior management/executive	7	2.7
Other management/supervisory	7	2.7
Business owner/self-employed	2	0.8
Member of the news media	7	2.7
Government employee	11	4.3
Other (please specify)	8	3.1
Total	255	100

Figure 27 – Survey participation by occupation



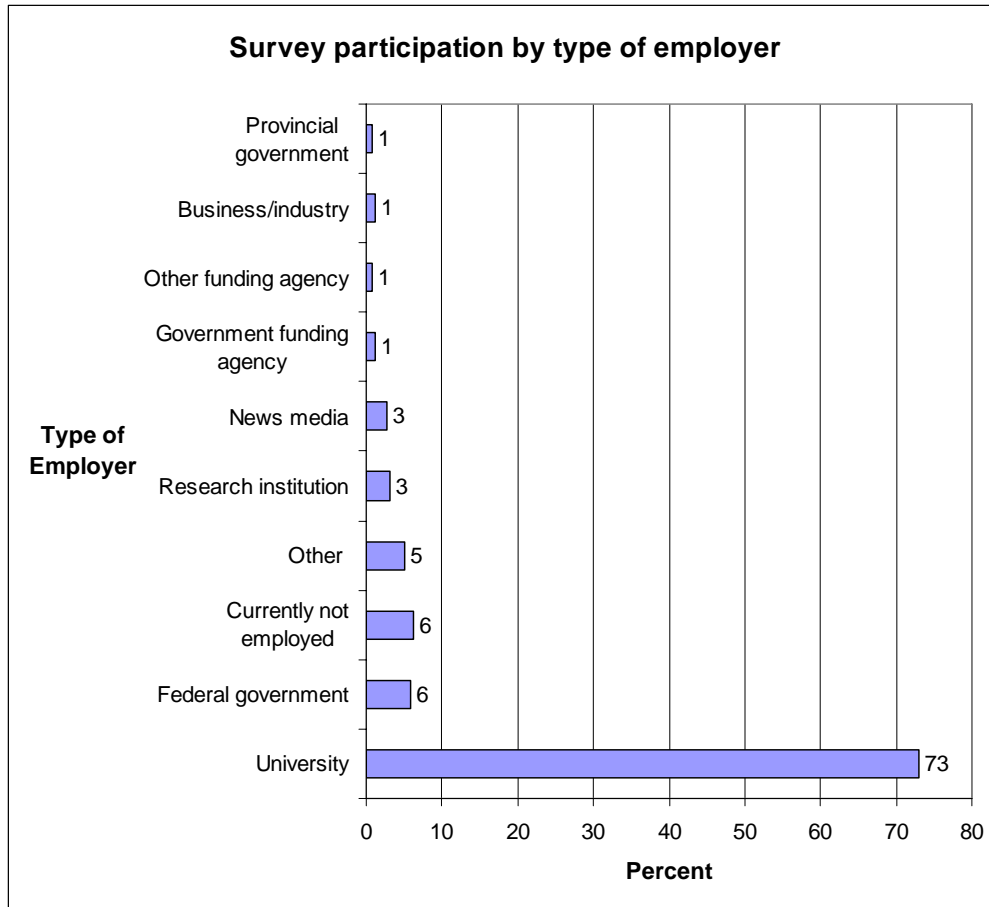
Survey Participation by Employer

It is important to note that almost 73% of respondents are employed by a university (uOttawa or other) which is expected to heavily influence someone's opinion of the importance of university research and the likelihood of reading a URM. In fact, the majority of the distribution of *Research Perspectives* is not to university community members. This is further indication that the survey respondents do not represent the readership of *Research Perspectives* at large and that these survey results can be used only for descriptive and not predictive purposes.

Table 32 – Survey participation by employer

24. Survey participation by employer	Frequency	Percent
University	186	72.9
Research institution	8	3.1
Government funding agency	3	1.2
Other funding agency	2	0.8
Business/industry	3	1.2
News media	7	2.7
Federal government	15	5.9
Provincial government	2	0.8
I am not currently employed by any organization	16	6.3
Other (please specify)	13	5.1
Total	255	100

Figure 28 – Survey participation by employer



The typical survey respondent is an Anglophone uOttawa student under the age of 35, employed by the University.

Select Reader Comments

Reader comments included a large variety of feedback and concerns, both regarding *Research Perspectives* as well as the University as a whole. However, two themes were most prominent in the comments: (a) opinions on the high quality and usefulness of *Research Perspectives* in promoting uOttawa research; and (b) concerns over the limited distribution of the publication. There were only a few comments critical of the need for *Research Perspectives* and its format.

- a. *Comments on the high quality and usefulness of Research Perspectives.*
1. *I think it is a great avenue to keep people informed and up to date on what is going on at the University of Ottawa.*
 2. *Good effort and necessary to establish connectivity in a University that is dispersed over several locations.*
 3. *This useful publication ought to be disseminated widely so that the general public becomes more aware of the University's research activities.*
 4. *A great publication – much more interesting and informative than Tabaret or the Gazette. Research Perspectives is the flagship publication coming from uOttawa. Keep up the good work.*
 5. *Damn good publication!*
 6. *Je trouve que le document est d'une qualité remarquable, un très bon instrument de vulgarisation de savoirs à préserver.*
 7. *A mon avis, Perspectives sur la recherche est d'une grande utilité à tout chercheur et à tout personne s'intéressant à la recherche.*
 8. *Très bien écrit. Intéressant, divertissant et très informatif.*
 9. *Bon magazine.*
 10. *Ne jamais faiblir. Car à travers vous on découvre pas mal de bonnes nouvelles. Je suis sûre que cela incite les chercheurs chevronnés ainsi que les nouveaux à bêcher davantage pour le bien-être de la communauté.*
 11. *C'est une revue très intéressante à lire. Je prend plaisir à découvrir de nouveaux sujets... qui sont d'autant plus intéressants étant donné qu'ils parlent de chercheurs provenant de notre université. Continuez à nous instruire!! Tous les employés*

devraient prendre la peine de lire les articles pour se tenir au courant de ce qui se passe chez nous.

12. *C'est un magazine très bien fait. Je suis fière en tant qu'employé ici à l'Université d'Ottawa de pouvoir présenter cette référence qui démontre les accomplissements du milieu de la recherche à l'Université.*
- b. Reader comments on concerns over the distribution of Research Perspectives.*
1. *Not widely publicized.*
 2. *I had never heard of Research Perspectives before, nor do I know where I could get a physical copy of it on campus.*
 3. *Some ideas I think to help uOttawa increase its reputation: You guys can put copies of Research Perspectives in walk-in clinics, hospital waiting rooms, high school guidance counselors' offices, government institutions around the city. This will help change people's opinions about the university. It's a good publication.*
 4. *Great publication. Needs to be distributed on a larger scale to students/staff at the University. Students have no idea that it exists and have a very small understanding of the research going on in their own university.*
 5. *Je n'ai jamais vu ni entendu parler de ce magazine. Pourtant, il m'intéresserait. Il faudrait communiquer son existence aux étudiants par leur courriel universitaire.*
 6. *Votre publication est très intéressante mais il faudrait la rendre plus accessible (où puis-je me procurer un exemplaire papier?) tant en ligne que sur le campus (des présentoirs peut-être?).*
 7. *C'est la première fois que j'entends parler de cette publicité, et je l'ai immédiatement trouvé très intéressante. Toutefois, il est dommage que je réalise son existence*

seulement à ma 4e année universitaire. VOUS DEVEZ FAIRE PLUS DE PUBLICITE SUR L'EXISTENCE DE CETTE PUBLICATION!!!

c. Reader comments critical of Research Perspectives.

Critical comments addressed a wide variety of concerns with no specific theme emerging. Below is a selection of some of these comments.

- 1. The target audience should be those outside the university. Those within generally have a pretty good idea what many of their colleagues do and do not need convincing of the importance of research or the funding of it.*
- 2. I think that the public needs to see a solid connection between that a professor is doing and why it's so important. Why is this professor's research relevant in society? Also include more researchers...*
- 3. Il n'y a pas assez d'articles sur les découvertes liées aux arts, à la littérature, à l'histoire et aux langues.*
- 4. Le sujet de ce mois-ci est particulièrement inintéressant et ne reflète pas du tout les préoccupations et la qualité de la recherche à l'Université d'Ottawa.*
- 5. J'attend plus d'intervention de différents chercheurs dans d'autres domaines que ceux habituellement qui ont la possibilité d'intervenir dans Perspective sur la Recherche.*
- 6. Impliquer davantage les étudiants de cycles supérieurs à faire partager les résultats de leur recherche (en particulier ceux des sciences sociales).*
- 7. Je pense que les articles ne sont pas assez diversifiés pour une si grande université...et puis ce n'est pas aussi populaire parmi la majorité étudiante...surtout les étudiants de premier cycle...*

Chapter 6: Discussion

Research Perspectives appears to have a significant positive impact on readers' perceptions about research at uOttawa, as well as research in general. According to the survey results, the majority of readers a) found *Research Perspectives* useful in keeping them informed about uOttawa research, b) agreed that the magazine contributed to establishing a positive reputation for uOttawa research and c) stated that reading *Research Perspectives* sparked their interest in uOttawa research and made them excited about the variety of research at the University. In addition, *Research Perspectives* also helped readers realize on a larger scale that funding university research is a worthwhile endeavour and that university research has an impact on society.

Measuring whether *Research Perspectives* had an impact on readers and learning whether this was a positive or negative one provides the researcher with important information regarding the link between the URM and the institution's reputation and brand equity. One cannot presume that readers will make a positive (or any) association in their minds between an institutional publication and the success or failure of that institution's marketing and branding efforts. Therefore, it was imperative for the purpose of this study to establish whether readers were willing to concede such a connection. It is important to note that members of the university community would naturally be more likely to take an interest in a URM, perceive value from it and the information it provides, as well as agree that university research is important for society based on their own interests and their environment. While the researcher is aware that the percentage of positive responses to this section might be significantly lower if the sample were representative of the overall readership of *Research Perspectives* (i.e. included more

external stakeholders), the positive response of the University's 'brand stewards' indicates that there is likely a multiplier effect in place which could be felt beyond the actual readership. This is supported by anecdotal evidence the researcher has received from various staff and faculty members across campus over the past years, which indicates that many use *Research Perspectives* widely to inform their colleagues and contacts outside of the institution of the breadth and quality of research at uOttawa.

In order for the study to more precisely scrutinize this impact, the following section links the survey results to the four components of brand equity.

Brand Awareness

The following two questions were asked in relation to brand awareness among RP readers:

1. Q13. Please indicate your level of agreement with the following statement:
 Reading *Research Perspectives* has sparked my interest in uOttawa research.
2. Q15. Name three of Canada's top five research universities.

The results to Question 13 were positive, indicating that 183 respondents agreed somewhat or strongly that reading *Research Perspectives* sparked their interest in uOttawa research, thus creating awareness of the uOttawa research brand and by extension the uOttawa institutional brand (Note: uOttawa's branding guide treats faculty and service brands as sub-brands of the institutional brand). This is an important foundation to make readers more receptive to other brand building messages. As previously noted, awareness and familiarity of a "product" affect the consumer's perceptions, beliefs, taste, and liking (D. A. Aaker & Joachimsthaler, 2000; Miles Homer, 2006); and brand recognition even leads to positive assumptions about the quality of the

product (D. A. Aaker, 1996a, p. 11), another brand equity component. Universities are also undoubtedly keen to convey the leadership, success, quality and excitement that brand visibility brings with it (Joachimsthaler & Aaker, 1999). Consumers also tend to give more attention, comprehension and retention to familiar brands (Tellis, 1988, as cited in Hoeffler & Keller, 2003). Recognition and awareness often reflect familiarity gained from past exposure. Recognition alone can result in liking and more positive feelings about a brand, sometimes called the 'halo effect'. One point of concern for uOttawa should be those readers who were unsure or disagreed that RP sparked their interest in uOttawa research (total of 86). This group would have been a great source of information if there had been a method for probing or direct follow up. If there was a focus group study of RP readers at some point in the future, this group could offer interesting and valuable information on why the magazine is not generating this awareness and how it could be accomplished. This would provide insight into whether this lack of brand awareness creation is based on a URM's non-effectiveness overall or due to the content and style of this particular URM. When asked to name three of Canada's top five research universities, respondents filled in their own responses, without being offered any named choices. Therefore, these results provide an indication as to which universities enjoy the best top of mind awareness among respondents.

The University of Ottawa ranked third among those universities mentioned first by respondents as one of Canada's top five research universities, with only 28 times in total (10.9%), which is remarkably low considering the large number of respondents from within the uOttawa community. It ranked ninth among those universities mentioned second with only 5 mentions (1.9%) and placed third among those universities mentioned

third by respondents as one of Canada's top five research universities with 22 mentions (8.6%)—a total of only 55 mentions from 300 respondents. This may be an indication that uOttawa has not created a brand awareness as a research intensive university, even among its own constituents. It further indicates that in direct comparisons with other Canadian universities, uOttawa does not seem to rank as highly in people's awareness as some other universities do. This may be a lead indicator that uOttawa's research brand is not well developed, since according to a study conducted by Hoeffler and Keller (2003) high equity brands usually have high familiarity, including prior knowledge, ownership or exposure to the brand, which make the consumer feel confident about the brand.

Perceived Quality

The following four questions were asked in relation to perceived quality of RP as well as the uOttawa research brand among RP readers:

1. Q7. Please take a look at your *print copy* of *Research Perspectives* and rate the quality of the magazine on the following:
 - a. Credibility of information
 - b. Usefulness in keeping you informed about uOttawa research
2. Q11. Please take a look at the *online version* of *Research Perspectives* and rate the quality of the web page on the following:
 - a. Credibility of information
 - b. Usefulness in keeping you informed about uOttawa research
3. Q13. Please indicate your level of agreement with the following statements.
 - a. Reading *Research Perspectives* has made me excited about the variety of research at uOttawa.

- b. *Research Perspectives* helps me realize that funding university research is a worthwhile endeavour.
 - c. *Research Perspectives* conveys the message that university research has an impact on society.
 - d. Research conducted at uOttawa is highly innovative.
4. Q14. In your view, does research at the University of Ottawa distinguish itself in a positive way from research at other Canadian universities in any of the following areas? (Check all that apply)
- a. Quality of research
 - b. Research intensity
 - c. Award-winning researchers
 - d. Availability of funding
 - e. International collaborations
 - f. Leadership role in research
 - g. Interdisciplinarity
 - h. Training of graduate students

Perceived quality would be an important brand asset for universities for two reasons—it is often the major if not principal strategic thrust of its business, and it is linked to and often drives other aspects of how its brand is perceived (D. A. Aaker, 1996a). Naturally, the quality of teaching and research in universities is one of the topics of interest to current and potential students, their parents, faculty as well as the media. Most importantly, it differentiates and positions the brand compared to competitors and

thus constitutes a reason to “buy”. On a micro level, quality must pervade everything the university does, including its URM and its research brand.

Usefulness in Keeping you Informed about uOttawa Research

Survey respondents found *Research Perspectives* an excellent way to stay informed about uOttawa research. A total of 105 respondents (65.2%) answered good or excellent in regards to how the print version of RP is useful in keeping them informed about uOttawa research, while a total of 95 respondents (72.5%) answered good or excellent in regards to how the online version of RP is useful in keeping them informed about uOttawa research. In terms of percentage points, significantly more respondents (7.3%) found the online version useful in keeping them informed about uOttawa research. While the survey provided no opportunity to probe for further details, one could make several assumptions on the causes, although they would have to be further researched and documented: the online version can be updated “instantaneously” if any changes occur, thus making it inherently more useful for staying up-to-date than a quarterly print publication; related links and news are added to each article, providing additional information not available in the print version; and the younger demographic which dominated this survey tend to seek their information online rather than in print.

Studies on media use of young people generally confirm that they use different media channels from other generations ("Marketing Landscape: Pulling power of the digital age," 2006). For example, they spend more time online than they watch TV, and they view advertising with skepticism. They actively and aggressively seek out information, which has a profound impact on the rules of marketing, resulting in a shift from ‘push’ to ‘pull’ communications. Marketers thus increasingly find conventional

advertising ineffective and have had to develop new means of communicating with young people in their own environments, for example via mobile devices, through social networking Websites like *Facebook* or in virtual communities like *Second Life*.

Credibility of Information

The results of this question were very positive. A total of 139 respondents (86.4%) answered good or excellent in regards to the credibility of information provided by the print version of *Research Perspectives*, while a total of 106 respondents (80.9%) answered good or excellent in regards to the credibility of information provided by the online version of *Research Perspectives*, which is slightly below the rate for the print version. This slight discrepancy may be due to the fact that online information is sometimes viewed with more skepticism ("Stanford Persuasive Technology Lab,").

Research Perspectives and Perceived Quality

Overall, *Research Perspectives* seems to have a significant positive impact on readers' perceptions about research at uOttawa as well as research in general. A total of 175 respondents (65.1%) agreed somewhat or strongly that reading RP has made them excited about the variety of research at uOttawa. A total of 195 respondents (72.5%) agreed somewhat or strongly that RP helps them realize that funding university research is a worthwhile endeavour. A total of 210 respondents (78.1%) agreed somewhat or strongly that RP conveys the message that university research has an impact on society. A total of 189 respondents (70.1%) agreed somewhat or strongly that research at uOttawa is highly innovative. These accomplishments are in line with the magazine's mission in communicating the value of research in general and research at uOttawa in particular.

They therefore speak to the perceived quality of the URM as a building block in establishing perceived quality of the uOttawa research brand.

How uOttawa Distinguishes Itself

It appears that while research contributes to uOttawa's institutional brand equity, other factors have a more significant impact. Quality of research and award-winning researchers were chosen as the top differentiators of uOttawa research against other Canadian universities. However, they only came in third and fifth place, after bilingualism, cultural diversity and location. Leadership role in research was in last place with only 16.1% of responses. Since bilingualism, cultural diversity and location are actually major differentiators in uOttawa's branding strategy, this result is not at all unusual considering the number of branding messages respondents would have received about these aspects. In fact, these results underline the effectiveness of uOttawa's branding efforts.

Brand Loyalty

The following two questions were asked in relation to brand loyalty among RP readers:

1. Q16a. Would you recommend uOttawa as a place of education to your friends and family?
2. Q16b. Would you recommend uOttawa as a place of research to your friends and family?

An overwhelming majority of 217 respondents or 83.1% would endorse uOttawa as a place of education to their friends and family but fewer people (202 or 77.4%) would recommend uOttawa as a place of research. While this constitutes a difference of only

5.8%, it is nonetheless noteworthy, given the focus of this study on research as a pillar of the university's branding. It may indicate that uOttawa has not built brand loyalty based on its research, just as its brand awareness is not yet as high as a research intensive university.

Brand loyalty is at the heart of any brand's value according to Aaker and Joachimsthaler (2000). A brand with a small but intensely loyal customer base can have significant brand equity since loyal customers are more likely to pay a premium, refer others to the brand and generally spend more money (Reichheld, 1994; as cited in Tom Duncan & Moriarty, 1998). In fact, Aaker (1996b) asserts that the value of other measures such as perceived quality and associations often depends on their ability to influence loyalty. Such loyalty among existing "customers" represents a substantial barrier to competitors and decreases the vulnerability of a brand since consumers' favourable attitude towards a brand leads them to buy or stay with that brand (Rubinson & Pfeiffer, 2005). Brand loyalty in a university context manifests itself in a number of ways: current undergraduate students enroll in graduate studies at the same university; or alumni, employees and faculty enroll their children at the university and donate money to the institution. In 2006, the University of Ottawa introduced a Homecoming Week to reinvigorate and strengthen the loyalty of alumni to the institution.

Brand Association

The following three questions were asked in relation to brand association among RP readers:

1. Q7. Please take a look at your *print copy* of *Research Perspectives* and rate the quality of the magazine on the following: Contribution to establishing a positive reputation for uOttawa research
2. Q11. Please take a look at the *online version* of *Research Perspectives* and rate the quality of the web page on the following: Contribution to establishing a positive reputation for uOttawa research
3. Q13. Please indicate your level of agreement with the following statement:
uOttawa is one of Canada's top five research universities.

Contribution of Research Perspectives to Establishing a Positive Reputation for uOttawa Research

A total of 118 respondents (73.4%) answered good or excellent in regards to how the print version of *Research Perspectives* contributes to establishing a positive reputation for uOttawa research and a total of 95 respondents (72.6%) answered good or excellent in regards to how the online version of *Research Perspectives* contributes to establishing a positive reputation for uOttawa research. This is a positive result, particularly since a good reputation is an important foundation for building brand equity. Therefore, these results indicate that URM's indeed contribute to building the institutional brand, an assertion supported by numerous researchers, including Kirp (2003) who posits that small differences in reputation have significant consequences, where prestige attracts more top students and professors, which in turn secures larger donations and grants as well as industry contracts. A good reputation can contribute to attracting highly qualified employees, influencing government decision-makers and meeting the strategic and financial objectives of an organization (Saxton, 1998; Vegrin & Qoronfleh, 1998; as cited

in Nakra, 2000). Nakra (2000) further argues that in an age of information overload and countless choices, customers are using corporate reputation as a way to simplify buying decisions.

However, while a good reputation is considered a basis for building a strong brand, it does not automatically guarantee success – although a bad reputation is likely to make it difficult to build strong brand equity (Page & Fearn, 2005). Therefore, it is important to be careful about attributing a direct causation between URMs, reputation and brand equity.

uOttawa is One of Canada's Top Five Research Universities.

A total of 150 respondents (65.7%) agreed somewhat or strongly that uOttawa is one of Canada's top five research universities. While this is a good result, it could be higher, particularly given the large number of uOttawa students, faculty and staff among survey respondents. Again, uOttawa's research brand does not seem to be at the level where the institution would like it to be. Furthermore, it would be difficult to convince external stakeholders that uOttawa is a top research university, if its internal stakeholders do not believe this to be the case. Once internal brand stewards are convinced of this, the effect would be multiplied among external stakeholders, based on IMC principles (Schultz et al., 1994). Brand associations are also key to building strong brands since they represent what the brand stands for in the customer's mind (D. A. Aaker, 1996a). In essence, brand association helps process and retrieve information about the brand and in the ideal case creates a positive attitude and feelings about the brand. In the case of the uOttawa brand, the institution would like stakeholders to think of outstanding research as one of the first characteristics that enter their minds.

Demographics of Respondents vs. Distribution List

In order to better analyze the generalizability of the survey results, the demographics of the respondents are compared to the information available on the distribution list.

Survey Participation by uOttawa Affiliation

Approx. 70% of survey respondents can be classified as affiliated with uOttawa, as a student, faculty or staff member. A full third of survey respondents were students at uOttawa, which is remarkable given that they do not receive print issues of *Research Perspectives*, unless they pick up a copy in one of the campus offices. Very few people from other stakeholder groups responded to the survey. The distribution of RP, however, is only approximately 25% to internal stakeholders, which indicates that the majority of feedback came from the minority of recipients of the publication. While it would be interesting to receive more feedback from external stakeholders, these results are nevertheless important since internal stakeholders are important brand stewards according to IMC principles (Schultz et al., 1994). Organizational members can be as important a target audience for branding efforts as external audiences (Kärreman & Rylander, 2008). These results are also in line with survey response ratios at other institutions, such as the University of Toronto in their URM readership survey conducted in 2006.

Survey Participation by Occupation and Employer

A large majority of respondents are university professors, students or staff (uOttawa and other institutions) which may indicate that very few people outside of the university environment take an active interest in URMs. This is an interesting finding.

While this group is important as brand stewards as well as target audiences for the marketing activities of universities, institutions also rely heavily on the support of the government and private sector, media and the public at large. It would be challenging for institutions to build their reputation and brand, if those external groups did not see research information as relevant. A follow up study separating “internal” vs. “external” stakeholders might be the key to uncovering important attitudes that would have a bearing on university research branding.

Survey Participation by Age

A total of 127 respondents (49.8%) are below the age of 35, likely due to the high participation of students and potential students in the survey. According to data provided by uOttawa (<http://qa2.uottawa.ca/services/irp/eng/fact-figures/fact/age05.html>), a vast majority of students are below the age of 35. However, the high participation of students in the survey would have slightly skewed the age disproportionately to the distribution list. While there is no data available on the age of the various recipients of RP, it is assumed that the majority of recipients in categories other than potential students and high school and CEGEP counselors would be 35 years or older.

Language of Preference

Language of preference is split one third French and two thirds English for both the readership distribution list and the preference of survey respondents. Therefore, this study has not paid particular attention to linguistic split for any result analysis since the results overall would be fairly representative of the sentiments in the overall readership.

Reading Habits of Survey Respondents

The following questions were asked in relation to the respondents' reading habits:

- How often do you read *Research Perspectives*?
- Thinking of the last issue of *Research Perspectives* that you remember seeing, how thoroughly would you say you read or scanned it?
- In what format do you read *Research Perspectives*?
- What other publications do you read on a regular basis?

A total of 129 respondents (43%) read most or every issue of *Research Perspectives*, while 208 respondents (69.4%) read or scanned some, most or all of the last issue of *Research Perspectives* they remember. This indicates that less than half of the survey respondents have a high familiarity with RP, which likely provides a fair picture of an average reader who can never know the publication to the extent that a staff member or writer would.

In what format do you read Research Perspectives?

While a slight majority reads *Research Perspectives* only in print and never online, one third of the respondents read it in both print and online. There are ongoing discussions at several URM's on whether to publish in print, online, or both, that are often necessitated by limited resources and the available infrastructure at institutions. With the print issue read by 67.7% of the survey respondents, this is an important indicator in making decisions about the future format of the magazine and how to allocate resources in order to reach the largest intended target market. In the case of RP, it is clear, that the print version is preferred among survey respondents, but this may be due to the lack of an

electronic distribution strategy. It would be useful to obtain similar information from a URM that has a better defined electronic distribution strategy.

What other publications do you read on a regular basis?

Considering the large number of respondents who read a daily newspaper, it is evident that media relations also play an important role in building the university's research brand. Respondents also read a large number of other uOttawa publications, which may be due to the fact that many are members of the university community and are thus exposed to uOttawa publications through their work and studies. This further underlines the need for an integrated marketing and communications strategy to ensure a consistent message and distribution of resources that yield the best results.

Reader Comments

Reader comments included a large variety of feedback and concerns, both regarding *Research Perspectives* as well as the University as a whole, with two main themes: (a) opinions on the high quality and usefulness of *Research Perspectives* in promoting uOttawa research; and (b) concerns over the limited distribution of the publication. There were only a few comments critical of the need for Research Perspectives and its format. This seems to indicate that respondents were overall impressed with the quality of the publication and also convinced that it was a good way to enhance the University's visibility and reputation.

Comments on the high quality and usefulness of Research Perspectives

In general, positive comments emphasized that *Research Perspectives* is an effective way to keep people informed of research at uOttawa and establish connections across campus. It was also considered a good tool to make research accessible and

interesting to the community, indicating that readers think of RP as a key component in promoting uOttawa research, thus building the institution's reputation and brand.

Reader comments on concerns over the distribution of Research Perspectives

Many survey respondents criticized the limited distribution and accessibility of *Research Perspectives*. These respondents pointed out that the limited distribution results in students and staff being completely unaware that the publication even exists. Many people suggested that it should be more widely distributed and promoted to maximize its impact. Suggested distribution locations were on-campus boxes, walk-in clinics and hospital waiting rooms. This indicates that the majority of RP readers consider the URM as an important marketing tool for the university.

Reader comments critical of Research Perspectives

Critical comments addressed a wide variety of concerns with no specific theme emerging. Respondents commented among other things on the target audience of the publication, diversity of topics or lack of articles about graduate students. This information can be useful in ensuring that RP improves its relevance and quality in order to become an even stronger tool in building the uOttawa research brand.

It appears that *Research Perspectives* has been successful in creating awareness and communicating a high degree of quality of uOttawa research. However, it is not clear whether it is contributing significantly to building brand loyalty among readers. Results on brand association were also tenuous. Feedback on the publication's quality, usefulness and impact were overwhelmingly positive, but have to be seen in the context of the uOttawa research brand overall. It appears that the publication's contribution to the uOttawa brand is high, but somewhat limited by the lack of uOttawa research brand

equity. This would provide interesting material for a separate study in that it might allow the university's research division to evaluate its programs and initiative in a fully comprehensive and strategic manner.

Summary of Findings

In summary, the findings of this research indicate that URMs hold an important place in universities that wish to demonstrate the importance, relevance and excellence of research to their stakeholders. In short, URMs do contribute to building a university's reputation and brand since one of the university's main "businesses" is research. Given the fairly new reality of branding in universities, URMs must be integrated into the strategic planning of their institutions, which means they must have a voice and be properly supported. This researcher concludes that URMs have a much broader importance than they are awarded in some institutions. Failure to do so severely limits the effectiveness of URMs, in which case it might be better to discontinue the publication.

It cannot be emphasized enough that there is a lack of research into the effectiveness of university communication tools, which limits the much needed support from senior management. This study addressed URMs, but there are many other brand building programs in universities that do not receive proper evaluation. As the research reflects, there often is not sufficient time, money or expertise at hand to implement such evaluation measures, but not doing so results in invaluable lost opportunities. In reality, very few universities will make such a major investment in an extensive evaluation of all of its communications programs, but URM editors can lead the way with regular surveys, discussing best practices as they already do through URMA, and using an institution's branding strategy to their advantage.

While this study served for exploratory purposes, it would be more powerful to conduct regular follow-up studies with proper samples and extensive statistical analysis and cross-analysis, to track trends and powerful evaluation measures. If numerous institutions conducted similar surveys for their URMs, results could be compared and benchmarks established. Similarly, if institutions developed evaluation measures for their various communications programs, decisions could be made regarding resource allocations based on actual data, and less on personal opinions and preferences.

Implications

In summary, this research strongly indicates that URMs can be a powerful tool in the brand equity arsenal of universities. When URMs operate in an environment of IMC and defined branding strategies, they become a force multiplier for the research they promote. In a less organized environment, however, URMs might be considered just another university publication, vulnerable to frequent changes in support and funding.

It seems apparent that uOttawa's research brand as a whole is not as strong as its institutional brand, which might limit the effect of *Research Perspectives* in contributing to those brand equity factors. This study appears to indicate that a URM can communicate and reinforce the research brand, but that this brand depends on many other factors which influence its strength, such as excellent faculty, outstanding research facilities, partnerships with the public and private sector and award-winning researchers and research. Much of the literature emphasizes the need to take a long-term strategic approach to branding. Failure to do so will result in high costs over too short a period of time (D. Aaker, 2003). It is fair to say that a period of six years of concerted branding efforts at uOttawa does not provide sufficient time to properly evaluate all aspects of its

brand building activities. Indeed, this will likely be a challenge for universities everywhere, since they have only engaged in brand building for approx. 10 years and there is limited data on the subject. Interestingly, URMs have existed in universities for decades, while branding has only made its mark within the last decade. This poses an interesting challenge for URMs and their administrators—weighing “seniority” against the seemingly unstoppable force of branding.

The challenge for URMs will be to demonstrate their value in the branding process to the institution in order to survive and receive sufficient support and funding so that they can do their job well. URMs have to face the challenge of “competing” with branding programs for resources, which means they must be able to demonstrate results. As discussed earlier in this study, evaluation and accountability are topics often avoided among marketing and communications practitioners. But they do so at the risk of losing credibility in their organization and more importantly, losing desperately needed resources to fulfill their mission. It is important to point out that universities change leadership every few years, which often results in new directions and priorities for the institution. This will inevitably lead to a change of vision and support for the institution’s URM. The challenge for URMs and their editors then lies in adapting the URM to a changing environment, while at the same time keeping the magazine on a steady course in terms of quality and content. Failure to accomplish this balancing act will render a URM irrelevant to the institution’s overall strategy and lead to a loss of support among senior administrators. Such a risk can be mitigated with solid data from regular surveys and studies that demonstrate the value of URMs to the institution; URMs therefore must become fluent in the language and concepts that guide decision-making in their

institutions. In order to be armed with useful and powerful information on a URM, an editor must find ways to conduct regular studies and surveys.

As a final note, senior administrators and URM editors must continuously and critically examine whether URMs constitute the best medium to communicating the research brand to the institution's stakeholders and allocate resources accordingly. More robust and meaningful conclusions can only be drawn if critical evaluations are conducted on other alternatives as well, such as media relations activities. Preliminary information gathered for this study indicates that it is a gamble for universities to rely on media to report on research when and how it is useful for universities. However, such a comparison goes much beyond the scope of the present study.

Limitations

There were numerous challenges associated with this research project and, in particular, with the methodology of the readership survey. The readership of *Research Perspectives* is approx. 10,000 and consists of many different constituents. While mailing addresses are available for all of them, it was cost-prohibitive to employ a stratified sample. A stratified sample reflects certain population characteristics and can thus increase the ability to generalize from a given sample (Fowler Jr., 2002). The most significant limitation of this survey, however, is the fashion in which it solicited participation. If funds had been available, a mailed postcard to a stratified sample of recipients on the regular distribution list would have been a great way to draw special attention to the survey to ensure statistically meaningful participation from all segments. Alternatively, we could have inserted a postcard inside *Research Perspectives* or produced an outside wrapper. However, none of these methods were feasible due to the

associated costs. Therefore, the cover of the winter 2007 issue simply contained a headline about the survey, followed by a half page solicitation on Page 3. The winter issue (February/March 2007) of the magazine invited readers to fill in an online survey in exchange for the opportunity to win a prize. Such volunteer participation can create selection bias towards those readers who either have strong opinions about the magazine or those who are eager to win the prize (Nardi, 2006). Nonetheless, offering the survey online only as opposed to mail-in was not expected to prevent readers from participating, since this group is generally highly computer literate and connected to the Internet.

While effective measurement depends on indicators that tap all dimensions of brand equity mentioned previously—brand awareness, perceived quality, brand loyalty, and brand association that include brand personality as well as organizational and attribute associations (D. A. Aaker & Joachimsthaler, 2000)—this study was only able to conduct exploratory research due to cost and time constraints. Based on these limitations, further study will be needed in the future to establish predictive value of this research.

Ipsos-Reid has conducted a survey on the reputation of the University of Ottawa, however, research and in particular *Research Perspectives* were not isolated in the questionnaire or correlated to specific reputation indicators. It is also important to point out that the University of Ottawa brand is multifaceted and research is only one component of the brand. As such, this study cannot put its results in a direct context and comparison to the survey results on institutional reputation. The researcher would recommend that senior administration consider adding one or two dimensions on research to the Ipsos-Reid surveys in the future.

Most importantly, since the researcher of this study also used to be the editor of *Research Perspectives*, it is crucial to be aware of any potential bias that may influence this study. The researcher has made a continuous effort to not let her personal experience influence her research. In addition, she has moved on to another organization with different responsibilities, further decreasing the likelihood of bias.

Chapter 7: Conclusion

Universities have come under pressure to increasingly contribute to Canada's global competitiveness, as well as resolve the looming retirement wave and increased number of positions necessary to address enrolment growth. As a result, there has been a growing interest in branding as a way to create an image that will help them secure public and private support as well as recruit outstanding researchers and students. Research has become a high-stakes proposition which is turning attention to URMs as an important tool to highlight research successes.

This study was driven by the need to evaluate the contribution of URMs to a university's brand and reputation, given the lack of consensus about the impact of URMs, resulting in diverse resource allocations. It is intended that the results of this study be used to assist universities to better assess the value of their URM, and thus make informed decisions on support and resource allocation. In addition to using the University of Ottawa as a case study, a reader survey for uOttawa's *Research Perspectives* was conducted. The main objectives of the survey were to:

- Determine whether *Research Perspectives* contributes to the University's branding efforts and building its reputation.
- Determine how the content and design of the publication can be improved to accomplish its mission.

This survey has indeed provided important insight on both *Research Perspectives* as well as research at uOttawa. The feedback on the publication's content and design has been very positive, with a minor discrepancy between the print and online version.

Although a majority of readers prefers the print version, there is potential to improve the

online version to more closely reflect the preferences of online readers. This is particularly important if uOttawa wishes to increase the readership without incurring a significant increase in print costs. With a user-friendly and appealing e-zine, uOttawa can drive more readers to the Web site and keep them coming back. Thus, with an increase in budget, there is significant potential to increase the reach and visibility of *Research Perspectives* and, as a result, research at the University of Ottawa.

The survey has clearly shown that *Research Perspectives* has a considerable impact on shaping its readers' perceptions of the University of Ottawa. Respondents agreed that the publication increased their awareness, perceived quality, loyalty and association of uOttawa research – all critical factors in building the University's brand and reputation. Furthermore, it has contributed to raising awareness of research in general and its importance to society, thus creating a positive basis for support of research funding. Since the majority of respondents came from a university environment, this is perhaps not surprising. However, given the role of researchers, staff and students as brand stewards and ambassadors for the university, this is an essential step in reaching external stakeholders.

It is important to reiterate that the reader survey conducted in this thesis is the first reader survey ever conducted for *Research Perspectives*; although its results cannot justly be labeled as statistically representative as previously discussed, they have nevertheless cast an informative if preliminary light on the publication's value and quality which will be crucial in planning the publication's future development. Future surveys should attempt to gather more feedback from external stakeholders. It is recommended that a statistically valid readership survey be conducted on a regular basis (every one or two

years) to track trends in the publication's contribution to the university brand as well as its production quality.

Universities are expected to be drivers of knowledge and the economy on both national and international scales while simultaneously dealing with a resource scarcity and hyper-competitive landscape. Branding, reputation building, and employing IMC principles are some of the tools universities will engage to fulfill these challenges.

Indeed, URMs and similar communications programs have much to gain from demonstrating—and likewise much to lose from *not* demonstrating—their importance and contributions in the foreseeable future.

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Appendix A: Ethics Certificate



Université d'Ottawa University of Ottawa

Service de subventions de recherche et déontologie Research Grants and Ethics Services

March 22, 2007

Jenepher Lennox-Terrion
Department of Communication
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Christel Binnie
Department of Communication
cbinnie@uottawa.ca

Re: Investigating University Branding: The use of the university research magazine in constructing a university's reputation (File 03-07-11)

Dear Professor Lennox-Terrion and Ms. Binnie,

Your request for ethics approval of research based on secondary use of data has been reviewed and accepted by the Social Science and Humanities Research Ethics Board (REB). You will therefore find enclosed the REB Certification for your research project.

During the course of the study, any modifications to the protocol may not be initiated without prior written approval from the REB.

This certificate of ethical clearance is valid until March 22, 2008. Please submit an annual status report to the Protocol Officer in March 2008 to either close the file or request a renewal of ethics approval. This document can be found at:
http://www.rges.uottawa.ca/ethics/application_dwn.asp

If you have any question, please do not hesitate to contact me at extension 1787.

Sincerely yours,

Catherine Paquet
Protocol Officer for Ethics in Research
For Richard Clément, Chair of the Social Sciences and Humanities REB



Université d'Ottawa University of Ottawa

Service de subventions de recherche et déontologie Research Grants and Ethics Services

SOCIAL SCIENCES AND HUMANITIES RESEARCH ETHICS BOARD

CERTIFICATION OF ETHICAL APPROVAL

This is to certify that the University of Ottawa Social Sciences and Humanities Research Ethics Board (REB) has examined the application for ethical approval for the research project **Investigating University Branding: The use of the university research magazine in constructing a university's reputation (File 03-07-11)**, based on the use of secondary data. The project was submitted Christel Binnie and is supervised by Jenepher Lennox-Terrion of the Department of Communication. The members of the REB found that the research project met appropriate ethical standards as outlined in the Tri-Council Policy Statement and in the Procedures of the University of Ottawa Research Ethics Boards, and accordingly gave the research project a Category Ia (Approval).

This certification is valid for one year from the date indicated below.

Catherine Paquet

Catherine Paquet
Protocol Officer for Ethics in Research
For the Chair of the Social Sciences and Humanities REB
Richard Clément

March 22, 2007

Date

550, rue Cumberland 550 Cumberland Street
Ottawa (Ontario) K1N 6N5 Canada Ottawa, Ontario K1N 6N5 Canada

(613) 562-5841 • Téléc./Fax (613) 562-5338
<http://www.uottawa.ca/services/research/rge/index.html>

Appendix B: Survey Advertisement



Let us know what you think and you could win a \$100 gift certificate!

We would like to hear your opinion on *Research Perspectives* and research at the University of Ottawa. Fill in our brief online survey and you can enter a draw to win one of three \$100 gift certificates from Chapters, Amazon or Future Shop.

www.research.uOttawa.ca/survey

Deadline: March 26, 2007
Results will be published online in April 2007

Appendix C: Survey

Thank you for taking the time to complete our reader survey to help us make improvements. We value your opinion! The survey should take approximately 10 minutes.

Once you are finished, you are eligible to enter a draw to win one of three \$100 gift certificates from Chapters, Amazon or Future Shop.

All you need to do is provide a valid email address so that we can contact you should you win the prize. Email addresses will NOT be used to identify survey respondents, nor will they be shared with any other organization or used for any purpose other than contacting the prize winner.

ONE ENTRY PER EMAIL ADDRESS.

Deadline: March 26, 2007

1. How often do you read *Research Perspectives*?

- every issue (3 issues per year)
- most issues
- occasionally
- rarely
- This is the first issue I've read
- never [skip to Q14]

2. Thinking of the last issue of *Research Perspectives* that you remember seeing, how thoroughly would you say you read or scanned it?

- Read or scanned all or most of it
- Read or scanned some of it
- Just glanced at it
- Didn't look at it at all

3. In what format do you read *Research Perspectives*?

- Always in print, never online [survey goes directly to the print section]
 - Both in print and online [survey goes to both the print and online section]
 - Always online, never in print [survey goes directly to the online section]
-

The following four questions relate to the **PRINT** version of *Research Perspectives*.

4. Have you read the print version of *Research Perspectives* during the last year?

- Yes
- No [If no, survey skips the remainder of this section]

5. The print version of *Research Perspectives* has:

- A good number of stories per issue
- Too many stories per issue
- Too few stories per issue
- Don't know

6. The stories in the print version of *Research Perspectives* are:

- just the right length
- lengthy, but of interest to keep me reading
- too long, stopped reading part way through
- too short

7. Please take a look at your copy of *Research Perspectives* and rate the magazine on the following

	excellent	good	average	fair	poor
cover	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
photography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
design/layout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
credibility of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
diversity of topics covered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
usefulness in keeping you informed about uOttawa research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
contribution to establishing a positive reputation for uOttawa research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
enjoyability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following four questions relate to the **ONLINE** version of *Research Perspectives*.

8. Have you visited *Research Perspectives* online at www.research.uOttawa.ca/perspectives during the last year?

- Yes
- No [If no, survey skips the remainder of this section]

9. *Research Perspectives* online has:

- A good number of stories per issue
- Too many stories per issue
- Too few stories per issue
- Don't know

10. The stories in *Research Perspectives* online are:

- just the right length
- lengthy, but of interest to keep me reading
- too long, stopped reading part way through
- too short

11. Please take a look at the online version of *Research Perspectives* and rate the quality of the web page on the following

	excellent	good	average	fair	poor
cover	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
photography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
design/layout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
credibility of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
diversity of topics covered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
usefulness in keeping you informed about uOttawa research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
contribution to establishing a positive reputation of uOttawa research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
enjoyability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ease of navigation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Do you look at the additional Web content, such as related links and photo galleries?

- Regularly
 - Sometimes
 - Rarely
 - Never
-

The remaining questions relate to **both the online and print versions** of *Research Perspectives*.

13. Please indicate your level of agreement with each of the following statements.

	Strongly agree	Agree somewhat	Not sure	Disagree somewhat	Strongly disagree
<i>Research Perspectives</i> is interesting to read	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading <i>Research Perspectives</i> has sparked my interest in uOttawa research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading <i>Research Perspectives</i> has made me excited about the variety of research at uOttawa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research conducted at uOttawa is highly innovative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
uOttawa is one of Canada's top five research universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Research Perspectives</i> helps me realize that funding university research is a worthwhile endeavour.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Research Perspectives</i> conveys the message that university research has an impact on society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. In your view, does research at the University of Ottawa distinguish itself in a positive way from research at other Canadian universities in any of the following areas? Click all that apply.

- Quality of research
 - Research intensity
 - Award-winning researchers
 - Availability of funding
 - International collaborations
 - Location
 - Cultural diversity
 - Leadership role in research
 - Interdisciplinarity
 - Bilingualism
 - Training of graduate students
 - None of the above
 - Other, please specify _____
-

15. Name three of Canada's top five research universities.

- 1 _____
 2 _____
 3 _____

	Yes	No	Not sure
16a. Would you recommend uOttawa as a place of education to your friends and family?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16b. Would you recommend uOttawa as a place of research to your friends and family?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. What other publications do you read on a regular basis? (Click all that apply)

- Daily newspaper
- Other uOttawa publications (print or online, such as *Tabaret*, *Gazette*, faculty newsletters, etc.)
- Publications from other universities
- Research and/or science magazines
- Professional publications

19. How many people including yourself usually read your copy of *Research Perspectives*?

- 1
- 2
- 3
- 4 or more

20. Would you recommend *Research Perspectives* to your friends, family or colleagues?

- Yes
- No
- Not sure

21. Is there anything else you would like us to know about *Research Perspectives*?

You're almost finished! This final section includes some broad, non-identifying questions to get a sense of the demographics of our readers.

22. Which age group do you fall under?

- 24 or younger
- 25-34
- 35-44
- 45-54
- 55-64
- 65 or older

23. What is your affiliation with uOttawa?

- Faculty member
- Staff
- Student
- Potential future student
- Alumnus
- Funder or private donor
- Research partner/affiliate
- No affiliation
- Other, please specify _____

24. Which of the following best describes your current occupation?

- University faculty member (uOttawa or other)
- Student (uOttawa or other)
- University staff member (uOttawa or other)
- Researcher at a non-university organization
- Senior management/executive
- Other management/supervisory
- Business owner/self-employed
- Member of the news media
- Member of Parliament or Provincial Legislature
- Government employee
- Other (please specify) _____

25. Which of the following best describes the organization you work for?

- University
- Research institution
- Government funding agency
- Other funding agency
- Business/industry
- News media
- Federal government
- Provincial government

- Municipal government
 - I am not currently employed by any organization
 - Other (please specify) _____
-

Thank you for your feedback! If you would like to be eligible to win one of three \$100 gift certificates from Chapters, Amazon or Future Shop, please enter a valid email address below. This address will ONLY be used to contact you in the event that you win the prize.

Appendix D: uOttawa's *Vision 2010*

Mission, Vision and Values

Our mission

Our raison d'être

Since 1848, the University of Ottawa has been Canada's university: a reflection, an observatory and a catalyst of the Canadian experience in all its complexity and diversity. Our university is characterized by its unique history, its commitment to bilingualism, its location both in the heart of the national capital and at the juncture of French and English Canada, its special commitment to the promotion of French culture in Ontario and to multiculturalism. As a result and through the groundbreaking work of our community members, we are uniquely positioned among Canada's research-intensive institutions to give students a remarkable education, to enrich the intellectual and cultural life of Canada and to help the country achieve greater international prominence.

Our vision

What we aspire to

We aspire to be, among universities, the essential reference on what Canada represents: a university that is an integral part of its community, open to the world, and distinguished by its search for excellence in research, its high-quality learning environment, its passion for knowledge and innovation, its leadership on language issues, and its openness to diversity. Every member of our institution will take part in our educational mission.

Our values

What defines us and drives us

A university that places its students at the core of its educational mission

We do our utmost to help our students expand their knowledge, enrich their culture, boost their creativity, enhance their ability to question and analyze, and take full advantage of university life to become well-rounded, responsible citizens and leaders of our society.

A university whose programs are research driven

We conduct first-class research, most notably in each of our strategic areas of development; this in turn enriches what and how we teach. We deliver a wide range of nationally and internationally recognized undergraduate, graduate and professional programs known for their quality and for their focus on interdisciplinarity.

A bilingual university that values cultural diversity

We promote bilingualism, recognize the contributions of the many communities that have helped build our country and, through our programs and research, work to bring Canada's challenges as a country into sharper focus.

A university committed to promoting Francophone communities

We design outstanding programs and services for Ontario's French-speaking population and we provide leadership for Francophone communities across Canada and around the world.

A university that builds strong partnerships to fulfill its social responsibilities

We strengthen our programs and perform our social, political and community-outreach roles thanks to productive ties with other institutions of higher learning, government agencies, social and community associations, research councils, the private sector, embassies, and national and international organizations.

A university that offers equal opportunities to its staff

We adhere to the principles of diversity and equitable representation. We are also committed to women playing a leading role in the life of the university community.

A university that values its community

We encourage freedom of expression in an atmosphere of open dialogue, enabling critical thought, supported by intellectual integrity and ethical judgment. Collegiality, transparency and accountability are the principles that guide our university governance.

Major Directions and Goals

Strengthening our competitive edge

We want to offer our students an excellent education. To this end, we must build on our strengths and assiduously cultivate innovative fields, thus attracting the best students, creating a strong feeling of belonging, and offering a truly unique experience.

- Goal 1 »To play a leadership role in promoting Canada's official languages
- Goal 2 »To be an integral part of Canada's capital
- Goal 3 »To move onto the international stage

Creating knowledge, inventing and discovering

We want to offer our student body an exceptional learning environment that prepares them for life and fulfilling work, in a context of ever-expanding knowledge. Our commitment to creativity and our passion for research and knowledge must be central to every aspect of university life.

- Goal 4 »To create knowledge through research
- Goal 5 »To focus on learning that is driven by innovation and excellence
- Goal 6 »To offer students an unparalleled university experience

Caring for our community

We want to offer our student body the experience of a learning community that is attentive, stimulating, dynamic and effective. To this end, every member of the institution will take part in our educational and research mission. Our alumni, as well as retired members of our academic and support staff, will be given opportunities to become partners in reaching our goals.

- Goal 7 »To highlight our human potential
- Goal 8 »To embrace a modern governance model

Appendix E: Our Brand – Canada’s university

In the fall of 2002, the University of Ottawa began a very important exercise: an examination of what our University represents to those who know us and know about us. The University of Ottawa wanted to know what people were (or were not) saying about our programs, our educators and our research capabilities.

Some of the key results of the 2002 reputation survey pointed out firm positive perceptions about our University, including our national character, our bilingualism, our position in the nation’s capital and our diversity of programs. The survey also indicated that the University would benefit from developing a clear image or ‘brand’ in the minds of its various audiences. After considerable research, consultation and dialogue, “Canada’s university” rose to the surface as our brand promise.

More recently, in 2005, results from a follow-up reputation survey have allowed us to evaluate the successes and challenges of our initiatives and increased visibility efforts.

The Four Brand Characteristics

From the results of the original Ipsos-Reid survey (conducted in the fall of 2002) and further consultations with University stakeholders, the following four characteristics were found to embody and support the University of Ottawa’s brand promise as “Canada’s university.” It is from these, the “Four Brand Characteristics” of our brand, that we were able to confirm the truly Canadian identity of the University of Ottawa.

Ideas

- The University of Ottawa is among Canada’s leading teaching and research-intensive universities.
- We foster an environment where ideas flourish and innovation thrives.
- Our academic achievements and outstanding research consistently reflect the high standards that the world has come to expect of Canada and its institutions.

Diversity

- The University of Ottawa thrives on its growing diversity in people, programs and its approach to research and advanced education.
- With faculty and students from more than 150 countries, we are among the most cosmopolitan post-secondary institutions in Canada.
- As Canada’s premier bilingual university, students, faculty and staff have the option to study or work in either of Canada’s official languages.
- The University of Ottawa promotes francophone communities not only by providing leadership for those communities across Canada and around the world, but also by designing outstanding programs and services for Ontario’s French-speaking population.

Community

- Located in the heart of Canada's capital, the University of Ottawa is a vibrant community of students, faculty and staff dedicated to scholarship.
- Our performances and sporting events are part of Ottawa's rich cultural life, extending our community far beyond the reaches of our campuses.
- We constantly strive to build a better community and a better country.

National Outlook

- Our research and teaching programs are national in scope and reach into every corner of Canada and beyond.
- University of Ottawa graduates, faculty and staff are prominent in the House of Commons, the federal cabinet, the Senate, the Supreme Court of Canada and Canada's public service.