



**University of Dayton
College of Arts and Sciences
Office of the Dean**

Strategic Communication Plan

August 2017

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Introduction

The purpose of the College of Arts and Sciences Strategic Communication Plan is to provide a set of goals, strategies and measurements to generate increased awareness of the College and improve relationships with internal and external stakeholders. As such, this plan serves as a guide for annual communications priority-setting, budget allocations and evaluation.

It was developed by a working group in the College's Office of the Dean, with extensive input from stakeholders from across the College's departments and programs, and guidance from University Marketing and Communications. The working group included:

- Jason Pierce, dean
- Jon Hess, associate dean for faculty scholarship, internationalization and inclusive excellence
- Don Pair, associate dean for interdisciplinary research and experiential initiatives
- Danielle Poe, associate dean for curriculum and academic outcomes
- Maura Donahue, director of budget and operations
- Dave Larsen, communication coordinator

This plan was designed to dovetail with the College's Strategic Plan 2020, in order to support and enhance the latter plan's goals. It is recommended that this communication plan be adjusted after the University's Strategic Visioning Plan is completed and approved, so there is as much integration and synergy as possible among the three plans.

This plan will be updated and revised regularly to reflect changing University and College goals, priorities and activities related to communications and marketing.

About the College of Arts and Sciences

The College of Arts and Sciences (CAS) brings the strengths of the small liberal arts college into the context of a large comprehensive university, offering more than 50 undergraduate and graduate degree programs across the arts, humanities, sciences and social sciences.

The College's educational philosophy focuses on personal attention and close faculty-student interaction. It fosters an environment marked by connected learning and sends forth broadly educated students who are thoroughly prepared for their future endeavors.

The College is organized into 18 departments and 10 interdisciplinary program areas. It also sponsors the Fitz Center for Leadership in Community, the Hanley Sustainability Institute, the Human Rights Center, the Institute for Pastoral Initiatives, the Center for Tissue Regeneration and Engineering at Dayton (TREND), and the Integrative Science and Engineering Center (ISE Center).

Foundational Documents

We believe that communication plans are in many respects the public declaration of an institution's core values. With that in mind, we think it is very important to rest this plan on a complete understanding of the College of Arts and Sciences' vision, mission, and core beliefs and values.

CAS Vision

Seeking wisdom, finding purpose, serving the world.

CAS Mission

The University of Dayton College of Arts and Sciences is an intellectual community engaged in transformative education and scholarship. Together, we seek knowledge in a sacramental spirit and engage the complementary relationship between faith and reason. We encourage and develop students' intellectual curiosity, empathy and leadership capability through scholarship, teaching, experiential and global learning, and faith formation. As servant leaders, our students will be prepared to meet the needs of the world and their communities, as we inspire and challenge them to promote human flourishing.

CAS Core Beliefs and Values

Delivering a transformative education for over 3,600 students in more than 50 undergraduate and graduate programs and having predominant responsibility for broadly educating all undergraduate students through the Common Academic Program, the College is guided by a set of core values and beliefs drawn from the University's "Common Themes in Mission and Identity." These include:

Excelling in integrated learning and scholarship

The University of Dayton is committed to excelling in integrated learning and scholarship. To cope with the explosion of information and knowledge, learning in today's universities involves the ability of faculty and students to discover, integrate, apply and communicate information and knowledge to

answer questions or solve problems. Integrated learning involves weaving together information and knowledge from a variety of sources: from texts, conversations, experiences and reflection. The University of Dayton is designed to enhance integrated learning.

Searching for truth grounded in both faith and reason

At the University of Dayton, the search for truth is based on the belief that truth is ultimately one and can be more fully known through both faith and reason. If what is held through faith or what is held through reason appears to be in conflict, then something must give way to reconsideration: one of the things held, or both, or perhaps the larger framework within which the apparent contradiction arose. Inquiry then must be carried out both with academic freedom and with openness to the transcendent dimension of life. We highly value the free and responsible intellectual inquiry into and the sharing of truth. Out of our Catholic intellectual tradition, we are convinced that human questioning that humbly seeks the truth leads ultimately to the exploration of the transcendent and that openness to the transcendent enriches rational inquiry.

Educating for practical wisdom

Our University community strives for excellence in integrated learning and scholarship in search of truth and wisdom. In our Catholic and Marianist traditions of learning, we seek to render truth and wisdom practical and to transform the world into a place of greater realization of the truly human good. At the University of Dayton, we strive to develop a community of learners and scholars who, individually and collectively, think critically and imaginatively, judge from sound moral principles and practical knowledge, and work collaboratively for the common good.

Building community across diversity

Excellence in learning, especially integrated learning, requires a community in which students, faculty and staff can pose important and meaningful questions, explore a diversity of ways these questions have been answered in the past, and collaborate across different perspectives to develop insights and arguments that can address these questions today. To extend

this learning community beyond a single course to the whole campus requires skills of collaboration and constructive conversation.

The Marianist tradition of education emphasizes community by educating for family spirit. The description “the University of Dayton is like a family” illustrates that our obligation and commitment to one another are like a family’s. Our University community must be a place where we treat all with respect, care for one another, and speak with authenticity and candor.

Partnering for the common good

The University of Dayton sees itself as a partnership university in that it educates for civic engagement and uses its learning and scholarship to be a critic of society and to offer public service. Educating for civic engagement requires learning environments that engage faculty and students in public issues and help them integrate the data, information and knowledge they need to shape the quality of public life. Being a critic and public servant require that the University work with other institutions through constructive conversations to identify critical social issues, to imagine more hopeful and just futures, and to mobilize resources and groups to realize these futures.

Situational Analysis

The College of Arts and Sciences communication coordinator collaborated with the Office of the Dean's leadership team and University Marketing and Communications directors to conduct an internal and external assessment of College communications' strengths and challenges. The following is a summary of the assessment's findings. Strengths and challenges will be used to inform and influence the messaging and tactics in this communication plan.

Current strengths of College communications:

- Sheer frequency of stories and social media posts.
- The College has endless supply of good, high-impact stories to tell.
- Increasing visibility of the College and building momentum.
- The College now has distinct footprint it previously didn't have.
- Having College social media accounts is a major step forward.
- Faculty members are proud of stories and retweeting links.
- Variety of stories covering academic divisions, student success, and faculty and student research perspectives.
- Stories have all hit core themes and been substantive. No fluff pieces.
- Building out College communications team with a graduate student and undergraduate student writers is terrific.
- Generating content about the good work taking place has been helpful.
- Involvement with University-level communications staff has positioned the College to be active in University-wide work.
- Faculty and department chairs respect College's communications work and are reaching out directly to pitch stories. Some are also sharing and retweeting story links on social media.
- Some departments and programs are providing their own stories for the College blog.
- Porches announcements channel is actively used by faculty and staff.
- Stories are written in a news style, which allows University News and Communications to pitch them to media with few or no changes.
- University gets good response from local media to College stories.

- The College is at an advantage because it has someone focused on actually getting stories about the good work faculty and students are doing.
- More than 160 stories coming out in a year gives the College more visibility than many of the University's other academic units.
- Good breadth of stories about faculty, students, study abroad and research that reflect the College's size, complexity and diversity.
- The University has been able to use and promote College's stories on its own social media channels.
- The College is used as a model for how to do social media for other academic units, particularly in terms of length of copy, frequency of posting and using enriched media to increase engagement.
- The College does a good job of considering the prospective student audience with frequent student profile stories and covering events such as the Dayton2DC trip.
- The College coordinates with Advancement's communications director to cross-promote social media posts.
- The College does a good job live-tweeting individual events.

Current weaknesses of College communications:

- Some departments and programs are not taking advantage of the communications resource the Dean's Office has provided them.
- Some faculty are reluctant to promote themselves and their work.
- Need to tally stories by academic division to ensure balance.
- The University communications model using blogs, the e-newsletter and social media means there is no tailored communication to reach individual target audience cohorts with content being generated.
- The College is not yet using metrics to track audience penetration and readership, as well as the reach of our social media posts.
- Video content is lacking.
- University blog stories are difficult to track by category.
- University tags are not consistent between University News and academic unit blog pages.
- No "Arts and Sciences" tag, like those for Business, Education, Engineering and Law.
- The College is not fully using faculty and students as content generators, especially related to summer global learning experiences.
- College communication goals are broad. Need to prioritize so that those goals are met appropriately.

- College blog and website require audiences to actively come to us. Majority of blog audience is alumni; majority of website traffic is prospective students and parents.

Current opportunities for College communications:

- More video content featuring students would help reach prospective students.
- Stay abreast of social media trends and rising platforms such as Snapchat, which allows for student Snapchat takeovers.
- Add columns to College story budget tool to indicate the target audience and communication goals being addressed by each story.
- More College faculty members using social media would help increase the reach of our stories. Identify and recruit social media influencers who can retweet story links to their network.
- University News and Communications wants to start pitching stories to College-related trade publications.
- Take advantage of new Instagram feature to combine photos to tell a story, such as study abroad images, to engage prospective students.
- Add more photos to Instagram to increase engagement with prospective student audience.
- Stories should have a “call to action” to give audiences an easy pathway to the next steps, whether it is to engage, apply or donate.
- Digital and social media advertising campaigns can help the College enhance its reputation and reach new audiences.
- To reach top donors, create handwritten notes that drive them to content that specifically addresses their areas of interest.
- Video is critical for many different audiences. Tagged videos on the University’s YouTube and Vimeo channels are fed into the Cerkl e-newsletter.
- Use data from metrics to refine and tweak communication campaigns to make them stronger and more attuned to target audiences.
- Putting together an end-of-year story, video and/or infographic can give audiences a snapshot view of College highlights and impact.
- Intentionally tie College communications to the “University for the Common Good” goals that are coming out of Visioning process.
- Use mobile technology, such as texting and apps, to communicate directly with current students.

Current threats for College communications:

- Advancing the liberal arts and sciences to parents and prospective students will remain a challenging communications goal.
- Prospective students are bombarded by information from other universities. Cutting through the clutter is a communication challenge.
- College-affiliated faculty members expressing personal advocacy and opinions on University-related social media accounts is a concern.
- More isn't necessarily better in term of blog stories, given other College communication needs.
- The College is competing for funds against large organizations, as well as smaller causes using crowd-funding sites such as Kickstarter and GoFundMe.

Target Audiences

The purpose of this strategic communication plan is to establish the College of Arts and Sciences' brand attributes in the minds and hearts of key audiences.

We sought to determine and prioritize our most important and influential audiences to directly support the College's vision and strategic plan. Segmentation of our audience and messaging will improve the effectiveness and penetration of our communication goals.

This plan will focus on the following target audiences:

Primary Audience:

- Current students
- Prospective students
- Parents of current and prospective students
- Faculty
- Staff
- Alumni
- Donors
- College Advisory Council

Secondary Audience:

- Prospective faculty and staff
- Friends of the College
- Foundations
- Dayton government and community leaders
- Dayton community members

Targeted Messages

Below are the key message points the College of Arts and Sciences should communicate through its messaging and communication vehicles. These central messages capture the core essence and image of the of College.

Prospective, Current Students and Parents: Learn, Lead and Serve

The University of Dayton College of Arts and Sciences provides students a broad, well-rounded course of study in the arts, sciences, humanities and social sciences that emphasizes experiential learning and faculty-mentored research in a global, diverse and inclusive learning environment. The College prepares students to learn, lead and serve by developing the whole person, fostering deep engagement with faculty, and accentuating the connections among academic disciplines. This liberal arts education prepares students for not just their first job, but provides adaptative skills that ensure a lifetime of career success.

Prospective, Current Faculty and Staff: Advancing the Teacher-Scholar Model

The University of Dayton College of Arts and Sciences is grounded in the search for truth that can be more fully known through both faith and reason. The College champions the advancement of the teacher-scholar model, and esteems teaching, scholarship and service. We are committed to sustaining a rich network of faculty and staff, and to recognizing the critical contributions of faculty and staff to educating, mentoring, supporting and advising our students. The College invests in the ongoing professional development of faculty and staff, empowering them to innovate, propose solutions and solve problems in their respective disciplines and professions. We honor the achievements of faculty and staff, and their contributions to the University, academic disciplines and community at large.

Alumni, Donors and College Advisory Council: An Investment That Pays Lifetime Dividends

The University of Dayton College of Arts and Sciences cherishes its deep, lasting relationships with alumni, donors, advisors and friends, whose

ongoing support enables the College to innovate, strengthen and move forward the frontiers of research, scholarship, advocacy and leadership. We strive for all alumni to view their investment in a transformative education at the University as one that pay lifetime dividends; they now manifest the University's mission in their own communities and continue to partner with the College to change the world for the better. The College celebrates alumni success, invites enduring connections with faculty and staff, and recognizes the accomplishments made possible through the generous contributions of time, talent and treasure by alumni and donors.

Community: Advancing the Common Good

The University of Dayton College of Arts and Sciences and its departments, programs, centers and institutes are committed to advancing the common good of communities at home and abroad through diverse partnerships and servant leadership. The College works closely with community partners to establish reciprocal relationships grounded in shared knowledge and resources that identify opportunities to support both community partner needs and student learning outcomes. College faculty, staff and students connect learning, scholarship and service through community engagement.

Foundations: National Reputation for Quality

The University of Dayton College of Arts and Sciences has a national reputation for the quality of its education and research programs. The College educates our students in the Catholic and Marianist traditions for responsible citizenship and informed engagement in the diverse, globally situated communities of the 21st century. We have a deeply collaborative culture that offers students greater involvement in authentic research with faculty mentors, who embrace evidence-based pedagogical innovation that improves student learning. The College faculty is committed to rigorous intellectual inquiry and scholarship that contributes to disciplinary and interdisciplinary research that is timely and relevant to answering the significant questions of our day.

Communication Goals

Goal 1: Build Awareness

Increase the visibility of the College's departments, programs, centers and institutes among peers, partners, students and alumni through a strategic and targeted communications strategy. Communicate progress on meeting performance measures of the College Strategic Plan.

Goal 2: Advance the Liberal Arts and Sciences

Promote the value of liberal arts and sciences degrees for career preparedness and success, leadership and service, and champion liberal education for all undergraduates through the Common Academic Program.

Goal 3: Encourage Outstanding Scholarship, Artistic Production and Performance

Recognize outstanding faculty and student achievements, including scholarship, leadership, service, teaching, curricular innovation, creative activity and research-based community engagement.

Goal 4: Strengthen Experiential and Community-Engaged Learning

Promote experiential, community-engaged and global learning as prominent components of student learning in the College, and articulate the distinctive elements of that learning as a critical part of a student's exploration of vocation.

Goal 5: Expand Global Learning

Communicate to the College community the support available for students to study abroad, and promote existing programs that foster global learning.

Goal 6: Promote the Stewardship of Resources and Space

Communicate to alumni and donors the College's efforts to initiate work on a new University Center for the Arts and to implement Science Center renovations, in order to help secure resources for those projects.

Audience Matrix

The matrix connects each of the College of Arts and Sciences' communication goals to their key target audience to provide a framework for a targeted message strategy that will resonate with the College's audiences.

Target Audience

Communication Goal	Current Students	Prospective Students	Parents	Faculty	Staff	Alumni	Donors	Advisory Council
	Build Awareness	•	•	•	•	•	•	•
	Advance the Liberal Arts and Sciences	•	•	•			•	•
	Encourage Outstanding Scholarship, Artistic Production and Performance				•	•		
	Strengthen Experiential and Community-Engaged Learning	•	•	•				
	Expand Global Learning	•	•	•				
	Promote Stewardship of Resources and Space				•	•	•	•

Communication Policies and Guidelines

University Policy on Marketing and Communication

All marketing and communications, print and digital, must adhere to University-approved branding guidelines. All content owners throughout the University are responsible for ensuring the accuracy and appropriateness of the communications coming from their respective areas. Marketing and communications to prospective students and families should be coordinated/approved through Enrollment Management and Marketing. Marketing and communications to alumni/donors should be coordinated/approved through Advancement.

Marketing and communications must align with the University's Catholic, Marianist mission and identity, must respect the dignity and privacy of all members of the University community, and must not violate standards of behavior and conduct as outlined in the Policies and Procedures Handbook for employees or the Student Handbook for students. Failure to observe these standards of behavior will result in disciplinary action in accordance with the University's policies and procedures.

College Content Guidelines

College of Arts and Sciences marketing and communications will be consistent with the overall strategy of the University, while emphasizing the specific strengths, culture and character of the College. The overall theme will be the highly valuable impact the College has on its stakeholders and audiences, particularly in promoting the value of liberal arts and sciences degrees for career preparedness and success, leadership and service.

Stories about the College, both print and digital, should be written with the goal of reaching the broadest possible audience with our targeted messages. To ensure all publications and communications are accurate, efficient and consistent, the College follows procedural and editorial style guidelines:

- The Associated Press Stylebook should be followed for all marketing and communications pieces, print and digital, that promote or provide

information about the College, its departments, programs and activities, and for major internal documents.

- Avoid technical and academic jargon, or make it accessible by explaining terminology or relating it to a general reader's experience. Explain all acronyms.
- Keep stories concise, interesting and topical. Depending on the topic, story length should be between 300-700 words. However, longer stories may be necessary when dealing with complex topics or a large number of interview sources.
- All quoted sources should approve the story for accuracy before publication.
- All College stories are edited by University News and Communications staff before publication to ensure they meet University style and content guidelines.
- Opinion articles should include the disclaimer: *Opinion articles represent the views of faculty, staff or students and do not necessarily reflect official University of Dayton positions on issues.*
- Photos should never show people drinking or holding an alcoholic beverage, or show insignias from other colleges and universities.
- Do not use photos found on the Internet, as all images on the web are copyrighted, and usage could put the University at risk.
- University News and Communications is responsible for media relations, press releases and crisis communications. All media inquiries should be referred to News and Communications staff.
- For additional resources, see the [University AP Stylebook](#) and the University Marketing and Communications [Condensed Style Sheet](#).

University Photography Disclaimer

Any photographs or video taken under the direction of the Office of University Marketing and Communications, or any other University sponsored program, may be used in news stories, on the web or in University publications. Photos may be used in publicly disseminated promotional materials. Your name will not be listed in the caption or accompanying text without your permission. If you prefer not to be photographed, simply inform the photographer at the time photos are taken.

Communication Channels

The College of Arts and Sciences currently maintains the following communication channels. The College reserves the right to alter or eliminate channels based on ever-changing communication needs and the evolving communications landscape.

College of Arts and Sciences Newsroom

The College Newsroom blog is positioned as the primary source of information for all target audiences and also serves as the story archive for the College of Arts and Sciences. It features staff- and student-written news, feature and profile stories about the College's departments, programs, institutes, centers, faculty, staff and students.

Stories must be written in AP Style and should convey the College's targeted messages to our internal and external audiences.

College Newsroom stories intended for external target audiences, including alumni and friends of the University, are marked for inclusion in the University's Cerkl personalized electronic newsletter. Tags related to the College's four divisions are applied to stories to maximize their reach to targeted online and e-newsletter audiences.

Story teasers and links are shared on the College's social media channels, posted on the College page on the internal Porches website, and also may be posted on the appropriate department and program welcome pages.

Each story must be accompanied by a horizontal photo to suit the University's blog page format. Where appropriate, stories should also include photo galleries, videos and/or infographics to enrich the reader's experience and invite return visits to College's web pages.

College departments and programs are welcome to submit stories for publication on the College Newsroom blog. All stories are subject to College content guidelines. Departments and programs are responsible for the accuracy of their content.

The College communication coordinator will maintain an online story budget to track blog story priorities, progress and publication dates.

Social Media

The College of Arts and Sciences actively uses social media to share College news and information with target audiences in a faster, more relevant manner. The College's social channels are also intended to reach younger target audiences that include current and prospective students.

Facebook, Twitter, LinkedIn, YouTube and Instagram are the top five platforms used in higher education marketing and advancement, according to data from the 2016 Survey of Social Media in Advancement.

Currently, the College uses Facebook, Twitter and Instagram. Additional social channels may be added in the future.

Twitter

Twitter is a fast-paced and high volume network, allowing users to share information instantaneously.

- Audience: Alumni, current students, parents, faculty and staff.
- Demographics: 37 percent of adults ages 18-29 years old use Twitter, followed by 25 percent of adults ages 30-49.
- Uses: Post blog story links, photos, short videos and gifs. Live-tweet College events when possible and appropriate.
- Frequency: Users expect frequent updates. Post at least once per weekday. Posting multiple times per day is encouraged.
- Notes: Tweets are limited to 140 characters. Tweets with images tend to get more engagement. Use hashtags and tag other University- and College-related users to build audience. Follow and retweet other University accounts.

Facebook

Facebook is the market-leading online social networking service with 1.5 billion daily active users.

- Audience: Alumni, faculty, staff, parents, current students and Dayton community.
- Demographics: 87 percent of people ages 18-29 are on Facebook, while 56 percent of people age 65-plus use it.

- Uses: Post blog story links, photos, photo albums and short videos. Use Facebook Live from College events when possible and appropriate.
- Frequency: People expect less frequent posts from pages on Facebook. Post content three to five times per week.
- Notes: Facebook allows for a mix of media and message lengths that provides flexibility not found in other channels.

Instagram

Instagram is a free photo and video sharing app with more than 600 million active users.

- Target audiences: Current students, prospective students and recent alumni.
- Demographics: 55 percent of online adults ages 18-29 use Instagram.
- Uses: Post photos of College events and campus life.
- Frequency: Post content from once per week to once per day. No more than two posts per day.
- Notes: Tag the location where the photo was taken to give context and build audience. Use hashtags to increase a post's reach. Vertical photos work better than horizontal images.

College social media accounts should be logged into at least once per day to monitor and respond to posts, comments, mentions, etc.

Social media posts that promote the University or College's academic pride and excellence should be liked, shared, reposted or retweeted. Posts that tag the College and whose content is a potential concern should be referred to the University social media specialist and the News and Communications staff.

Links to the College's social media channels are included on the College of Arts and Science's welcome page and the College Newsroom blog.

Porches

Porches, the University of Dayton's internal news and information portal, consist of multiple pages for sharing news and information from various academic and administrative units.

The College of Arts and Sciences unit page on Porches includes a channel dedicated to announcements for College faculty, staff and students. Announcements may be submitted by faculty and staff using the online form available via the College's welcome page and the CAS unit page.

The CAS unit page also includes a news channel with teasers and links to College Newsroom stories for our internal target audiences. In addition, it features a dedicated channel for the College Strategic Plan 2020, as well as directories of CAS offices, student resources and quick links.

Stories and announcements on the "Front Porch" page are intended for the entire campus community and placement must be requested through University Marketing and Communications.

Newsletters

The University's Cerkl personalized electronic newsletter aggregates stories from University news and blog pages, including the College Newsroom, and delivers them via email to more than 75,000 alumni and friends of the University.

The digital format allows College departments and programs to share information more often, have content be more timely and reach a larger audience than traditional print newsletters. It also eliminates the cost of printing and mailing print newsletters, and provides data on the types of stories that are best engaging our external target audiences.

University Marketing has discontinued support for print newsletters, but departments can continue to produce them at their own cost using a brand-approved freelancer or their own administrative resources. Departments are responsible for production and mailing, as well as the accuracy and appropriateness of their content.

All newsletter content must be reviewed and approved by Enrollment Management (for students) or Advancement (for alumni) to avoid conflicts with their efforts in terms of timing or donor requests. Once approved, departments will be provided with a data file for their mailing list. Please note that departments must request a new data file for each mailing to

avoid issues with new additions, recent deaths or people who have asked to be dropped from the mailing list.

Email

The communication coordinator uses the MailChimp email marketing service to send attractive, personalized email messages on behalf of the College dean to select target audiences such as the College Advisory Council. The service also provides detailed reports that allow us to track and improve the success of our email messaging campaigns.

Donor Letter

The communication coordinator, in conjunction with the College dean and University Advancement advocate, will produce a “Dean’s Desk” letter for top-tier donors to the College to inform, engage and excite them about Advancement projects and opportunities related to the College. The letter will be produced several times annually and also highlight recent College news and achievements, using content from the College Newsroom blog.

Resources

The College of Arts and Sciences, like the University as a whole, is committed to the most effective and efficient use of resources. College staff and student communications resources include:

Communication Coordinator

The College of Arts and Sciences communication coordinator creates and implements communication strategies and content across multiple platforms to promote the College, its departments and programs to targeted internal and external audiences.

The communication coordinator assigns and writes stories for the College Newsroom blog, manages the College's social media channels, and mentors the graduate and undergraduate student writers hired to help provide blog content. The coordinator also works with the College's dean and University Advancement advocate on effective alumni and donor communications, including the dean's quarterly newsletter, and works on special projects and documents at the dean's request.

In addition, the communication coordinator supervises the College's full-time graphic designer and web content editor, and undergraduate student writers.

Graphic Designer and Web Content Editor

The College of Arts and Sciences graphic designer and web editor maintains and updates content on the University-branded external website, including editing and publishing public web content for the College and its departments, programs, endowed chairs, centers and institutes, as well as for components of University-wide public sites related to the College.

The graphic designer and web editor also coordinates regularly with the communication coordinator to create and publish content for the College Newsroom blog, which includes compiling a total of four "Faculty in the News" and "Arts Events" blog posts each month.

In addition, they edit College content in the University catalog, edit and publish internal web content, and create hard copy materials for the College Office of the Dean.

Graduate Communication Assistant

The College of Arts and Sciences communication assistant is a graduate student assigned by the Department of Communication (COM) chair to provide content for the College Newsroom blog. They report and write blog stories pertaining to the College.

The communication assistant also helps provide social media content for the College, including taking Instagram photos and live-tweeting campus events. In addition, they assist the communication coordinator in other activities related to College communications.

Undergraduate Student Writers

The College of Arts and Science's undergraduate student writers report to the communication coordinator and write stories for the College Newsroom blog. They also help provide social media content, including Instagram photos, that is intended to reach current and prospective students. In addition, they assist the communication coordinator in other activities related to College communications.

Department and Program Contributors

College of Arts and Sciences faculty and staff, as well as student writers working for College departments, programs, centers and institutes, are welcome to submit stories for publication on the College Newsroom blog. The communication coordinator will work with those contributors to ensure their stories meet College content guidelines. Departments and programs are responsible for the accuracy of their content.

Evaluation Metrics

Evaluating the College of Arts and Sciences' communication strategy and individual communication action plans on a regular basis will help determine their effectiveness and improve performance over time.

The College will track and assess metrics associated with all active digital channels to assure their continued high performance. Collecting and analyzing the data regularly ensures that technical problems and poor-performing content are recognized and remedied quickly. Data analysis also may provide insights into new opportunities for the College to reach existing audiences.

The primary evaluation will address two key questions:

1. Were communication action plans completed on time and within budget?
2. Were the College's communication goals achieved?

In addition, the following qualitative and quantitative measures will be used to evaluate the effectiveness of the College's communications and marketing efforts:

College communications: Conduct periodic surveys of College department chairs and program directors to ensure that timely and relevant information about their areas is being shared through the most effective channels. Adjust communication plan as needed.

Web: Google Analytics will be used to measure traffic on the College Newsroom blog, the College welcome page, and department and program websites. The following metrics will be collected on a monthly basis:

- Number of total visits to College Newsroom site.
- Number of visits to each College Newsroom story.
- Number of visits to the College, department and program web pages.
- Number of "unique" visitors (one individual visiting one or more times) to the College, department and program web pages.
- Average visit duration.
- Number of pages per visit.
- Where each visitor is coming from (i.e., Google search, social media).

Cerkl E-Newsletter: Cerkl provides a data spreadsheet twice annually that tracks the reach of College Newsroom stories via the University’s electronic newsletter. The spreadsheet tracks the following metrics:

- Number of e-newsletters containing the story.
- Number of those emails that were opened by the reader.
- Number of links clicked through to the story.

Social Media: The College will track social media hits and mentions on a monthly and per-campaign using data analytics tools that include Google Data Studio, Instagram analytics and the Hootsuite social media management dashboard, which supports social network integrations for Twitter and Facebook. Integrated data dashboards will be used to track:

- Follower growth per social channel.
- Number of posts per social channel.
- Impressions (Number of times people saw the post).
- Engagements (Likes, shares, comments, mentions, replies and “quote tweets”).

News Media: University News and Communications provides weekly updates of media mentions and interviews related to the College and its faculty, departments, programs, centers and institutes. These mentions are compiled twice monthly for the “Faculty in the Media” posts on the College Newsroom blog, which provide actual links to the articles and video clips.

The communication coordinator will provide the College dean and associate deans with data reports on a monthly basis. Periodic special reports also may be provided to track response to specific social media campaigns related to College events and activities.

Communication Action Plans

Goal 1: Build Awareness

Increase the visibility of the College's departments, programs, centers and institutes among peers, partners, students and alumni through a strategic and targeted communications strategy. Communicate progress on meeting performance measures of the College Strategic Plan.

Tactics	Priority	Due Date	Metrics
Produce a total of 100 blog stories by the end of the 2017-18 academic year, promoting good works by College faculty, staff and students.	High	May 2018	Completion
Produce a year-end story, video and infographic to show the College's impact during the 2017-18 academic year.	High	May 2018	Completion
Purchase photography/video equipment to increase audience engagement through enhanced media.	High	August 2017	Completion
Use Google analytics and other metrics to track audience engagement on College blog, Cerkl e-newsletter and social media.	High	September 2017	Google analytics; Hootsuite and Instagram metrics
Publish at least four photos weekly on Instagram during 2017-18 academic year, excluding breaks, to engage prospective students.	High	May 2018	Instagram metrics
Require each student member of College communications team to contribute one Instagram photo per week, excluding breaks.	Medium	September 2017	Instagram metrics
Work with University News and Communications to update list of College faculty using Twitter.	Medium	December 2017	Completion
Grow number of College social media followers by the end of the 2017-18 academic year: Twitter: To 600 (from current 440) Facebook: To 340 (from 283) Instagram: To 180 (from 68)	High	May 2018	Twitter, Facebook and Instagram metrics

Goal 2: Advance the Liberal Arts and Sciences

Promote the value of liberal arts and sciences degrees for career preparedness and success, leadership and service, and champion liberal education for all undergraduates through the Common Academic Program.

Tactics	Priority	Due Date	Metrics
Produce video on College student success and career outcomes to promote value of liberal arts degree.	High	May 2018	Completion
Produce infographic on College double-majors and minors	High	August 2017	Completion
Produce infographic with data on mid-career salaries for professionals with liberal arts degrees.	Medium	May 2018	Completion
Produce Instagram photo “stories” showcasing the College student experience for prospective students.	Medium	May 2018	Completion
Write story about College arts departments and programs engaging students from the University’s professional schools.	Medium	December 2017	Completion
Write story about the University’s new assistant provost for the Common Academic Program.	High	August 2017	Completion

Goal 3: Encourage Outstanding Scholarship, Artistic Production and Performance

Recognize outstanding faculty and student achievements, including scholarship, leadership, service, teaching, curricular innovation, creative activity and research-based community engagement.

Tactics	Priority	Due Date	Metrics
Facilitate video on the first cohort of STEM Catalyst grant recipients, in collaboration with the School of Engineering.	High	September 2017	Completion, YouTube metrics
Track blog stories by department and program to ensure balanced coverage among the College's academic divisions.	Medium	August 2017	Completion
Write story highlighting the cumulative research awards total for College faculty who have received competitive national grants during the last year.	High	September 2017	Completion
Write story about the first two students to receive the Linda Majka Award for Human Rights.	Medium	September 2017	Completion
Write story about the Fitz Center student selected to attend the Clinton Global Initiative – University.	Medium	November 2017	Completion
Write story and produce video about the world premiere of the Marianist-themed musical, "Spectacle."	High	April 2018	Completion, YouTube metrics

Goal 4: Strengthen Experiential and Community-Engaged Learning

Promote experiential, community-engaged and global learning as prominent components of student learning in the College, and articulate the distinctive elements of that learning as a critical part of a student's exploration of vocation.

Tactics	Priority	Due Date	Metrics
Include links to enroll and engage in University experiential and community-engaged learning programs in all related stories.	High	August 2017	Completion
Write story updating Hanley Sustainability Institute's Lincoln Hill Gardens community initiative, focusing on fall ecological restoration and engineering projects.	Medium	October 2017	Completion
Write story about University's new environmental research area at Old River Park.	Medium	October 2017	Completion
Accompany the department of communication's annual "Flyers in Hollywood" trip to write story and produce video to increase alumni engagement in the program and fundraising support for the University Center for the Arts.	High	May 2018	Completion. Google analytics, Twitter and YouTube metrics

Goal 5: Expand Global Learning

Communicate to the College community the support available for students to study abroad, and promote existing programs that foster global learning.

Tactics	Priority	Due Date	Metrics
Include links to enroll and engage in University global learning programs in all related stories.	High	August 2017	Completion
Produce video promoting global learning opportunities to engage both current and prospective students.	High	April 2018	Completion, YouTube metrics
Write story about and develop communication strategy for the SAIL study abroad scholarship program, with a goal to increase student participation in the program.	High	December 2017	Completion, SAIL enrollment data
Write story highlighting College faculty hired during the last several years who are international researchers.	Medium	December 2017	Completion
Create mechanism to facilitate summer 2018 study abroad social media contributions by College faculty and students.	High	May 2018	Completion

Goal 6: Promote the Stewardship of Resources and Space

Communicate to alumni and donors the College's efforts to initiate work on a new University Center for the Arts and to implement Science Center renovations, in order to help secure resources for those projects.

Tactics	Priority	Due Date	Metrics
Communication coordinator to help personalize the Dean's communications with the College's top donors to increase engagement.	High	August 2017	Advancement metrics
Develop "Dean's Desk" letter highlighting content related to donors' interests and key College fundraising efforts.	High	September 2017	Completion
Produce internal document about Science Center Vivarium for use in recruiting science faculty and staff	High	September 2017	Completion
Write story about summer renovations at the Science Center and O'Reilly Hall.	Medium	August 2017	Completion
Write story about the College's new virtual reality lab for the computer science and psychology departments.	Medium	December 2017	Completion