



5-2020

University Community Engagement and Its Effect on University Brand Image

Lina Shi
linashi@wharton.upenn.edu

Follow this and additional works at: https://repository.upenn.edu/joseph_wharton_scholars

 Part of the [Advertising and Promotion Management Commons](#), [Business and Corporate Communications Commons](#), [Educational Administration and Supervision Commons](#), [Educational Leadership Commons](#), [Higher Education Commons](#), [Marketing Commons](#), and the [Nonprofit Administration and Management Commons](#)

Recommended Citation

Shi, L. (2020). "University Community Engagement and Its Effect on University Brand Image," *Joseph Wharton Scholars*. Available at https://repository.upenn.edu/joseph_wharton_scholars/86

This paper is posted at ScholarlyCommons. https://repository.upenn.edu/joseph_wharton_scholars/86
For more information, please contact repository@pobox.upenn.edu.

University Community Engagement and Its Effect on University Brand Image

Abstract

With rising competition between universities in recent years, higher education institutions face increasing pressure to establish a positive brand image among students, faculty, and other university stakeholders for a competitive advantage. While there have been numerous studies showing how corporations' brand images have been positively affected by corporate social responsibility initiatives, there are few that establish the effect of university community engagement on university brand image. This study uses a mixed-methods approach involving a secondary data analysis, a case study that includes interviews with administrators on the University of Pennsylvania and the Netter Center's community engagement endeavors and branding, and a survey of 337 US college freshmen and sophomores to examine (i) the current levels of community engagement across universities, (ii) the use of community engagement in current university branding, and (iii) the role that university community engagement plays in affecting students' brand images of universities. The combination of Carnegie Classification and Campus Compact designation data identifies trends of current university community engagement levels segmented by ranking. The case study provides an example on how a high engagement research university incorporates values of community engagement explicitly and implicitly in current university branding. Survey results show that university community engagement has a statistically significant effect on branding, and that low engagement creates negative effects while high engagement produces positive effects on university brand image; additionally, results show differences in significance of community engagement with segmentation based on demographics and factor level preferences. Based on the research described, this study identifies what Penn, the Netter Center, and other higher education institutions could do to more successfully connect branding and community engagement.

Keywords

community engagement, communication, higher education, branding, brand image, media, university brand

Disciplines

Advertising and Promotion Management | Business and Corporate Communications | Education | Educational Administration and Supervision | Educational Leadership | Higher Education | Marketing | Nonprofit Administration and Management

**University Community Engagement and Its Effect on
University Brand Image**

Lina Shi

An Undergraduate Thesis submitted in partial fulfillment of the
requirements for the Joseph Wharton Scholars

Faculty Advisor:

Ira Harkavy

Associate Vice President and Founding Director
of the Barbara and Edward Netter Center for Community Partnerships

The Wharton School, University of Pennsylvania

May 2020

Table of Contents

1	Abstract	2
2	Introduction	3
3	Literature Review	7
	3.1 Brand Image in Higher Education	7
	3.2 Community Engagement in Higher Education	9
	3.3 University Community Engagement and Branding	13
4	Research Question and Hypothesis	16
5	Methodology	17
	5.1 Secondary Data Analysis	17
	5.2 Case Study: The University of Pennsylvania	18
	5.3 Research Interviews	19
	5.4 Survey Design	19
6	Findings and Analysis	23
	6.1 Current University Community Engagement Levels	23
	6.2 Community Engagement in Current Branding	27
	6.2.1 Overview of Community Engagement at Penn	27
	6.2.2 Current University Branding	34
	6.2.3 Implications of Current University Branding	37
	6.3 Effect of Community Engagement on Branding Perceptions	49
7	Limitations	58
8	Recommendations and Conclusions	61
9	References	65
10	Appendix	74

1 Abstract

With rising competition between universities in recent years, higher education institutions face increasing pressure to establish a positive brand image among students, faculty, and other university stakeholders for a competitive advantage. While there have been numerous studies showing how corporations' brand images have been positively affected by corporate social responsibility initiatives, there are few that establish the effect of university community engagement on university brand image. This study uses a mixed-methods approach involving a secondary data analysis, a case study that includes interviews with administrators on the University of Pennsylvania and the Netter Center's community engagement endeavors and branding, and a survey of 337 US college freshmen and sophomores to examine (i) the current levels of community engagement across universities, (ii) the use of community engagement in current university branding, and (iii) the role that university community engagement plays in affecting students' brand images of universities. The combination of Carnegie Classification and Campus Compact designation data identifies trends of current university community engagement levels segmented by ranking. The case study provides an example on how a high engagement research university incorporates values of community engagement explicitly and implicitly in current university branding. Survey results show that university community engagement has a statistically significant effect on branding, and that low engagement creates negative effects while high engagement produces positive effects on university brand image; additionally, results show differences in significance of community engagement with segmentation based on demographics and factor level preferences. Based on the research described, this study identifies what Penn, the Netter Center, and other higher education institutions could do to more successfully connect branding and community engagement.

2 Introduction

Competition between universities has been rising in recent years, exacerbated by an expected decline in the college-age population and a strained business model even with rising tuition.¹ Since operations between schools are often quite similar, prospective students may have difficulty differentiating between universities. There are many factors to consider given a plethora of university options, which may result in students forming university brand consideration sets.² In this current competitive landscape of student recruitment, higher education institutions face increasing pressure to establish a strong, positive brand image that could attract students during the decision process.

Concurrently, universities are still grappling with their core purposes in this evolving modern world. The role of universities is historically tied to the nature of its intellectual and educational objectives, which lends its contribution to society to be more public-spirited, geared towards inspiring participatory democracy and civic engagement.³ As a general tradition, there has always been a sense that universities should “belong’ to all members of the community” and serve the public good, as stated by reformer John Dewey.⁴ Yet while higher education institutions may have civically minded principles, these responsibilities may be lost as universities shift focus to being a

¹ Gephardt, Dennis M, and Kendra Smith. “Moody's: Small but Notable Rise Expected in Closures, Mergers for Smaller US Colleges.” Moodys.com. Moody's Corporation, September 25, 2015.

https://www.moodys.com/research/Moodys-Small-but-notable-rise-expected-in-closures-mergers-for-PR_335314.

² Kardes, Frank R., Gurumurthy Kalyanaram, Murali Chandrashekar, and Ronald J. Dornoff. “Brand Retrieval, Consideration Set Composition, Consumer Choice, and the Pioneering Advantage.” *Journal of Consumer Research* 20, no. 1 (1993): 62. <https://doi.org/10.1086/209333>.

³ Shapiro, Harold T. *A Larger Sense of Purpose: Higher Education and Society*. Princeton (N.J.): Princeton University Press, 2005, (13-20).

⁴ Benson, Lee, Ira Richard. Harkavy, and John L. Puckett. *Dewey's Dream: Universities and Democracies in an Age of Education Reform Civil Society, Public Schools, and Democratic Citizenship*. Philadelphia: Temple University Press, 2007, (84).

means to “prepare students for jobs.”⁵ The model of a “neoliberal entrepreneurial institution [leads] to the widespread sense that...college is exclusively used to gain career-related skills and credentials” and has “severe negative impacts on both research and education for the public good.”⁶ Especially with the current COVID-19 crisis demonstrating the need for universities to benefit public good, there has been a wave of educational reformers who seek to “radically transform the research university to advance the...implementation of knowledge” to benefit communities and the world.⁷ This push has brought into focus the role of university community engagement, which can serve to be mutually beneficial and transformative for universities and communities.

Although there have been studies about brand image and community engagement in the context of higher education, these disciplines have remained mostly independent, despite how these areas of research could benefit each other. Given the extensive research on the effect of corporate social responsibility on brand image for for-profit companies, investigation of this effect in higher education is necessary. Additionally, the current amount, usage in branding, and perceptions of university community engagement have not been extensively researched, suggesting that there may be potential opportunities that universities are currently missing.

Current university branding often focuses on selling rankings and “unparalleled” undergraduate experiences that suggest exclusivity and eliteness.⁸ These same universities are now

⁵ Berrett, Dan. “The Day the Purpose of College Changed.” *The Chronicle of Higher Education*. January 26, 2015. <https://www.chronicle.com/article/The-Day-the-Purpose-of-College/151359>.

⁶ Harkavy, Ira, Sjur Bergan, Tony Gallagher, and Hilligje van't Land. “Universities Must Help Shape the Post-COVID-19 World.” *University World News*. April 18, 2020. <https://www.universityworldnews.com/post.php?story=20200413152542750>.

⁷ Benson, Lee, Ira Harkavy, John Puckett, and Matthew Hartley. *Knowledge for Social Change: Bacon, Dewey, and the Revolutionary Transformation of Research Universities in the Twenty-First Century*. Philadelphia, PA: Temple University Press, 2017.

⁸ Toma, Douglas J. “Positioning for Prestige in American Higher Education: Case Studies of Strategies at Four Public Institutions toward ‘Getting to the next Level.’” In *Building Organizational Capacity: Strategic Management in Higher Education*. Baltimore, MD: John Hopkins University Press, 2008.

under fire for athletics bribery scandals,⁹ for unfair admissions policies, which act as “engines of inequality” and appear to discriminate by socioeconomic status, race, and legacy status,¹⁰ and for heavily pre-professional post-graduation outcomes, which are at odds with the more altruistic missions of universities.¹¹ Thus, perhaps a different method of branding that emphasizes their impact on society would benefit university brand images. A better understanding of how university community engagement can affect university brand image will inform university administrators on how to have more effective branding and university-community partnerships. The purpose of my research is to explore how Penn, the Netter Center, and other universities can more effectively link community engagement and brand image.

This thesis seeks to examine:

- (i) the current levels of community engagement across universities,
- (ii) the use of community engagement in current university branding,
- (iii) and the role that university community engagement plays in affecting students’ brand images of universities.

This paper will first examine the relevant literature on community engagement and brand image, and explore the effects of these constructs on each other in the context of both the corporate world and higher education. Then, objectives will be analyzed using a mixed-methods approach that involves both quantitative research, including a survey of current undergraduate students and

⁹ Anderson, Nick, and Susan Svrluga. “Bribery Scandal Points to the Athletic Factor: A Major Force in College Admissions.” *The Washington Post*. August 15, 2019. https://www.washingtonpost.com/local/education/bribery-scandal-points-to-the-athletic-factor-a-major-force-in-college-admissions/2019/06/12/b2fc39dc-7e3a-11e9-8bb7-0fc796cf2ec0_story.html.

¹⁰ Aisch, Gregor. “Some Colleges Have More Students From the Top 1 Percent Than the Bottom 60. Find Yours.” *The New York Times*. January 18, 2017. <https://www.nytimes.com/interactive/2017/01/18/upshot/some-colleges-have-more-students-from-the-top-1-percent-than-the-bottom-60.html>.

¹¹ Garner, Dwight. “The Lower Ambitions of Higher Education.” *The New York Times*. August 12, 2014. <https://www.nytimes.com/2014/08/13/books/excellent-sheep-william-deresiewicz-manifesto.html>.

community engagement designation data, and qualitative research, including research interviews and a case study of the University of Pennsylvania. From these methods, this paper will discuss results, analysis, implications, and recommendations.

3 Literature Review

This review contains three sections. Section I will explore brand image in the context of higher education. Section II will provide an overview of university community engagement in terms of definition and contemporary evaluation mechanisms. Section III will connect the two, discussing how social impact initiatives have positively affected the brand image of corporations, which reinforce studies on the positive reputational effects of university community engagement. This review will provide context and justification for my research questions and hypotheses.

3.1 Brand Image in Higher Education

For prospective students, universities can only promote tangible information, such as rankings and academic program details, but cannot fully explain their experiential value propositions. However, studies show that prospective students utilize both tangible and intangible factors, such as university brand image and personal preferences, to inform their decisions on which university to attend.¹² Since intangible factors serve as mental shortcuts in the decision-making process for prospective students, universities have expanded their integrated marketing techniques to bolster branding and promotional efforts.¹³

As an important marketing concept since the 1950s, brand image is “both a concrete and an abstract expression.”¹⁴ In the traditional marketing sense, brand image reflects consumer perceptions

¹² Durvasula, Srinivas, Steven Lysonski, and A.d. Madhavi. “Beyond Service Attributes: Do Personal Values Matter?” *Journal of Services Marketing* 25, no. 1 (2011): 33–46. <https://doi.org/10.1108/08876041111107041>.

¹³ Wasmer, D. J., James R. Williams, and Julie Stevenson. “A Reconceptualization of the Marketing Mix: Using the 4 Cs to Improve Marketing Planning in Higher Education.” *Journal of Marketing for Higher Education* 8, no. 2 (1997): 29–35. https://doi.org/10.1300/j050v08n02_03.

¹⁴ Dobni, Dawn, and George Zinkhan. “In Search of Brand Image: A Foundation Analysis.” *In Advances in Consumer Research* 17 (1990): 110–19. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.203.2993&rep=rep1&type=pdf>.

and associations from their memories.¹⁵ The broadest definitions state that brand image is “the total impression an entity makes on the minds of others”¹⁶ or “the sum of total impressions.”¹⁷ In general, it is predominantly subjective and determined both by marketing efforts and by the context and values of the consumer.¹⁸ Since brand image is a complex construct, it may be difficult to measure, as seen by multiple studies that have defined different dimensions of university brand image.¹⁹ ²⁰For the sake of my analysis, brand image in the context of higher education is “a name, an image, a compelling description of an organization that captures the essence of the value that your college provides.”²¹ It is essentially the university’s ability to differentiate itself from other institutions, which will inform prospective students’ decision processes when they have limited information.²² Thus, a university with a positive brand image may induce positive feelings, which would streamline a complex decision like the college decision-making process in its favor. As such, higher education institutions have increasingly emphasized the development of university brand images.²³

¹⁵ Keller, Kevin Lane, and Vanitha Swaminathan. *Strategic Brand Management: Building, Measuring, and Managing Brand Equity*. Harlow: Pearson Education Limited, 2020.

¹⁶ Dichter, E. “What’s In An Image.” *Journal of Consumer Marketing* 2, no. 1 (1985): 75–81. <https://doi.org/https://doi.org/10.1108/eb038824>.

¹⁷ Herzog, Henry W. “Behavioral Science Concepts for Analyzing the Consumer.” In *Marketing and the Behavioral Sciences*, 76–86. Boston: Allyn and Bacon, Inc, 1963.

¹⁸ Levy, Sidney J. *Marketplace Behavior: Its Meaning for Management*. New York: Amacom, 1978.

¹⁹ Park, C. Whan, Bernard J. Jaworski, and Deborah J. MacInnis. “Strategic Brand Concept-Image Management.” *Journal of Marketing* 50, no. 4 (1986): 135. <https://doi.org/10.2307/1251291>.

²⁰ Panda, Swati, Satyendra C. Pandey, Andrea Bennett, and Xiaoguang Tian. “University Brand Image as Competitive Advantage: a Two-Country Study.” *International Journal of Educational Management* 33, no. 2 (April 2019): 234–51. <https://doi.org/10.1108/ijem-12-2017-0374>.

²¹ Volkwein, James F, and Kelli F Parmley. “Comparing Administrative Satisfaction in Public and Private Universities.” *Research in Higher Education* 41, no. 1 (2000): 95–116. <https://doi.org/https://doi.org/10.1023/A:1007094429878>.

²² Nguyen, Nha, and Gaston Leblanc. “Image and Reputation of Higher Education Institutions in Students’ Retention Decisions.” *International Journal of Educational Management* 15, no. 6 (2001): 303–11. <https://doi.org/10.1108/eum000000005909>.

²³ Wilkins, Stephen, and Jeroen Huisman. “Factors Affecting University Image Formation among Prospective Higher Education Students: the Case of International Branch Campuses.” *Studies in Higher Education* 40, no. 7 (August 2014): 1256–72. <https://doi.org/10.1080/03075079.2014.881347>.

Research studies focusing on students' college selection processes have shown that brand image is important. Students cite four primary considerations, university image, location, cost, and availability of major, for their college choices, with image being prioritized by students over all other factors.²⁴ Other studies have deduced that “reputation” and “academics” were the top two reasons for school selection.²⁵ Palacio et al. found that student satisfaction was positively influenced by university brand image.²⁶ Student satisfaction is linked with generating positive brand equity, which may lead to higher alumni engagement and contributions to the alma mater.²⁷

Universities with positive brand images also induce higher performance expectations from their students,²⁸ which is why it is important for universities to understand what their students expect their roles to be in society. Thus, this review turns to understanding the purpose of higher education and its historical expectation of engaging with the community.

3.2 Community Engagement in Higher Education

In modern society, there is an increasing expectation that the actions of all organizations should address social responsibility issues.²⁹ For instance, there was a recent business roundtable summit where business leaders redefined the purpose of a corporation, stating that corporations

²⁴ Sevier, Robert A. “Mage Is Everything--Strategies for Measuring, Changing, and Maintaining Your Institution's Image.” *College and University* 69, no. 2 (1994): 60–75.

²⁵ Berger, Karen A., and Harlan P. Wallingford. “Developing Advertising and Promotion Strategies for Higher Education.” *Journal of Marketing for Higher Education* 7, no. 4 (May 1997): 61–72. https://doi.org/10.1300/j050v07n04_05.

²⁶ Palacio, Asunción Beerli, Gonzalo Díaz Meneses, and Pedro J. Pérez Pérez. “The Configuration of the University Image and Its Relationship with the Satisfaction of Students.” *Journal of Educational Administration* 40, no. 5 (2002): 486–505. <https://doi.org/10.1108/09578230210440311>.

²⁷ Dennis, Charles, Savvas Papagiannidis, Eleftherios Alamanos, and Michael Bourlakis. “The Role of Brand Attachment Strength in Higher Education.” *Journal of Business Research* 69, no. 8 (2016): 3049–57. <https://doi.org/10.1016/j.jbusres.2016.01.020>.

²⁸ Beverland, Michael. *Building Brand Authenticity: 7 Habits of Iconic Brands*. London: Palgrave Macmillan, 2016.

²⁹ Unerman, Jeffrey, and Brendan Odwyer. “Theorising Accountability for NGO Advocacy.” *Accounting, Auditing & Accountability Journal* 19, no. 3 (2006): 349–76. <https://doi.org/10.1108/09513570610670334>.

should “promote an economy that services all Americans.”³⁰ This expectation of prioritization of social needs also extends to higher education, and is a core element of university brand image due to the traditional role of the university. Historically, the role of a university was to foster intellectual development and promote critical and analytical thinking skills.³¹ Higher education creates adaptable thinkers who are “fundamentally linked with the ability to engage in questioning issues within society in a proactive way.”³² These sentiments build upon each other to encourage a sense of university social responsibility, with the United Nations Educational, Scientific and Cultural Organization (UNESCO) stating that the purpose of universities, “through their core functions [of] research, teaching, and service to the community...must contribute to the education [of students] who can look for solutions to the problems of society, apply them, and accept social responsibilities.”³³

As “the socially responsible university” is progressively seen as a force to “give something back to society beyond its traditional ‘outputs’ of education and research responsibilities,” there has been a shift towards expanding the research and practice of university community engagement.³⁴ In one of the most cited articles on community engagement, Boyer defines engagement as “1) connecting the university’s rich resources to the most pressing social, civic, and ethical problems, making it the staging ground for action; and 2) creating a climate in which academic and civic cultures communicate more continuously and creatively, enlarging the universe of human discourse

³⁰ “Business Roundtable Redefines the Purpose of a Corporation to Promote ‘An Economy That Serves All Americans!’” Business Roundtable, August 19, 2019. <https://www.businessroundtable.org/business-roundtable-redefines-the-purpose-of-a-corporation-to-promote-an-economy-that-serves-all-americans>.

³¹ Berrett, “Purpose of College.”

³² Nagy, Judy, and Alan Robb. “Can Universities Be Good Corporate Citizens?” *Critical Perspectives on Accounting* 19, no. 8 (2008): 1414–30. <https://doi.org/10.1016/j.cpa.2007.10.001>.

³³ “The New Dynamics of Higher Education and Research, for Societal Change and Development.” In *UNESDOC*. Paris: United Nations Educational, Scientific and Cultural Organization (UNESCO), 2009. <https://unesdoc.unesco.org/ark:/48223/pf0000183277>.

³⁴ Harkavy, Ira. “The Role of Universities in Advancing Citizenship and Social Justice in the 21st Century.” *Education, Citizenship and Social Justice* 1, no. 1 (2006): 5–37. <https://doi.org/10.1177/1746197906060711>.

and enriching the quality of life for all.”³⁵ This definition has evolved and solidified over time to become a more concrete form of action. In modern discourse, the Carnegie Foundation defines university community engagement as the “collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.”³⁶

In the field of community engagement, many have sought to establish community engagement coalitions and evaluation systems. This brief overview of organizations and indicators does not serve to be comprehensive, but rather to exhibit a few models that measure community engagement across universities out of the many that exist.

- The Coalition of Urban and Metropolitan Universities (CUMU) contains more than 110 urban schools and with the goal to implement their missions of community engagement in learning.³⁷
- Imagining America is a consortium of 76 universities aimed at promoting community engagement in the humanities.³⁸
- The Campus Civic Health Initiative was started by the American Democracy Project at the American Association of State Colleges and Universities (AASCU) to attempt to “measure and improve campus and community civic health.”³⁹

³⁵ Boyer, Ernest L. “The Scholarship of Engagement.” *Journal of Public Service and Outreach* 1, no. 1 (1996): 11–20.

³⁶ “Community Engagement.” CUEI: College & University Engagement Initiative. Swearer Center at Brown University. Accessed May 3, 2020. <https://www.brown.edu/swearer/carnegie/about>.

³⁷ “Current Members.” CUMU. Coalition of Urban and Metropolitan Universities, February 25, 2020. <https://www.cumuonline.org/membership/current-members/>.

³⁸ “About.” History. Imagining America. Accessed May 3, 2020. <https://imaginingamerica.org/about/>.

³⁹ Civic Health Initiative. American Association of State Colleges and Universities. Accessed May 3, 2020. <https://www.aascu.org/programs/adp/civichealth/>.

The Carnegie Classification for Community Engagement and Campus Compact are two major mechanisms that will be used to inform our theoretical framework for analysis. The Carnegie Classification is the “leading framework for institutional assessment and recognition of community engagement.”⁴⁰ The creation of this classification involved an exhaustive review of existing literature, a review of current practices that measured engagement, and a pilot study with 14 high engagement institutions to formulate the necessary criteria.⁴¹ Launched in 2006 and revised to be more comprehensive in 2010, this elective classification requires higher education institutions to collect data on foundational indicators, such as institutional identity and institutional commitment, as well as categories of engagement, which includes curricular engagement and outreach partnerships. The application process involves “substantial effort invested by participating institutions” that serves to achieve not an award, but rather a “self-assessment and quality improvement [mechanism]” to ensure that community engagement is a priority at universities.⁴² Assessed by a National Review Panel of higher education experts, the evaluation is comprehensive and robust, and has produced 359 universities that hold this designation as of 2020.⁴³ Campus Compact is the largest national coalition of universities with more than 1000 members and has the goal of making “civic and community engagement an institutional priority [in all of higher education].”⁴⁴ Established in 1985 by a few university presidents, the Compact provides resources to its members to improve

⁴⁰ Commission on Economic & Community Engagement. “2020 Carnegie Community Engagement Classification Recipients Announced.” APLU. Association of Public & Land-Grant Universities, February 4, 2020. <https://www.aplu.org/news-and-media/blog/2020-carnegie-community-engagement-classification-recipients-announced>.

⁴¹ Driscoll, Amy. Carnegie Foundation, January 2008.

https://www.immagic.com/eLibrary/ARCHIVES/GENERAL/CFAT_US/C071119D.pdf.

⁴² “Carnegie Classification.” CUEI: College & University Engagement Initiative. Swearer Center at Brown University. Accessed May 3, 2020. <https://www.brown.edu/swearer/carnegie>.

⁴³ “2020 Carnegie Classification Recipients Announced.” CUEI: College & University Engagement Initiative. Swearer Center at Brown University. Accessed May 3, 2020. <https://www.brown.edu/swearer/carnegie/2020-release>.

⁴⁴ “Who We Are.” Campus Compact Overview. Campus Compact. Accessed May 3, 2020. <https://compact.org/who-we-are/>.

institutional partnerships, teaching, and research through models, fellowships, conferences, and more.⁴⁵ The coalition also includes state and regional compacts that provide further resources for community engagement to achieve shared objectives;⁴⁶ some states and regions have stronger compacts, which may result in higher incentives and higher participation by local universities.⁴⁷

With increasing focus on university community engagement as a core element of higher education, the next section focuses on providing an overview on the literature relating this foundational principle to the branding of higher education.

3.3 University Community Engagement and Brand Image

Due to the increasing need for competitive differentiation between institutions and the changing social expectations of universities, more attention has been placed on reforming higher education in practice and in image. These institutions may be able to learn from more traditional for-profit institutions. After fallout from scandals during the 2008 financial crisis, the focus on corporate ethics and Corporate Social Responsibility (CSR) has increased. Studies have defined CSR as corporate behavior that fulfills ethical standards and corporate societal obligations,⁴⁸ with recent research viewing CSR as a collaboration between corporations and external stakeholders to fulfill responsibilities for mutual benefit.⁴⁹ Research indicates that CSR can increase stakeholders' positive impressions and improve company brand image.⁵⁰ This improved brand image can lead to

⁴⁵ "What We Do." What We Do. Campus Compact. Accessed May 3, 2020. <https://compact.org/who-we-are/>.

⁴⁶ "State and Regional Compacts." Who We Are. Campus Compact. Accessed May 3, 2020. <https://compact.org/who-we-are/our-coalition/state-regional-compacts/>.

⁴⁷ Hartley, Matthew. "Interview with Penn GSE Professor Matthew Hartley," March 25, 2020.

⁴⁸ Lindgren, Adam, and Valerie Swaen. "Corporate Social Responsibility." *International Journal of Management Reviews* 12, no. 1 (January 15, 2010): 1–7. <https://doi.org/https://doi.org/10.1111/j.1468-2370.2009.00277.x>.

⁴⁹ Seitanidi, Maria May, and Annmarie Ryan. "A Critical Review of Forms of Corporate Community Involvement: from Philanthropy to Partnerships." *International Journal of Nonprofit and Voluntary Sector Marketing* 12, no. 3 (2007): 247–66. <https://doi.org/10.1002/nvsm.306>.

⁵⁰ Porter, Michael E, and Mark R Kramer. "The Link between Competitive Advantage and Corporate Social Responsibility." *Harvard Business Review*, December 2006.

competitive advantage, as shown through firms with positive brand images having high revenue streams and capturing larger market shares.⁵¹

Since the definition of university community engagement mirrors that of CSR, there has been some research that tries to connect university community engagement with university brand image similarly to how studies have connected CSR with brand image. For instance, a case study conducted on Arizona State University's (ASU) New American University (NAU) initiative demonstrated how rebranding ASU as a university committed to social embeddedness helped not only to transform the City of Phoenix, but also to aid in institutional advancement.⁵² Another case study on outreach programs conducted by Auckland University of Technology in New Zealand supports the claim that community engagement initiatives bolster positive public perception of the university.⁵³ A focus group with six Thai high school seniors have suggested that university community engagement is positively associated with brand image.⁵⁴ Since case studies and focus groups concentrate on singular cases in depth, these findings are not generalizable to concretely prove that university community engagement affects university brand image. Another study has utilized statistical analyses on a survey of 400 University of León students to demonstrate that current students' satisfaction is improved by university social responsibility, but this analysis did not directly discuss its impact on university brand image, and took place in Spain where the cultural and

⁵¹ Shapiro, Carl. "Consumer Information, Product Quality, and Seller Reputation." *The Bell Journal of Economics* 13, no. 1 (1982): 20. <https://doi.org/10.2307/3003427>.

⁵² Friedman, Debra. "An Extraordinary Partnership between Arizona State University and the City of Phoenix." *Journal of Higher Education Outreach and Engagement* 13, no. 3 (2009): 89–100.

⁵³ Chile, Love M, and Xavier M Black. "University–Community Engagement: Case Study of University Social Responsibility." *Education, Citizenship and Social Justice* 10, no. 3 (November 2015): 234–53. <https://doi.org/10.1177/1746197915607278>.

⁵⁴ Plungpongpan, Jirawan, Leela Tiangsoongnern, and Mark Speece. "University Social Responsibility and Brand Image of Private Universities in Bangkok." *International Journal of Educational Management* 30, no. 4 (September 2016): 571–91. <https://doi.org/10.1108/ijem-10-2014-0136>.

historical context of universities may differ from that of the United States.⁵⁵ As such, my research seeks to fill the gap in the literature regarding the effect of university community engagement on university brand image.

⁵⁵ Vázquez, José Luis, Carlota L. Aza, and Ana Lanero. "University Social Responsibility as Antecedent of Students' Satisfaction." *International Review on Public and Nonprofit Marketing* 13, no. 2 (2016): 137–49. <https://doi.org/10.1007/s12208-016-0157-8>.

4 Research Question and Hypothesis

This research paper will explore university community engagement in relation to branding from a couple of different perspectives.

Research Questions:

1. How much community engagement are universities currently involved in? What are the fundamental motivations that support these current levels?
2. How is university community engagement currently used in university branding?
3. Does university community engagement affect students' brand images of universities? How do university community engagement levels affect students' brand images of universities?

Research Hypotheses:

First, I will examine an array of universities to determine their current levels of university community engagement and the reasons underlying these current levels, with discussion on its relation to brand image. Second, this thesis will analyze how university community engagement is currently used in university branding. Third, based on prior research that demonstrates the positive effects of CSR and USR on brand image, two basic hypotheses have been generated regarding how university community engagement levels will influence students' decision processes when forming an impression of a university.

1. *H1*: Lower levels of university community engagement will negatively affect students' impressions of universities.
2. *H2*: Higher levels of university community engagement will positively affect students' impressions of universities.

These research questions and hypotheses will be examined with the following methodology.

5 Methodology

This thesis employs a mixed-methods research design, which is defined as “a class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, theories, and/or language into a single study.”⁵⁶ This method was chosen because while qualitative data is not generalizable and quantitative data may not provide context, a mixed-methods approach can provide stronger conclusions through corroboration of both qualitative and quantitative findings. I utilized four paradigms, including secondary data analysis, a case study, research interviews, and a survey.

5.1 Secondary Data Analysis

Secondary data analysis is “an empirical exercise carried out on data that has already been gathered or compiled in some way.”⁵⁷ Although education and social science research does not tend to use this technique because this type of analysis “[reduces data] to a numeric form [that] cannot fully encapsulate its complexity,” I have also conducted research interviews to inform the context of this data.⁵⁸ To understand the extent of and to analyze trends in community engagement level across universities, I analyzed the top 379 universities from the US News 2020 Best National Universities Rankings, and determined which universities were designated by the Carnegie Classification for Community Engagement, Campus Compact, both, or neither, in order to determine the community

⁵⁶ Johnson, R. Burke, Anthony J. Onwuegbuzie, and Lisa A. Turner. “Toward a Definition of Mixed Methods Research.” *Journal of Mixed Methods Research* 1, no. 2 (2007): 112–33. <https://doi.org/10.1177/1558689806298224>.

⁵⁷ Glenn, Norval D., Angela Dale, Sara Arber, and Michael Proctor. “Doing Secondary Analysis: A Practical Guide.” *Social Forces* 68, no. 1 (1989): 343. <https://doi.org/10.2307/2579246>.

⁵⁸ Smith, Emma. “Pitfalls And Promises: The Use Of Secondary Data Analysis In Educational Research.” *British Journal of Educational Studies* 56, no. 3 (2008): 323–39. <https://doi.org/10.1111/j.1467-8527.2008.00405.x>.

engagement levels at each school.⁵⁹ ⁶⁰ ⁶¹ Since I am utilizing data about rankings and community engagement that has already been interpreted by experts in the field, this secondary analysis provides a major benefit because the original analysis of each individual school's resources and community engagement is already of the highest quality. Although no mechanisms are perfect, the Carnegie Classification and Campus Compact membership, as described thoroughly in the literature review, serve as good proxies to measure community engagement due to their comprehensive natures.

5.2 Case Study: University of Pennsylvania

To understand how university community engagement is currently branded, I will use a case study methodology. Case study research is common in education research and focuses on analyzing a single entity in-depth.⁶² Since there are so many universities, my research will focus on a case study of the University of Pennsylvania's community engagement endeavors and branding of community engagement. This case study approach is appropriate for this research because I will be analyzing the forces and factors that holistically influence how university administrators think about university community engagement in relation to university branding. As such, I will conduct a comprehensive analysis of many aspects of university communications, including admissions, development, faculty recruitment, community affairs, and The Netter Center for Community Partnerships, to understand how Penn branding uses university community engagement.

⁵⁹ "2020 Best National Universities in America." U.S. News & World Report. U.S. News & World Report. Accessed May 3, 2020. <https://www.usnews.com/best-colleges/rankings/national-universities>.

⁶⁰ "Classified Institutions_Public." Google Sheets. Carnegie Foundation, 2020. <https://docs.google.com/spreadsheets/d/1bdX3pEIM68m-K4QpDVCtce2470kDzDAZtFYfzhbSEFk/edit#gid=412951418>.

⁶¹ "Members." Who We Are. Campus Compact. Accessed May 3, 2020. <https://compact.org/who-we-are/our-coalition/members/>.

⁶² Miller, Lisa L. "The Use of Case Studies in Law and Social Science Research." *Annual Review of Law and Social Science* 14, no. 1 (2018): 381–96. <https://doi.org/10.1146/annurev-lawsocsci-120814-121513>.

5.3 Research Interviews

As the most common form of qualitative data collection, semi-structured interviews were key to gather in-depth information; interviewees were able to express their opinions openly after being asked a “core question and many associated questions related to the central question.”⁶³ To inform my secondary data analysis regarding community engagement across an array of universities, I conducted an interview with a knowledgeable individual in the field, Penn GSE Associate Dean Matthew Hartley, who is a member of the Carnegie Classification National Review Panel. To gather primary data for my case study on the University of Pennsylvania, I conducted nine interviews with Penn administrators involved in admissions, development, faculty recruitment, communications, community affairs, and the Netter Center to gather a full understanding of how Penn currently uses community engagement for branding. I selected these administrators because they have the most interactions with different audiences to “sell” the university, and are therefore well-informed on the presentation of the Penn brand. Finally, I conducted a focus group with seven college freshmen to understand the primary decision-making criteria for choosing universities, the possible limitations on attendance, the awareness of university community engagement levels, etc. This in-depth interview methodology was used to determine key attributes that are important to prospective students, which were utilized to formulate a survey that would be more widely distributed.

5.4 Survey Design

The survey was created on Qualtrics, consisted of 35 questions, and took approximately ten minutes to complete. The survey was distributed electronically to 389 current US undergraduate

⁶³ Jamshed, Shazia. “Qualitative Research Method-Interviewing and Observation.” *Journal of Basic and Clinical Pharmacy* 5, no. 4 (2014): 87. <https://doi.org/10.4103/0976-0105.141942>.

freshmen and sophomores through Amazon Mechanical Turk. I vetted the data to exclude incomplete responses, clear bad responses (i.e. answering “Very Positive” to all university profiles), and results that did not pass the attention/proof of student identity test. The attention/proof of student identity test was a question that asked participants to input the university they attended along with the email address ending that the institution uses (ex: University of Pennsylvania (@wharton.upenn.edu)). This process yielded 337 usable responses. I chose to use a conjoint analysis survey design because asking respondents explicitly if they preferred universities with high community engagement would produce social desirability bias; participants would feel pressured to appear politically correct and report that it does matter. Thus, conjoint analysis is able to capture the unconscious, true values of factors for respondents through forced choices.

There were four sections in the survey (Appendix 10.3): an informed consent form, demographic questions, a factor level preference assessment, and a conjoint-based university impression rating questionnaire. The first section contained an informed consent form. The second section asked respondents to provide demographic information, including gender, household income, ethnicity, and prospective income. Demographic information was used to breakdown responses to understand if different subgroups form different impressions of universities.

The third section asked respondents to rate their preferred level within eight university factors; for example, a respondent may prefer that a university’s geographic location (factor) is in an urban area (level). The fourth section asked respondents to rate their impression of a university based on provided university profiles. Each individual university profile contained level information on each of the eight attributes, which were determined based on key information gathered from the focus group and preliminary research. Below are the eight attributes and their levels.

1. College Ranking - [#1-20, #21-50, #51-100, #101-500, #501+]
2. Geographic Location - [Urban, Suburban, Rural]
3. School Size - [Large, Medium, Small]
4. Programs for your major (level of academic/career support) - [Very Respected(high), Respected(average), Average(low), Does not have your major]
5. Tuition - [\$0-\$5000, \$15000, \$25000, \$35000-\$50000]
6. Campus Culture - [Match, Average, Does Not Match]
7. Location Relative to Home - [Close to Home, Far from Home]
8. University Community Engagement Level - [Low, Medium, High]

The levels of some attributes (ranking, geographic location, school size, tuition) were determined by categorizations used on US college ranking websites such as US News. Others attributes (major programs, campus culture, relative location) and levels were created based on focus group and literature review insights. Definitions for certain factors and levels, specifically for University Community Engagement Level, were provided as text prior to section three and four (Appendix 10.3).

With these attributes and levels, there is a $5 \times 3 \times 3 \times 4 \times 4 \times 3 \times 2 \times 3$ conjoint design with 12,960 possible university profiles. Using JMP DOE custom design tool for fractional factorial design, I narrowed down the number of profiles to 20 (Appendix 10.2). For each question, survey participants are asked to rate their impression of a university based on the given profile on a scale of 1 (Very Negative) to 7 (Very Positive) (Appendix 10.3).

In the following section, I will discuss the findings that the above methodology has produced, with analysis on the trends in current university community engagement levels, the use

and implications of community engagement in current branding at the University of Pennsylvania and the Netter Center, and the effects of university community engagement levels on brand image perceptions among stakeholders.

6 Findings and Analysis

This part contains three sections. Section I will analyze the level of university community engagement across a wide set of universities through the analysis of community engagement designation data and rankings. Section II will discuss the implications and current connection of university community engagement and branding at the University of Pennsylvania and the Netter Center through a case study. Section III will evaluate the effect of university community engagement on university brand image in the eyes of university stakeholders.

6.1 Current University Community Engagement Levels

For the secondary data analysis, “high” community engagement levels were denoted by Carnegie Classification, “medium” community engagement levels were denoted by Campus Compact membership, and “low” community engagement levels were denoted by lack of Carnegie Classification and Campus Compact membership. Dr. Matthew Hartley, Associate Dean of the Penn Graduate School of Education, explained that Campus Compact was a national “amalgamation of state compacts, so membership in the compact is largely due to the strength of the state compact.”⁶⁴ Schools within stronger state compacts receive more benefits, such as grant funding, so schools within those states have higher incentives to join. For schools that reside in states with weaker compacts, there is less incentive to join. This is especially apparent for lower ranked schools in the #200-376 range with the most amount of universities that received Carnegie Classification but lacked Campus Compact membership; the process of becoming a member of Campus Compact may require more effort than the expected benefit of membership for lower ranked institutions with

⁶⁴ Hartley, “Interview Penn GSE Professor.”

less resources. For this reason, “high” community engagement level was determined by Carnegie Classification alone, although most universities (82.2%) that received Carnegie Classification were also members of Campus Compact. This proxy for university engagement is not exact; there may be universities that have high or medium engagement that are not classified. However, Hartley noted that since these universities did not receive classification, they either did not meet the standards necessary for a successful application, or have not prioritized devoting university resources towards applying for the classification.⁶⁵ Thus, I believe that this proxy method is sufficient for the purposes of my analysis.

There were certain trends in community engagement classification in regards to ranking (Figure 1). Out of 376 national universities, 157 (41.75%) had high community engagement, 110 (29.25%) had medium community engagement, and 109 (29.0%) had low community engagement (Figure 1.6). For schools ranked in the range of #21-199, most schools had high community engagement (48.0%), followed by medium engagement (29.1%) and then low engagement (22.9%). However, for schools ranked on the lower end from #200-376, 65 (36.7%) had high engagement, 47 (26.6%) had medium engagement, and 65 (36.7%) had low engagement (Figure 1.5). As mentioned by Dr. Hartley, the higher than usual amount of “low” engagement for lower ranked schools based on this proxy may not necessarily represent low engagement, but rather the fact that applying to these classifications may be administratively burdensome; lower ranked schools may have other competing priorities, such as improving academic achievement or supporting career services, that require more administrative and financial resources and effort. Additionally, many of these schools

⁶⁵ Hartley.

reside in states with weaker compacts, which may also be another confounding variable that affects the number of “low” engagement schools by this proxy.

There were also discrepancies for schools ranked in the top 20; there were only 6 (30%) with high engagement, 11 (55%) with medium engagement, and 3 (15%) with low engagement (Figure 1.1). For top universities, administrative burden is a less likely reason for lack of classification because their higher rankings indicate that they have more resources available. Instead, the relatively low number of high engagement schools suggests that these top ranked universities, in order to maintain their high rankings, may not prioritize community engagement when compared to academic achievement, innovation, research, and students’ career success. At the same time, the high amount of medium engagement and low amount of low engagement suggest that these top ranked universities are cognizant that a lack of community engagement would be detrimental to their image. When discussing with Dr. Hartley about what characteristics separated these high engagement top ranked universities from the rest, he noted that a long history and values of community engagement, whether from land grants at Cornell or founders like Ben Franklin at Penn, played a large role. For these 6 schools, each university was highly engaged within their regions, and community engagement was an “important part of their core missions.”⁶⁶ In terms of the large majority of universities with medium engagement, Hartley noted that there were several reasons that they may not have earned the Carnegie Classification or even applied to receive it. For example, these schools may have community-based work, but they may also have competing commitments that cause community engagement to not be a priority; earning this classification is more an expression of core values rather than a self-serving branding technique. They also may not have senior academic leadership

⁶⁶ Hartley.

that heavily supports community engagement work, or their ability to evaluate community engagement work with robust impact measurement mechanisms may be limited. Finally, for the three schools with low engagement, the schools were research driven or heavily engineering and science focused, so community engagement may not be part of their self-concept.⁶⁷

Figure 1 *Number of Schools by Community Engagement Level Segmented by US News Ranking*

Figure 1.1: *Schools Ranked #1-20*

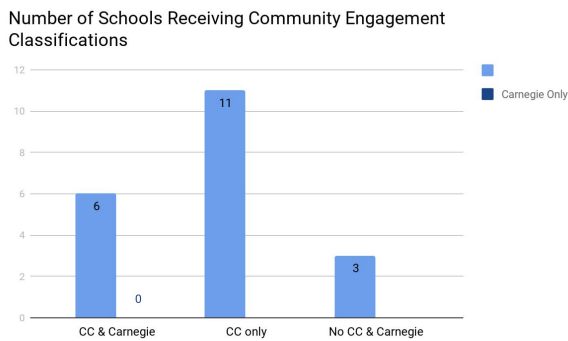


Figure 1.2: *Schools Ranked #21-51*

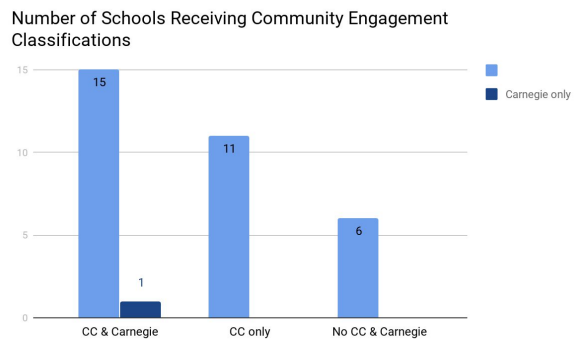


Figure 1.3: *Schools Ranked #53-99*

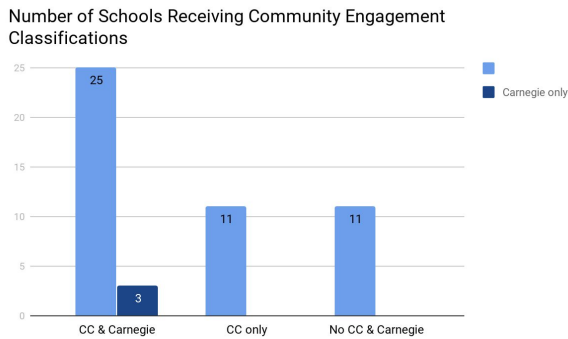


Figure 1.4: *Schools Ranked #100-199*

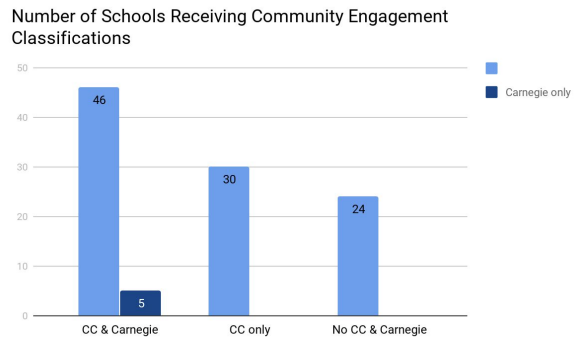
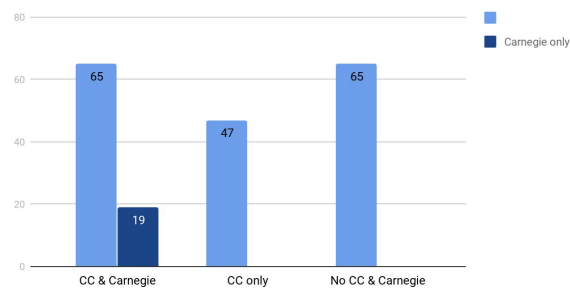


Figure 1.5: *Schools Ranked #200-376*

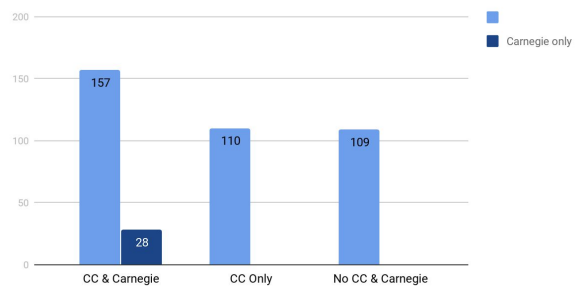
Figure 1.6: *Total Schools*

⁶⁷ Hartley.

Number of Schools Receiving Community Engagement Classifications



Number of Schools Receiving Community Engagement Classifications



In conclusion, a large majority of universities appear to value community engagement to some degree, with 71.0% of the top 376 universities being involved in Campus Compact and/or receiving the Carnegie Classification for Community Engagement. Since university community engagement does appear to reflect the fundamental role of universities and their missions to contribute to society, we now turn to findings and discussion on the use of university community engagement in current branding at the University of Pennsylvania and the Netter Center for Community Partnerships.

6.2 Community Engagement in Current Branding

6.2.1 Overview of Community Engagement at Penn

Penn Identity/Culture

The University of Pennsylvania was founded by Benjamin Franklin in 1740 with the mission to provide “service to society” and educate students to have “an ability to serve mankind, one’s country, friends, and family.”⁶⁸ Since its founding, the university relationship with the community

⁶⁸ “2015 Documentation Reporting Form: Carnegie Community Engagement Classification.” Carnegie Foundation, 2015.

has evolved drastically, from a progressive era (late 1800s-1917) with the Wharton School producing graduates in “social work,” to substantial cutback (1960-1990) and even combative affiliation with locals after gentrifying the Black Bottom neighborhood for redevelopment purposes, to the restoration of community relationships and current (1990-onwards) increased emphasis on mutually transformative partnerships between the community and the university.⁶⁹

Today, both Penn’s mission and strategic plans have community engagement ingrained as a core element. For Penn, “local engagement work is not service, it is the application of scholarly expertise.”⁷⁰ President Amy Gutmann has continuously renewed this sentiment, such as through Penn’s current strategic plan, the Penn Compact 2020, which focuses on the three core values of inclusion, innovation, and impact, where “engaging locally” is a key priority. This local engagement refers to increasing access to university resources, interdisciplinary academic innovation and discovery, and engaging on local, national, and global levels to “address pressing societal issues in our neighborhoods and in communities around the world”⁷¹ The University of Pennsylvania’s primary center for community engagement is the Netter Center for Community Partnerships, which has the mission to develop “democratic, mutually beneficial, mutually respectful partnerships [and exchange of resources and knowledge] between the University and the community,” further cementing “Penn’s future and the future of West Philadelphia/Philadelphia [as] intertwined.”⁷²

Institutional Commitment

⁶⁹ Benson et al. *Knowledge for Social Change*, (87-97).

⁷⁰ “2015 Carnegie Classification,” (20).

⁷¹ “Penn Compact 2022.” Penn Office of the President. Accessed May 3, 2020.
<https://president.upenn.edu/penn-compact>.

⁷² “Our Mission.” Netter Center for Community Partnerships. University of Pennsylvania, June 24, 2019.
<https://www.nettercenter.upenn.edu/about-center/our-mission>.

In terms of institutional commitment, the university supports community engagement initiatives through budget, institutional infrastructure, robust evaluation, and faculty-development. For financial resources, Penn is the largest annual contributor to the University City District with \$1.9 million in voluntary contributions; it employs 37,000 workers directly and pays \$6.4 billion in wages and salaries in Pennsylvania.⁷³ Additionally, the University has spent \$572 million with Pennsylvania businesses, \$344 million of which was spent in Philadelphia and \$122 of which was spent in West Philadelphia in fiscal year 2015.⁷⁴ With construction projects and support for local minority businesses, the University contributes many financial resources to directly help community development.

For school infrastructure, there are three primary centers of activity: the Netter Center for Community Partnerships, Civic House, and the Fox Leadership Program. The Netter Center supports curricular engagement with faculty and students and helps create partnerships with local schools; Civic House supports student-led community service initiatives and public interest careers; the Fox Leadership Program provides resources to empower students in leadership roles, which often involve the community.⁷⁵ All three programs receive money from the University; Penn development fundraising campaigns have helped specifically to achieve new endowments for these centers.⁷⁶ Senior leadership is also supportive of community engagement centers and initiatives, with President Amy Gutmann bringing community engagement further into focus through the Penn Compact 2020. As a very decentralized university, engagement also requires leadership that cares about community engagement in individual schools. Thus, a number of academic administrators,

⁷³ Office of the Executive Vice President. "Impact: Powering Philadelphia and Pennsylvania." University of Pennsylvania, 2016. http://www.evp.upenn.edu/pdf/Penn_Economic_Impact_Powering_PHL_PA.pdf.

⁷⁴ EVP Office. "Impact: Powering Philadelphia," (12).

⁷⁵ "2015 Carnegie Classification," (11).

⁷⁶ "2015 Carnegie Classification," (10).

such as Terri Lipman as the Assistant Dean for Community Engagement of the Nursing School and Katherine Kline as the Vice Dean of Social Impact at the Wharton School, have been appointed to lead community engagement in their respective schools.⁷⁷

Penn also has many ways to track and evaluate the effectiveness of community engagement activities. The Office of Institutional Research and Analysis (IR&A), as well as the Netter Center's Director of Evaluation, seek to measure and analyze community engagement at Penn and discover areas for improvement. For instance, the IR&A discovered that 95% of Penn seniors participated in at least one form of community-based activities, with 21% of seniors taking a service-learning class compared to only 10% at other selected private research institutions.⁷⁸ At the same time, their research has suggested that a key area for development is to improve advising efforts that "can help students develop a series of experiences that would build on one another and lead to deeper civic and democratic engagement over their four years," which the university is currently working towards.

In terms of faculty development, the Netter Center can provide both financial and pedagogical support, focusing on its ABCS course development grant and sometimes even funding a graduate assistant who can help create an ABCS course with faculty.⁷⁹ The Office of the Provost has also created the Provost's Faculty Fellows at the Netter Center, who are faculty who "work to develop and disseminate their own ABCS teaching and research, as well as to increase Penn faculty involvement in ABCS."⁸⁰ The Center even opens itself to students who are interested in developing

⁷⁷ "2015 Carnegie Classification," (11).

⁷⁸ "2018 Senior Survey Results." Office of Institutional Research & Analysis, July 25, 2019. [https://www.upenn.edu/ir/results/Senior Survey 2018 Penn v SPI 15July2019.pdf?pdf=Senior Survey 2018 Results](https://www.upenn.edu/ir/results/Senior%20Survey%202018%20Penn%20v%20SPI%2015July2019.pdf?pdf=Senior%20Survey%202018%20Results).

⁷⁹ Sun, Faustine. "Interview with ABCS Coordinator Faustine Sun," April 30, 2020.

⁸⁰ "Provost's Faculty Fellows at the Netter Center." Netter Center for Community Partnerships. University of Pennsylvania, March 3, 2020. <https://www.nettercenter.upenn.edu/about-center/provost-faculty-fellows-netter-center>.

ABCS courses. For instance, two students came to the Center wanting to develop a program on high school civics education; the Netter Center connected them with Professor Rand Quinn, who is now teaching the ABCS class Education 722. While there has been no changes in tenure and promotion policies to support community engagement, some faculty have achieved tenure based on their community engagement work that has produced significant contributions to their fields.⁸¹

Community Engagement in the Curriculum

In terms of the Penn curriculum, the largest focus of scholarly activities in community engagement comes from Academically Based Community Service (ABCS) classes, which are courses where students apply knowledge from the class to serve the community, oftentimes in local high schools or other local organizations. In the 2018-2019 school year, there were 74 ABCS courses offered in 10 of 12 of Penn's schools across 27 departments,⁸² enrolling approximately 1700 undergraduate and graduate students⁸³ and involving approximately 70 faculty members.⁸⁴ These courses culminate to an ABCS summit where students present research from their ABCS classes, fostering interdisciplinary learning. In terms of student leadership courses, all Wharton undergraduate students are required to take WH101, which involves a consulting project for a local community organization. The Netter Center also provides the Penn Program for Public Service (PPPS) Internship opportunity, and Penn has allocated nearly 26% of work-study jobs towards community service in 2013.⁸⁵ Many individual undergraduate and graduate schools have community

⁸¹ "2015 Carnegie Classification," (18).

⁸² Sun, "Interview ABCS Coordinator."

⁸³ "2017 Annual Report: Only Connect! Democratic Partnerships to Improve Universities and Communities." The Netter Center for Community Partnerships, 2017.

https://www.nettercenter.upenn.edu/sites/default/files/2017_Netter_Center_Annual_Report.pdf.

⁸⁴ Sun.

⁸⁵ "2015 Carnegie Classification," (29).

engagement components in their curriculum, although there are too many to list. Just a few examples include how all Penn Nursing students must take community nursing courses, Penn Law requires 70 hours of pro-bono public service, and Penn Design regularly convenes with the community through the PennPraxis program.⁸⁶

Faculty scholarship has also shown emphasis on community engagement. For instance, Dr. Francis Johnston developed an ABCS course that led to the creation of the Agatston Urban Nutrition Initiative to empower communities to lead healthy lifestyles.⁸⁷ Dr. Terri Lipman created the Dance for Health Program that has led to both significant community impact and contributions to research that addresses pediatric obesity.⁸⁸ Dr. Ira Harkavy, Lee Benson, and John Puckett, et. al draw on the Netter Center's local engagement work to discuss the expanding roles of research universities in communities in their 2017 book, *Knowledge for Social Change*.⁸⁹

Outreach and Partnership Programs

Finally, in terms of outreach programs, the University has numerous partnerships that span across disciplines aimed to benefit the community and also university research. The Netter Center serves as a catalyst and matchmaker for these partnerships, helping both local community leaders and faculty members develop programs for mutual benefit. The Center focuses heavily on ABCS classes, university-assisted community schools (UACS), and an anchor institution strategy, each of which involve partnerships with the local community. The ultimate vision is for UACS to serve as a

⁸⁶ "2015 Carnegie Classification," (15).

⁸⁷ "2017 Annual Report," (5).

⁸⁸ Feinberg, Jodi L., Cory Bowman, and Terri H. Lipman. "Dance for Health: The Importance of Community Engagement and Project Sustainability." *Journal of Nursing Education and Practice* 7, no. 1 (2016). <https://doi.org/10.5430/jnep.v7n1p89>.

⁸⁹ Benson et al.

hub for the community for academics, but also for social services, health services, employment resources etc., which involves the University as an anchor institution that can provide resources for the community.⁹⁰

As such, many ABCS courses and partnerships work with local UACS through coordination from the Netter Center. While there are too many partnerships to name, some notable ones include Penn Linguistics Professor Bill Labov's Penn Reading Initiative, which has contributed to linguistics research on literacy levels among low-income children, and now involves over 100 Penn students providing tutoring services to elementary school students.⁹¹ Another partnership is College Access and Career Readiness, in which ABCS students and volunteers help students at University City, Sayre, and West High Schools through the college application process.⁹² A particular school of interest is the Penn-Alexander School, which Penn contributes \$700,000 (or \$1,300 per pupil) annually to; the Penn-Alexander School has since become a model for successful UACS as a top elementary school with high student performance.⁹³

In sum, many of the community engagement activities are both a result of the Netter Center acting as a strong vehicle for community engagement work as well as a result of support from senior leadership, faculty, and students. As a university that is both a part of Campus Compact and has received the Carnegie Classification for Community Engagement since the classification's inception in 2010,⁹⁴ the University of Pennsylvania is a prime example of a university that values and is heavily

⁹⁰ "What We Do." Netter Center for Community Partnerships. University of Pennsylvania, 2017. <https://www.nettercenter.upenn.edu/what-we-do>.

⁹¹ "2017 Annual Report," (8).

⁹² "2017 Annual Report," (5).

⁹³ Kreidle, Ann, Marybeth Gasman, Jami N. Fisher, and Nancy W. Streim. "Descriptive Case Study of the University of Pennsylvania Partnership with the Penn Alexander School: Understanding Success and Its Factors," n.d.

⁹⁴ "Previous Classifications." CUEI: College & University Engagement Initiative. Swearer Center at Brown University. Accessed May 3, 2020. <https://www.brown.edu/swearer/previous-classifications>.

involved in community engagement. This core value of community engagement is embedded in the current branding of Penn and the Netter Center.

6.2.2 Current University Branding

Similar to the rest of Penn, communications are very decentralized, with schools, administrative offices, centers, organizations, etc. developing their own communication materials. The school has multiple audiences to communicate to, from internal audiences such as current students and faculty, to external audiences such as high school counselors, prospective students, donors, legislators, and the general public. Although the presentation of Penn to multiple publics varies in exact messages based on purpose and audience, Stephen MacCarthy, Vice President of University Communications, noted that the Office of University Communications provides guidance on communications, giving way to a cohesive “Penn brand.” Like similar prestigious universities, the University of Pennsylvania focuses on the quality of its educational and research opportunities, the value of its renowned faculty, and its association with the Ivy League. Through the use of data analysis, the communications office has also determined that major branding strengths include emphasizing that Penn is an urban university in the heart of Philadelphia, and that a Penn education involves practical application of knowledge. Heavy association with Penn’s founder, Ben Franklin, is also seen as important because Franklin, as an American hero, is a symbol of the university’s longevity, civic engagement, and strength. Other important components of the Penn brand include core Penn values as derived from its mission statement, as well as the benefit of the Penn network. In terms of modes of advertising, Penn, as a large top-ranked research university, does not engage in as much traditional advertising, instead focusing on more subtle, earned media (i.e. being mentioned

in an article about Penn research). However, there is more targeted media towards people who live outside the US Northeast corridor, who may not be as familiar with the Penn brand.⁹⁵

Similar to other universities, Penn media serves to highlight the accomplishments of Penn students and faculty. MacCarthy noted that many Penn professors are creating wonderful research, and that professors love having their research published; the bigger problem was not lack of news, but what types of news to publish.⁹⁶ With the goal to highlight accomplishments, much of Penn media explicitly or implicitly involves Penn's community engagement activities, whether it involves a long-running Penn Dental mentorship program,⁹⁷ Penn's WXPB radio working with local musicians to perform at hospitals,⁹⁸ or two Wharton undergraduates winning the President's Engagement Prize with their idea to create a nonprofit that brings improv acting to local Philadelphia schools.⁹⁹

Admissions

When communicating with prospective students and high school counselors, the Penn Admissions office is the key liaison for the university. Like many top ranked research universities, Penn offers innovation, major research opportunities, renowned faculty, academic and career support, diversity, global impact, and vibrant campus culture. However, Kathryn Bezella, the Vice Dean and Director of Marketing for Penn Undergraduate Admissions, pointed out that all major research universities share these themes, which is why the admissions office conducted a rebranding

⁹⁵ MacCarthy, Stephen. "Interview with Vice President of Communications Stephen MacCarthy," March 2, 2020.

⁹⁶ MacCarthy, "Interview VP Communications."

⁹⁷ Hertzler, Lauren. "Ten Years Later, Dental Mentorship Program Holds Strong." Penn Today. University of Pennsylvania, April 23, 2020.

<https://penntoday.upenn.edu/news/ten-years-later-dental-mentorship-program-holds-strong>.

⁹⁸ Baker, Brandon. "The Healing Power of Music." Penn Today. University of Pennsylvania, February 5, 2020.

<https://penntoday.upenn.edu/news/healing-power-music>.

⁹⁹ Shepard, Louisa. "Improv with an Impact." Penn Today. University of Pennsylvania, April 27, 2020.

<https://penntoday.upenn.edu/news/Improv-Impact-Penn-Presidents-Engagement-Prize>.

exercise two years ago. After conducting internal research with numerous faculty, student, and administrator interviews to hone in on what makes Penn unique, Penn Admissions found seven core themes that permeated throughout discussions. On the axis of brand ethos, respondents valued the pursuit of knowledge to solve problems; concurrently, respondents emphasized the impact of the collective Penn community. At the intersection of these two themes was the opportunity for Penn to emphasize the impact of university community engagement as a means of practical application of knowledge. Bezella affirmed that while university community engagement is a focal point that helps attract students and distinguishes Penn, it was highlighted because the Admissions Office research suggested that community engagement was a true facet of Penn.¹⁰⁰

As such, local community engagement is a key feature of the university on the admissions website. The website has three main sections: Learning at Penn (the Academic Experience), Living at Penn (the Living Experience), and Admissions and Financial Aid. For both Learning and Living at Penn, the third highlighted points listed involve “Civic Engagement” and the “Campus & Philadelphia,” which both open to pages that highlight Penn’s community engagement through various centers and partnerships.¹⁰¹ Littered throughout these pages include quotes that emphasize Penn’s commitment to community engagement such as “civic engagement is more than philanthropy - it’s central to the intellectual experience at Penn.”¹⁰²

When referencing “What Penn Looks For” in the admissions section, there is a focus on Penn’s founding mission, stating that “our ideal candidates are inspired to emulate our founder Benjamin Franklin by applying their knowledge in ‘service to society’ to our community, the city of

¹⁰⁰ Bezella, Kathryn. “Interview with Penn Admissions Vice Dean and Director of Marketing Kathryn Bezella,” May 1, 2020.

¹⁰¹ “Homepage.” Penn Admissions. University of Pennsylvania. Accessed May 3, 2020. <https://admissions.upenn.edu/>.

¹⁰² “Civic Engagement.” Learning At Penn. University of Pennsylvania. Accessed May 3, 2020. <https://admissions.upenn.edu/learning-at-penn/civic-engagement>.

Philadelphia, and the wider world.”¹⁰³ Within each of the four undergraduate school’s descriptions of the ideal applicant, there is a focus on practical application of academic knowledge to the real world, with the Wharton section stating that ideal applicants should “fuel positive change to advance the world’s economic and social well-being.”¹⁰⁴ In the Penn application, there is a specific question that asks applicants to answer how they will explore the community at Penn. While this “community” at Penn could refer to many aspects (i.e. campus support services, student life, etc.), the Penn Admissions website recommends demonstrating knowledge of the university by perusing through the admissions website “Interests” section.

These “Interests” seek to capture themes that prospective students can easily understand rather than specific names of programs. When selecting these interests, prospective students would be exposed to specific organizations and programs related to that interest. Bezella stated prospective students “would not know about the Netter Center or Civic House, so they would not think to search for them,” which is why these broad themes make otherwise hard-to-find, specific centers for community engagement more accessible.¹⁰⁵ These interests are also tags for student profiles which feature current and recently graduated students and their involvements at Penn. The purpose of these student profiles is to introduce Penn activities to prospective students in a more organic matter; prospective students may think “I relate to this Penn student [in the profile] who is doing amazing things, so maybe I’ll be more interested in Penn,” says Bezella.¹⁰⁶ Out of the 35 student profiles listed, 30 students (85.7%) had profiles with the tags of Social Impact, Service to Society,

¹⁰³ “What Penn Looks For.” Admissions and Financial Aid. University of Pennsylvania. Accessed May 3, 2020. <https://admissions.upenn.edu/admissions-and-financial-aid/what-penn-looks-for>.

¹⁰⁴ “High School Preparation.” What Penn Looks For. University of Pennsylvania. Accessed May 3, 2020. <https://admissions.upenn.edu/admissions-and-financial-aid/what-penn-looks-for/high-school-preparation>.

¹⁰⁵ Bezella, “Interview Admissions Marketing Director.”

¹⁰⁶ Bezella.

Philadelphia, Public Policy, Global Engagement, and Political and Social Advocacy.¹⁰⁷ While these students were also involved in a variety of other activities from theater groups to biology research, the vast majority of featured students pursued some form of academically-based community engagement. Stories ranged from a film student creating advocacy videos for grassroots immigrant organizations,¹⁰⁸ to a Wharton Civic Scholar who started a financial literacy project in West Philadelphia,¹⁰⁹ to a nursing student who took an ABCS class where she was able to volunteer at a Philadelphia correctional facility.¹¹⁰ These stories are also shared at information sessions and high school visits. For on-campus tours, tour guides are encouraged to share their own stories, with there being one stop dedicated to their experiences with community engagement at Penn.¹¹¹

Development

In the realm of development, every school has their own development team with their own goals and initiatives to drum up donor support. The largest and most centralized development fund is The Penn Fund. The Penn Fund, which supports the operational budget for the undergraduate experience and is the fund that most alumni donate to, is different from the endowment, which involves donations of a much larger denomination into a restricted fund that can only be utilized for a purpose that is specified by the donor. In The Penn Fund's marketing, there is a major focus on the three places that the donated money goes towards, which are undergraduate financial aid,

¹⁰⁷ "Explore Interests." Penn Admissions. University of Pennsylvania. Accessed May 3, 2020. <https://admissions.upenn.edu/explore-interests>.

¹⁰⁸ "Sonari Chidi." Penn Admissions. University of Pennsylvania. Accessed May 3, 2020. <https://admissions.upenn.edu/sonari-chidi>.

¹⁰⁹ "Kayvon Asemani." Penn Admissions. University of Pennsylvania. Accessed May 3, 2020. <https://admissions.upenn.edu/kayvon-asemani>.

¹¹⁰ "Nina Solis." Penn Admissions. University of Pennsylvania. Accessed May 3, 2020. <https://admissions.upenn.edu/nina-solis>.

¹¹¹ Bezella.

residential campus life, and academic enhancement.¹¹² This focus on donor impact is portrayed in two primary communication methods: data and stories.¹¹³ These two methods are used in a variety of different marketing modes that are produced by the Penn Fund, such as direct mail, email, the Penn Fund website, and the student calling/texting program, and can be used to attract donations or reward stewardship.¹¹⁴ For data, numbers that show the percentages that go towards financial aid or show who else is donating are used in messaging. For stories, the Penn Fund periodically shares student impact stories that feature current students who have been able to make an impact with their education thanks to donations from the Penn Fund.

While Samantha Harclerode, Director of Young Alumni & Student Philanthropy Programs, noted that The Penn Fund does not explicitly use community engagement as a primary selling point in messaging, she also stated that the stories utilized are generational and often involve messaging based on class experiences.¹¹⁵ For instance, stories related to the Penn basketball team making it to the Final 4 in the 1977-1978 season were included in messaging to entice classes from the 70's to donate at their 40th Reunion. Whereas older alumni participate in more school loyalty giving, Kelley Widerman, Director of Marketing & Donor Participation, commented that younger alumni tend to respond to impact stories (i.e. where money is going toward) in particular. Thus, community engagement in the form of student stories has been increasingly common in development marketing.¹¹⁶ For example, out of the four student stories on The Penn Fund website, all four featured students were involved in community engagement, whether through benefitting from a Penn engineering

¹¹² Harclerode, Samantha. "Interview with Director of Young Alumni & Student Philanthropy Programs Samantha Harclerode," April 8, 2020.

¹¹³ Widerman, Kelley. "Interview with Director of Marketing and Donor Participation of the Penn Fund Kelley Widerman," April 17, 2020.

¹¹⁴ Widerman, "Interview Development Marketing Director."

¹¹⁵ Harclerode, "Interview Development Director."

¹¹⁶ Widerman.

mentorship program as a local Philadelphia high schooler, or loving a musical ABCS class, or being involved in increasing voter registration in the community through the Netter Center.¹¹⁷ Many of these types of impact stories have also been utilized in direct mailings and donor digest emails, showing that community engagement may be implicitly used in university development.¹¹⁸

Faculty Recruitment

In terms of recruiting professors, the recruitment process starts by each academic department. The Office of the Provost does have some input and provides guidance and resources to help departments recruit potential new professors. Although Michelle Shears, Associate Director of Faculty Affairs, stated that most people who receive an offer to work at Penn do not need to be heavily convinced because Penn is a renowned research university, she pointed to scholarship, excellent network and collaboration opportunities, and salary as important selling points.¹¹⁹

Philadelphia as a city was also a topic of interest to younger professors who may be looking to start a family; in general, recruitment messaging is individualized to play off of anything that the prospective professor is interested in. Currently, community engagement does not play a formal, major role in professor recruitment, although recruits are informed about the Penn Compact. Additionally, Shears noted that engagement could play a small role depending on the discipline. For instance, Penn's role in addressing pressing urban issues could attract prospective professors in the social sciences, who may see Penn's community engagement as a major benefit because it could provide major opportunities for research that connects theory and practice.¹²⁰

¹¹⁷ "Stories." The Penn Fund. University of Pennsylvania. Accessed May 3, 2020. <https://pennfund.upenn.edu/impact/stories/>.

¹¹⁸ Widerman.

¹¹⁹ Shears, Michelle. "Interview with Associate Director of Faculty Affairs Michelle Shears," March 5, 2020.

¹²⁰ Shears, "Interview Faculty Affairs Director."

Additionally, the current Provost, Wendell Pritchett, has been very supportive of the Netter Center and has created the Provost-Netter Center Faculty Community Partnership Award in 2019, which has the goal to “recognize sustained and productive university-community partnerships and to develop or enhance ongoing work.”¹²¹ ¹²² The Provost has also created two programs including the earlier described Provost’s Faculty Fellows at the Netter Center, and the Provost’s Graduate Academic Engagement Fellows at the Netter Center. This second program is a fellowship for Penn PhD students who engage in research involving ABCS and community engagement research to receive teaching, research, and financial opportunities relating to community engagement.¹²³ This support from senior leadership has encouraged more faculty and graduate students to teach ABCS classes and conduct more ABCS research.¹²⁴

Government and Community Affairs

When communicating with local neighborhood organizations and government officials, Penn’s Office of Government and Community Affairs (OGCA) is the primary connection. With government officials and policymakers, OGCA communicates on federal, state, and city levels on issues that are of significance to Penn. Depending on the relevancy of needing community engagement, Penn’s resources are discussed. When speaking with Jeffrey Cooper, the Vice President for Government and Community Affairs, he stated that communications with the local community

¹²¹ “Provost-Netter Center Faculty-Community Partnership Award & Nomination Process: April 1.” Almanac. University of Pennsylvania, January 29, 2019. <https://almanac.upenn.edu/articles/provost-netter-center-faculty-community-partnership-award-nomination-process-april-1>.

¹²² Sun.

¹²³ “Provost's Graduate Academic Engagement Fellowship at the Netter Center (PGAEEF@NC).” Netter Center for Community Partnerships. University of Pennsylvania. Accessed May 3, 2020. <https://www.nettercenter.upenn.edu/get-involved/pgaeef>.

¹²⁴ Sun.

centered on maintaining relationships with the mutual exchange of information, in which the university informs the community on its plans and listens to the needs and issues of the local community. The goal, as expressed by Cooper, is for Penn to “not be viewed as a big, overbearing institution, but rather as part of the community.”¹²⁵ This involves not trying to know the answers or to impose solutions on their problems, but rather respectfully listening to the community and understanding their needs. As such, communication between Penn and community organizations occur on a regular basis, whether through OGCA members attending community organization internal meetings, obtaining construction permits, and fielding calls to help community members navigate the Penn system; these asks can range from fighting a parking ticket to wanting an appointment for a community group to discuss Penn employment opportunities. The largest forum for open dialogue between the university and the community is “First Thursdays” community meetings, which meets monthly during the academic school year. Over 100 community leaders, officials, and Penn administrators gather to discuss important issues. Although the OGCA proactively provides a core discussion topic (i.e. sustainability, employment, construction, etc.) to inform neighbors about Penn’s impact, these meetings serve as an open forum for community leaders to communicate directly with Penn and other community leaders.¹²⁶

At the same time, some individuals in the community do not always see eye-to-eye with Penn on certain issues, such as on the issue of Payments in Lieu of Taxes (PILOTs). As a tax-exempt non-profit organization, Penn occupies a large portion of land in Philadelphia, which it does not pay property taxes on. Since property taxes are utilized to fund the Philadelphia public school system, which is severely underfunded, some advocates in the community have demanded

¹²⁵ Coopers, Jeffrey. “Interview with Vice President for Government and Community Affairs Jeffrey Cooper,” April 30, 2020.

¹²⁶ Coopers, “Interview OGCA VP.”

for Penn to pay PILOTs to help support the city, although this may not be the view of all community boards. At the same time, government officials, such as Philadelphia Mayor Jim Kenney, have not requested Penn to pay PILOTs, stating that “It’s not something that can pay for big projects” and that the university already provides many resources for the city.¹²⁷ Thus, depending on the topic and who the advocates are, the official OGCA response is to acknowledge complaints and assess an appropriate response, whether it is to respectfully disagree (i.e. on the issue of PILOTs) or to find ways to mitigate discrepancies directly (i.e. by connecting community members with appropriate Penn resources to address their concerns). While the OGCA does not necessarily view paying PILOTs as the best form of interaction with the community, it also does not believe that Penn should not do anything in response; instead, it believes that more in-depth engagement through partnerships and specific monetary contributions that requires other facets of institutional commitment would be more beneficial to the community, which is a view shared by many community boards. For example, when the Schuylkill River needed to be dredged in 2019, Penn stepped in and pledged \$750,000, the largest commitment out of the seven local universities that donated.¹²⁸ Additionally, Penn Professor Sean Burkholder, who works in landscape and urban design with a special focus on freshwater ecosystems, is working with the Schuylkill Navy’s River Restoration Committee to manage silt accumulation in a manner that will be both financially

¹²⁷ Moselle, Aaron. “Education Activists Call on Penn to Pay ‘Fair Share’ to Support City Schools.” *The Philadelphia Tribune*. March 25, 2019.
https://www.phillytrib.com/news/local_news/education-activists-call-on-penn-to-pay-fair-share-to/article_4c797dd0-57a4-5ba4-ac72-622d5c97f709.html.

¹²⁸ Kummer, Frank. “Schuylkill to Be Dredged This Summer after Donors Kicked in Millions, Philadelphia Officials Announce.” *The Philadelphia Inquirer*. May 1, 2019.
<https://www.inquirer.com/science/climate/schuylkill-navy-dredge-philadelphia-st-joes-penn-villanova-temple-rowing-20190501.html>.

efficient and environmentally sustainable.¹²⁹ Thus, although OGCA represents Penn and its interests, the office hopes to be responsive and respectful, seeking input from multiple voices within the community and government to collaborate to find the best solution.¹³⁰

Since there is still a history of distrust for some local community members based on Penn's harmful actions from 1960-1990, key communication points cater more towards helping the community as opposed to helping the university's reputation and interests. For instance, generally the School of Social Policy and Practice (SP2) leads with the innovation and excellence of the university when talking to stakeholders such as donors and organizations in need of social workers. However, there is a greater focus on providing service to the community as opposed to using members as "research objects" when interacting with community members. For example, on working with the Center for Carceral Communities, Donkey Dover, SP2 Associate Director of Institutional Advancement and Campaign Strategy, noted that "we would lead with how we're going to keep people out of jail, which the most important objective, not how this partnership would benefit Penn's research."¹³¹ From data collected by the Netter Center, partners within the community "now consistently praise Penn" for engaging in university-community partnerships and providing resources.¹³²

The Netter Center

¹²⁹ Doyle, Chris. "With Penn Funding and Research, Schuylkill River Dredging Set to Start This Fall." *The Daily Pennsylvanian*. August 13, 2019.

<https://www.thedp.com/article/2019/08/schuylkill-river-penn-philadelphia-regatta-university-of-pennsylvania>.

¹³⁰ Coopers.

¹³¹ Dover, Donkey. "Interview with SP2 Associate Director of Institutional Advancement and Campaign Strategy Donkey Dover," April 22, 2020.

¹³² "2015 Carnegie Classification," (16).

As the “primary vehicle for advancing civic and community engagement at Penn,” the Netter Center fundamentally represents ideal community engagement.¹³³ As mentioned before, the Netter Center has three primary strategy points: academically based community service (ABCS) classes, university-assisted community schools (UACS), and anchor institution strategy. When working with internal and external audiences, Rita Hodges, Assistant Director of the Netter Center, affirmed that the Center focuses on different core strategy points to cater to various audiences’ interests and needs. In general, when discussing with audiences outside the field of education, although the strategy point of anchor institutions is important, there is a stronger focus on ABCS classes and UACS because they are more concrete concepts that are directly applicable to these audiences.¹³⁴ Since community engagement is at the core of the Netter Center’s mission, it is also explicitly apparent in all forms of branding.

The Netter Center serves as the primary representative for community engagement at Penn, and has a variety of internal and external audiences to cater towards. Internally, the Netter Center seeks to engage with current students and faculty, with heavy focus on ABCS courses, as well as work study jobs, volunteering opportunities, and public service internships. From feedback from ABCS students, who often are upperclassmen, the Center learned that many students wished that they had taken an ABCS class earlier in their Penn career.¹³⁵ Thus, in addition to the joint open house that it hosts with Civic House, Quaker Day tabling, and bi-weekly email newsletters to around 1700 students on their listserv, The Netter Center has increasingly focused on events targeting underclassmen. For instance, the Center introduces its community engagement initiatives with a heavy focus on ABCS courses as part of the Safe Living program hosted by the Department of

¹³³ “Our Mission,” Netter Center.

¹³⁴ Hodges, Rita. “Interview with Assistant Director of the Netter Center Rita Hodges,” April 13, 2020.

¹³⁵ Sun.

Public Safety, which is mandatory for all Penn freshmen to attend during New Student Orientation (NSO). During NSO, the Netter Center also has a presence at the Late Night Activities Fair and the Students Activities Council (SAC) fair, which introduce students to campus activities. Additionally, with Penn attempting the “Second-Year Experience” to engage sophomores, the Netter Center was asked by administration to participate in “Second-Year Day” and to advertise ABCS courses to better inform underclassmen about the academically-based community engagement activities that were available.¹³⁶ Additionally, student leaders who are involved in Netter Center programs produce their own student recruitment materials.

Externally, the Center communicates with alumni constituents to provide involvement opportunities or solicit donations, as well as with policymakers for grant funding, often utilizing all three strategy points to make a compelling case.¹³⁷ Additionally, the Center liaises with other higher education institutions and educators that work within the sphere of community engagement through local, regional, national, and international networks such as the Philadelphia Higher Education Network for Neighborhood Development (PHENND), UACS networks, the Anchor Institution Task Force (AITF), and the International Consortium for Higher Education, Civic Responsibility, and Democracy (IC). Through these networks and annual conferences, the Netter Center serves as a model for other institutions, helps to train other community engagement center leaders, and collaborates with other universities to learn best practices.¹³⁸ Finally, the Netter Center communicates heavily and most frequently engages with the Philadelphia community, such as through school partners, teachers, principals, and families. As with the turbulent history of Penn in Philadelphia, the Netter Center focuses on relationship and trust building within the community to

¹³⁶ Sun.

¹³⁷ Hodges, “Interview Netter Center Assistant Director.”

¹³⁸ Hodges.

foster partnerships for mutual benefit. Additionally, communications are individualized based on specific needs; for instance, if a school principal wants to implement a specific type of program, the Netter Center will help make a match with professors that have expertise in that field, making each individual relationship unique and valued.¹³⁹

After exploring the community engagement and branding practices at the University of Pennsylvania and the Netter Center, the next section highlights the implications of these findings and provides suggestions for future improvement.

6.2.3 Implications of the Current Use of Community Engagement in Penn Branding

In summary, the University of Pennsylvania's branding and communication is largely decentralized and specific based on the purpose of communications, but there are general trends that fit throughout university branding to create the "Penn brand." Besides the OGCA and the Netter Center, which work directly in promoting community engagement, most other center administrators (i.e. general communications, development, and faculty recruitment) do not directly and explicitly mention community engagement in branding, with the exception of the Admissions Office. Instead of utilizing community engagement as a "tool" to increase brand image to their audiences, community engagement is incorporated implicitly in stories that are chosen to promote Penn's impact as a "positive externality" of actual community engagement. Stories of community engagement often encapsulate the core Penn mission, and are thus unconsciously selected to be promoted through various modes of communication. This demonstrates that while many Penn marketing administrators are not cognizant of their usage of community engagement in

¹³⁹ Hodges.

communications, community engagement is actually a core component of Penn’s identity as a university, so much so that it implicitly appears as part of the Penn brand in communications. The purpose of any university’s communications is to create a positive impression of the university in the eyes of key stakeholders. However, this impression cannot be simply superficial; there must be actual matters relating to community engagement for university communications to promote.

This case study also demonstrates how a top ranked university can showcase community engagement as a priority without compromising its focus on other important priorities such as quality of academic achievement and research. In fact, the value of community engagement is capable of being a shared value that is apparent in aspects of other priorities. Specifically for Penn, the strength of the practical application of knowledge works synergistically with community engagement. Additionally, Penn communications benefits from signals from senior leadership on choosing what types of stories to promote. For instance, President Amy Gutmann chose to feature undergraduate students involved in community engagement as part of her *Our Penn* tour, stating that “there is nothing more inspiring than individuals using their Penn education to improve the world in creative ways.”¹⁴⁰ Also, on her “Introduction to Penn” webpage, Gutmann mentions “translating knowledge into social-minded action” in her first sentence, even highlighting the Netter Center for Community Partnerships as one of two direct weblinks to organizations in her introduction.¹⁴¹ Finally, a long history and founding values related to community engagement are repeatedly brought up in communications, suggesting that the Penn mission statement is not simply a catchy mantra, but rather a driving force to compel commitment to the community.

¹⁴⁰ “Our Penn - Philadelphia.” Penn Office of the President. University of Pennsylvania, September 14, 2016. <https://president.upenn.edu/meet-president/our-penn-philadelphia>.

¹⁴¹ Gutmann, Amy. “Introduction to Penn.” Introduction to Penn. University of Pennsylvania. Accessed May 3, 2020. <https://www.upenn.edu/about/welcome>.

Special focus on the Netter Center also provides key learnings for similar community engagement focused centers. Instead of focusing on community engagement as a vague, intellectual subject, the Netter Center has three primary strategy points that demonstrate applications of community engagement, making them more relevant to prospective stakeholders. These applications are tangible, direct ways that students and faculty can become involved in community engagement, making engagement more accessible. Additionally, the need to collect feedback, collaborate with, and learn from all audiences on marketing initiatives is important; ABCS student feedback provided the Netter Center with the goal to target underclassmen more, while networks such as PHENND and AITF allow for mutual learning. Finally, the establishment of trust through long-term relationships and customized experiences aid in community-partnership building.

While this case study provides implications for connecting community engagement and branding practices at the University of Pennsylvania, the next section will focus on how university community engagement affects stakeholders' perceptions of university brand image.

6.3 Effect of Community Engagement on Branding Perceptions

Focus Group Results

The focus group was comprised of seven freshmen, mostly students from the University of Pennsylvania. They had a variety of majors and came from different parts of the United States. With the set of questions asked (Appendix 10.1), their answers were similar for the most part. Most mentioned academic level or “ranking,” major support programs, school size, and campus culture (i.e. socially, politically, sports, competitiveness) as key factors that played a role in their college decision process. A few people mentioned how tuition, school geographic location, and location

relative to home were also factors in their decision. The factors mentioned by these students and prior research from my literature review, were utilized to determine factors that were used to design the survey on university impressions.

None of the students mentioned community engagement as a factor until they were prompted with the question. Overall, when asked to define university community engagement, most students focused on the effect the university had on the local community, but their understanding of how the university should be involved was less defined, with a few students envisioning engagement as student-led only while others defined it to be supported by the university through resources and the curriculum. Others also included factors such as campus safety considerations as an aspect of community engagement because they felt that a good community relationship fell hand-in-hand with campus safety. When prompted about the effect of community engagement, some participants stated that community engagement level did not affect their impression of a school. One of these participants stated that they “sort of expected all universities to have some community engagement activities, so it wasn’t a major factor in [her] decision, but if [she] saw a university with super low engagement, [she] would probably have a negative impression of that university.” Other participants noted that while community engagement was not a deciding factor, learning about a school’s community engagement programs positively affected their impression of the school, and they enjoyed having opportunities to be involved or for others to be involved.

Even though there were mixed responses about whether community engagement affected university impressions, all participants were able to name at least one university program that involved community engagement, naming ABCS courses, EMT training, MERT, pre-orientation programs, residential programs, debate clubs with community service components, and more. Some

respondents were able to name these programs because they were involved in them, while others stated that they wrote about these community engagement programs for their college applications, learned about them through new student orientation learning modules, or knew of them from friends who participated in these programs. One participant, who had stated earlier that community engagement level was not a priority, stated that they felt that the “real-life application to help local organizations through WH101” was attractive and made a Wharton education sound more hands-on. Thus, while community engagement may not be a deciding factor or an explicit reason for students to have certain impressions of universities, focus group participants’ responses, especially those from Penn students, suggested that they have implicitly received positive messages about university community engagement. The findings and implications of this focus group have been used to contextualize the results of the following survey.

Survey Results

After conducting a conjoint analysis on university impression ratings, I found that 7 attributes were significant, while 1 attribute was not significant (Table 1). School geographic location was found to be not significant without data segmentation. Major programs (level of academic/career support), college ranking, tuition, university community engagement level, campus culture, school location relative to home, and school size were significant factors in building respondents’ brand image impressions of universities. Based on prior research, we were unsure if university community engagement level would have an effect on university brand image in the minds of university students. From the survey results, university community engagement levels do have a statistically significant effect on university brand image. In terms of percent relative importance for

each attribute averaged across all participants, university community engagement level is a significant factor, but not the most important factor. Major program support (28.4%) and college ranking (27.7%) were the most important when producing an impression; tuition (16.8%), campus culture (8.7%), university community engagement level (7.6%), location relative to home (6.5%), and school size (4.2%) followed (Appendix 10.6).

Table 1 *Predicting the Effect of Factor Levels on University Brand Images (Impressions)*

University Impression Ratings				
	B	SE	P-Value	Sig.
College Ranking			<0.0001	***
#1-20	0.419	0.04	<0.0001	***
#21-50	0.197	0.0394	<0.0001	***
#51-100	-0.012	0.04	0.7632	n/s
#101-500	-0.172	0.04	<0.0001	***
#501+	-0.432	0.04	<0.0001	***
School Geographic Location			0.1080	n/s
Urban	0.063	0.03	0.0349	*
Suburban	-0.021	0.0272	0.4374	n/s
Rural	-0.422	0.0321	0.1878	n/s
School Size			0.0164	*
Large	-0.038	0.0319	0.2332	n/s
Medium	0.084	0.0301	0.0051	**
Small	-0.046	0.0277	0.0947	n/s
Programs for your Major (level of academic support)			<0.0001	***
Very Respected (high)	0.348	0.0367	<0.0001	***
Respected (average)	0.215	0.0349	<0.0001	***
Average (low)	-0.039	0.0352	0.2733	n/s
Does not have your major	-0.525	0.0368	<0.0001	***
Tuition			<0.0001	***
\$0-\$5,000	0.243	0.0368	<0.0001	***
\$15,000	0.097	0.0367	0.0088	**

\$25,000	-0.067	0.0349	0.057	n/s
\$35,000-\$50,000	-0.273	0.0352	<0.0001	***
Campus Culture			<0.0001	***
Match	0.037	0.0272	<.0001	***
Average	0.115	0.0321	0.0003	***
Does not match	-0.152	0.03	0.1709	n/s
Location Relative to Home			<0.0001	***
Close to Home	0.099	0.021	<0.0001	***
Far from Home	-0.099	0.021	<0.0001	***
University Community Engagement Level			<0.0001	***
High	0.092	0.0301	0.0023	**
Medium	0.051	0.0319	0.1126	n/s
Low	-0.142	0.0277	<0.0001	***

Although university community engagement level as a whole factor is statistically significant, only certain levels within the factor were found to be significant. Respondents were more likely to form negative impressions of universities with low community engagement levels with an alpha level of <.0001, while universities with medium engagement did not see a statistically significant change in impression. At the same time, respondents were more likely to form positive impressions of universities with high community engagement levels with an alpha of .0023. This confirms my hypothesis that students' impressions of universities are negatively affected by lower levels of university community engagement and positively affected by higher levels of university community engagement. Since the negative effects of low engagement are highly statistically significant with an alpha of less than .0001, while the positive effects of high engagement are statistically significant with an alpha of less than .001, there is a higher impression penalty for low engagement than there is an impression boost for high engagement among overall college students. This is also supported by

the corresponding coefficients, with a low engagement level decreasing impression ratings by -0.142 and a high engagement level increasing ratings by only 0.092.

When segmenting by demographics, there was no significant difference between genders, ethnicities, or college freshmen and sophomores. However, there were differences in responses by household income; for students who came from households who made less than \$25k or more than \$100k, university community engagement level was significant, whereas it was not significant for other household income level respondents (Table 2). As supported by stories shared by the Penn development office, this phenomenon may be due to students from lower socioeconomic backgrounds benefiting from university community engagement or general philanthropy, which could influence them to be more interested in giving back to social welfare through community engagement. At the same time, Sundeen and Raskoff suggest that people of higher socioeconomic background may have more “personal, social, economic, and temporal resources,” and confidence that “his or her skills are congruent with the expected volunteer tasks,” which may explain why students who come from higher income families care more about community engagement than those from the middle class.¹⁴² Segmenting by majors also produced different results (Table 2). For respondents who majored in social sciences, engineering, or health sciences, university community engagement level was significant, whereas engagement level was not significant for business, liberal arts, life sciences, mathematics, natural and physical sciences, and undecided majors. This may be due to the nature of the students’ chosen disciplines; their academic interests may further entice them to learn more about certain types of issues (i.e. social sciences majors learning about education

¹⁴² Sundeen, Richard A., Sally A. Raskoff, and M. Cristina Garcia. “Differences in Perceived Barriers to Volunteering to Formal Organizations: Lack of Time versus Lack of Interest.” *Nonprofit Management and Leadership* 17, no. 3 (2007): 279–300. <https://doi.org/10.1002/nml.150>.

inequality vs. business students learning about financial success), which may influence how much community engagement matters to them.

Table 2 *Predicting the Effect of Demographics on University Community Engagement Level Significance*

		Community Engagement Level		Engagement Level - Low				Engagement Level - High			
		B	Sig.	B	SE	P-Val	Sig.	B	SE	P-Val	Sig.
Household Income	Less than \$25k	0.0057	**	-0.149	0.05	0.0031	**	0.127	0.055	0.0198	*
	\$25k-\$49k	0.9017	n/s	-0.025	0.055	0.6575	n/s	0.005	0.06	0.9347	n/s
	\$50k-\$74k	0.186	n/s	-0.013	0.072	0.0694	n/s	0.075	0.079	0.3418	n/s
	\$75k-\$99k	0.146	n/s	-0.146	0.076	0.0543	n/s	0.034	0.082	0.68	n/s
	\$100k-\$249k	0.0014	**	-0.293	0.085	0.0006	***	0.229	0.092	0.0137	*
	More than \$250k	0.0078	**	-0.398	0.134	0.0032	**	0.308	0.145	0.0351	*
Major	Engineering	0.0066	**	-0.191	0.061	0.0017	**	0.107	0.066	0.1032	n/s
	Social Sciences	0.009	**	-0.205	0.067	0.0022	**	0.069	0.072	0.3412	n/s
	Health Sciences	0.0154	*	-0.28	0.099	0.005	**	0.187	0.108	0.0836	n/s
	Liberal Arts	0.264	n/s	-0.077	0.087	0.3765	n/s	-0.086	0.094	0.3623	n/s
	Life Sciences	0.2595	n/s	-0.132	0.081	0.1028	n/s	0.042	0.088	0.636	n/s
	Business	0.1187	n/s	-0.088	0.062	0.1566	n/s	0.131	0.067	0.0525	n/s
	Natural and Physical Sciences	0.9106	n/s	-0.042	0.152	0.7808	n/s	0.068	0.165	0.6791	n/s
	Mathematics	0.4022	n/s	-0.112	0.218	0.5747	n/s	0.321	0.237	0.1783	n/s
	Undecided	0.4208	n/s	-0.04	0.104	0.7047	n/s	0.148	0.113	0.1914	n/s

When segmenting based on respondents' self-stated factor level preferences, certain subgroups are more likely to care about university community engagement (Table 3). In terms of

preferred college rankings, engagement level was significant for respondents who preferred colleges ranked #1-20. Respondents who preferred colleges ranked #1-20 formed negative impressions of schools with low community engagement and formed more positive impressions of schools with high community engagement levels.

In terms of preferred geographic location, community engagement was not statistically significant for those who preferred rural schools, whereas it was significant for respondents who preferred suburban and urban schools. However, community engagement was more statistically significant for urban preference responders ($<.0001$) than for suburban preference responders (.0041). In terms of preferred location relative to home, community engagement was statistically significant for both those who preferred universities close to home and those who preferred universities far from home. Low engagement level was seen as a penalty, but higher engagement levels were not beneficial to impression ratings for those who preferred to stay close to home, and the p-value was higher at .0036. On the other hand, for those who preferred to be far from home, relative location was not statistically significant, and university community engagement level was highly significant (.0001), with there being a penalty for low levels ($\alpha=<.0001$) and benefit for high levels ($\alpha=.016$). Since university communications mentioned that it was a priority to target students who were farther from Penn, this insight could be useful to inform future communications since students who do not care about leaving the West or Midwest appear to value high impact levels.

Table 3 *Predicting the Effect of Preferences on University Community Engagement Level Significance*

Community Engagement Level		Engagement Level - Low				Engagement Level - High			
P-Val	Sig.	B	SE	P-Val	Sig.	B	SE	P-Val	Sig.

College	#1-20	0.0012	**	-0.177	0.05	0.0004	***	0.128	0.055	0.019	*
Ranking	#21-50	0.0944	n/s	-0.106	0.049	0.0299	*	0.049	0.053	0.36	n/s
	#51-100	0.1895	n/s	-0.111	0.061	0.0697	n/s	0.059	0.066	0.3715	n/s
	#101-500	0.0504	n/s	-0.177	0.076	0.0205	*	0.135	0.083	0.1027	n/s
	#501+	0.314	n/s	-0.157	0.108	0.1465	n/s	0.116	0.117	0.3214	n/s
School	Rural	0.5203	n/s	-0.075	0.071	0.2883	n/s	0.062	0.077	0.419	n/s
Geographic Location	Suburban	0.0041	**	-0.15	0.047	0.0014	**	0.024	0.051	0.6439	n/s
	Urban	<.0001	***	-0.157	0.039	<.0001	***	0.149	0.042	0.0004	***
Location Relative to Home	Close to										
	Home	0.0036	**	-0.113	0.0345	0.0011	**	0.075	0.037	0.0453	*
	Far from Home	0.0001	***	-0.194	0.046	<.0001	***	0.121	0.05	0.016	*

While the results and evaluation of my study provide for significant advancement in connecting the fields of university community engagement and university brand image, I will discuss how there are constraints and qualifications to the context that this research can be applied in the following section.

7 Limitations

For the analysis of current university community engagement levels, the proxy of utilizing Carnegie Classification and Campus Compact membership to measure high, medium, and low levels is inexact. As mentioned by Dr. Hartley, there may be confounding factors such as administrative burden and the strength of the state compact that affect a school's classification or membership status. Additionally, while these two measures are the most comprehensive mechanisms available, there are a plethora of coalitions and consortiums that focus on community engagement, so some schools' levels of community engagement may not be accurately captured. My research also only analyzed university community engagement levels by national school rankings; liberal arts colleges, regional universities, and community colleges were not accounted for. There are opportunities for further research to understand the level of community engagement by geographic location, state, school type (i.e. private or public, liberal arts or research), and school size.

As with all case studies, the information gathered from the University of Pennsylvania case study provides rich qualitative information, but not necessarily all of the information can be applied to a wider set of schools; instead, the findings and implications of this case study should be applied in other universities given their particular contexts. Penn also represents a "high" engagement school; there was no comparison case study conducted, so there is an opportunity for further research on the engagement and branding of medium and low engagement schools to gain a fuller understanding of engagement and branding in universities. Additionally, Penn is an urban, private research university, so there is opportunity for further research on other types of universities by geographic location and school type.

With the focus group, while there was a diverse set of students in terms of major and hometown, a large majority of the focus group participants were current Penn freshmen. As students of the same university, their decision factors and preferences may be similar to each other, but different than a wider set of students who do not attend a high ranking institution with a strong focus on community engagement. Thus, while the information from the focus group is important to help contextualize some quantitative data, it is not necessarily generalizable.

One of the largest limitations of the conjoint analysis survey was the low r-squared value of .1042 (Appendix 10.4). R-squared values do not measure model fit, but rather what percent of variability the model predicts, meaning that my model can still be robust. In fact, this low r-squared value is influenced by a number of factors. First, a large reason that the model has a low R-squared is because each individual respondent has different college impression preferences and demographics that influence their answers, which the model cannot predict. When segmenting based on preferences and demographics, the explanatory power of the model jumps drastically. For example, when looking at the respondent segment where Household Income = Less than \$25,000, Major = Health Sciences, preferred school ranking = #1-20, Preferred Geographic Location = Urban, and Preferred Relative Location = Close to Home, the R-Squared value jumped to .832, and factors such as university community engagement level are still statistically significant with an alpha of .0007 (Appendix 10.4). Second, calibration concepts only include a few levels of rankings (out of 7), which means that any differences in varying answers will produce larger variability. Third, while conjoint analyses have many benefits as stated in the methodology section, it also requires the simplification of factors and levels to reduce the amount of DOE profile combinations necessary so that respondents do not experience survey fatigue. Thus, the accuracy of measurements of some

independent variables may be inexact, resulting in larger sizes of error. For example, campus culture could refer to a wide variety of things; participants in the focus group mentioned social, political, sports, and competitive cultures when discussing campus culture. Further research is necessary to more accurately measure these independent variables. Additionally, this simplification process does not allow for many other individualized factors that determine university brand image to be accounted for. Finally, although this R-squared value would be inadmissible for studies in the hard sciences, it is within the acceptable range of r-squared values for social sciences research. Cohen¹⁴³ and Falk and Miller¹⁴⁴ both recommend that R-squared values be equal to or greater than .10 to be deemed adequate, which my model adheres to.

Thus, while there are limitations to this study, the implications of my research can provide valuable insight and recommendations for Penn, the Netter Center, and other universities on how to better incorporate university community engagement in university branding.

¹⁴³ Cohen, Jacob. *Statistical Power Analysis for the Behavioral Sciences*. 2nd ed. Routledge, 1998.

¹⁴⁴ Falk, R. Frank., and Nancy B. Miller. *A Primer for Soft Modeling*. Akron, OH: University of Akron Press, 1992.

8 Recommendations and Conclusions

From the results of the survey and secondary data analysis, the most obvious recommendation is that universities should include community engagement in their branding to demonstrate impact and improve positive brand image. Although students who prefer top ranked schools tend to care the most about community engagement, there is the lowest percentage of high engagement among top ranked schools, suggesting a large unexplored opportunity for these schools to take advantage of. Especially since prospective students of top schools are often choosing between multiple top schools, attracting students by appealing to values such as community engagement may help to increase yield. However, the Penn case study of how a high engagement school utilizes community engagement in branding suggests that there are important nuances to this type of branding, and demonstrates that a community engagement focus must be genuine and not solely for image; community engagement in branding is a positive externality of actual community engagement, not solely a self-serving tool. In university branding, real-world applications (i.e. ABCS classes or student impact stories at Penn) of community engagement that are the most relevant to stakeholders have the most success and widespread appeal, compared to theoretical constructs. Thus, this thesis presents several recommendations on university community engagement in university branding.

First, while this case study finds Penn to already be at the forefront of connecting university community engagement and university branding, there are still ways that Penn can continue to improve. For example, the Admissions Office branding research could produce benefits for other administrative offices; their office, with the development of the position of Associate Dean of Brand

Management, has made some progress in sharing its results.¹⁴⁵ However, since not all university administrators were cognizant of the core principle of community engagement as part of Penn's brand image due to the decentralized nature of Penn's administration, there could be a meeting of all marketing directors from all walks of Penn to increase communication and information sharing of Penn brand image principles and practices. This type of centralized meeting would allow for individual organizations to still conduct their own operations while having better knowledge of what is going on in terms of marketing in other offices. Another recommendation is to continue to work on community engagement at Penn; Penn community engagement initiatives and branding produce a positive feedback loop, in which Penn branding rewards community engagement and attracts certain types of students and faculty, who continue to contribute to community engagement, which then feeds into news that solidifies this branding. This means increased focus on institutional commitment, curricular engagement, and mutually transformative partnerships. Based on the branding methods used by other Penn offices like admissions and development, the Netter Center could also benefit from utilizing stories in their communications. For instance, since an area for improvement included bettering advising efforts to help students create a sequence of community engagement throughout their Penn career, the Center aid with this goal by showcasing the stories of students who have developed their engagement over their four years by participating in a wide variety of community engagement activities.

For other universities, Penn and the Netter Center serve as a model for connecting community engagement and branding. First, having a clear university mission and vision that emphasizes the value of community engagement is important. This message is more than just a

¹⁴⁵ Bezella, "Interview Admissions Marketing Director."

superficial quote, but rather reinforces pressure to commit to the institution's espoused values. Second, there must be actual institutional commitment through financial support, faculty programs, and senior leadership, or else community engagement could be seen as purely a shield from criticism. It is also important to have organizations and specific leadership positions whose sole purpose is to be proponents for community engagement and argue for the community's interests. These institutional infrastructures allow for the sustainability and continuation of community engagement goals and initiatives, as well as induce positive reinforcement which encourages more community engagement. Additionally, there must be robust measurement systems to understand the outcomes of community engagement, which will allow universities to evaluate current programs, increase community impact, identify areas for future improvement, and, as a positive externality, contribute to improved university branding.

Third, schools need to ensure that community engagement is a part of their curriculum. As shown in various research studies, the largest reason for not participating in community service in college is lack of time, not lack of interest.¹⁴⁶ Having community engagement as part of the curriculum will allow a larger majority of students to be involved, which will lead to increased community engagement outside the classroom as interest is peaked through exposure. This increased engagement will give universities actual impact stories to communicate; without community impact stories, community engagement will not be a core value displayed in university branding. Fourth, universities must establish democratic, mutually transformative partnerships and have open dialogue with the community that will activate community members to make their own change. Schools cannot just give money; simple financial donations are very transactional, and there

¹⁴⁶ Sundeen et al., "Barriers to Volunteering," (279-300).

are more resources that universities can provide. At the same time, universities must actually listen to the needs of their community or else run the risk of appearing paternalistic. “Enlightened self-interest” must benefit both the university and the community, which is why decisions must be made with input from both parties. Finally, internal branding analyses discovered that community engagement is a shared value that connects the priorities of community impact and practical application of knowledge at Penn, which is why universities should conduct internal research to better understand how their unique values, contexts, and priorities and can work synergistically with community engagement in branding. In sum, universities have the untapped opportunity to use university community engagement to positively affect university brand image, with the antecedent that university community engagement is robust.

9 References

- “2015 Documentation Reporting Form: Carnegie Community Engagement Classification.” Carnegie Foundation, 2015.
- “2017 Annual Report: Only Connect! Democratic Partnerships to Improve Universities and Communities.” The Netter Center for Community Partnerships, 2017.
https://www.nettercenter.upenn.edu/sites/default/files/2017_Netter_Center_Annual_Report.pdf.
- “2018 Senior Survey Results.” Office of Institutional Research & Analysis, July 25, 2019.
https://www.upenn.edu/ir/results/Senior_Survey_2018_Penn_v_SPI_15July2019.pdf?pdf=Senior_Survey_2018_Results.
- “2020 Best National Universities in America.” U.S. News & World Report. U.S. News & World Report. Accessed May 3, 2020.
<https://www.usnews.com/best-colleges/rankings/national-universities>.
- “2020 Carnegie Classification Recipients Announced.” CUEI: College & University Engagement Initiative. Swearer Center at Brown University. Accessed May 3, 2020.
<https://www.brown.edu/swearer/carnegie/2020-release>.
- “About.” History. Imagining America. Accessed May 3, 2020. <https://imaginingamerica.org/about/>.
- Aisch, Gregor. “Some Colleges Have More Students From the Top 1 Percent Than the Bottom 60. Find Yours.” *The New York Times*. January 18, 2017.
<https://www.nytimes.com/interactive/2017/01/18/upshot/some-colleges-have-more-students-from-the-top-1-percent-than-the-bottom-60.html>.
- Anderson, Nick, and Susan Svrluga. “Bribery Scandal Points to the Athletic Factor: A Major Force in College Admissions.” *The Washington Post*. August 15, 2019.
https://www.washingtonpost.com/local/education/bribery-scandal-points-to-the-athletic-factor-a-major-force-in-college-admissions/2019/06/12/b2fc39dc-7e3a-11e9-8bb7-0fc796cf2ec0_story.html.
- Baker, Brandon. “The Healing Power of Music.” Penn Today. University of Pennsylvania, February 5, 2020. <https://penntoday.upenn.edu/news/healing-power-music>.
- Benson, Lee, Ira Richard. Harkavy, and John L. Puckett. *Dewey’s Dream: Universities and Democracies in an Age of Education Reform Civil Society, Public Schools, and Democratic Citizenship*. Philadelphia: Temple University Press, 2007.

- Benson, Lee, Ira Harkavy, John Puckett, and Matthew Hartley. *Knowledge for Social Change: Bacon, Dewey, and the Revolutionary Transformation of Research Universities in the Twenty-First Century*. Philadelphia, PA: Temple University Press, 2017.
- Berger, Karen A., and Harlan P. Wallingford. “Developing Advertising and Promotion Strategies for Higher Education.” *Journal of Marketing for Higher Education* 7, no. 4 (May 1997): 61–72. https://doi.org/10.1300/j050v07n04_05.
- Berrett, Dan. “The Day the Purpose of College Changed.” *The Chronicle of Higher Education*. January 26, 2015. <https://www.chronicle.com/article/The-Day-the-Purpose-of-College/151359>.
- Beverland, Michael. *Building Brand Authenticity: 7 Habits of Iconic Brands*. London: Palgrave Macmillan, 2016.
- Bezella, Kathryn. “Interview with Vice Dean and Director of Marketing Kathryn Bezella,” May 1, 2020.
- Boyer, Ernest L. “The Scholarship of Engagement.” *Journal of Public Service and Outreach* 1, no. 1 (1996): 11–20.
- “Business Roundtable Redefines the Purpose of a Corporation to Promote 'An Economy That Serves All Americans'.” Business Roundtable, August 19, 2019. <https://www.businessroundtable.org/business-roundtable-redefines-the-purpose-of-a-corporation-to-promote-an-economy-that-serves-all-americans>.
- “Carnegie Classification.” CUEI: College & University Engagement Initiative. Swearer Center at Brown University. Accessed May 3, 2020. <https://www.brown.edu/swearer/carnegie>.
- Chile, Love M, and Xavier M Black. “University–Community Engagement: Case Study of University Social Responsibility.” *Education, Citizenship and Social Justice* 10, no. 3 (November 2015): 234–53. <https://doi.org/10.1177/1746197915607278>.
- Civic Health Initiative. American Association of State Colleges and Universities. Accessed May 3, 2020. <https://www.aascu.org/programs/adp/civichealth/>.
- “Civic Engagement.” Learning At Penn. University of Pennsylvania. Accessed May 3, 2020. <https://admissions.upenn.edu/learning-at-penn/civic-engagement>.
- “Classified Institutions_Public.” Google Sheets. Carnegie Foundation, 2020. <https://docs.google.com/spreadsheets/d/1bdX3pEIM68m-K4QpDVCtce2470kDzDAZtFYfzhbSEFk/edit#gid=412951418>.

- Cohen, Jacob. *Statistical Power Analysis for the Behavioral Sciences*. 2nd ed. Routledge, 1998.
- Commission on Economic & Community Engagement. “2020 Carnegie Community Engagement Classification Recipients Announced.” APLU. Association of Public & Land-Grant Universities, February 4, 2020.
<https://www.aplu.org/news-and-media/blog/2020-carnegie-community-engagement-classification-recipients-announced>.
- “The New Dynamics of Higher Education and Research, for Societal Change and Development.” In *UNESDOC*. Paris: United Nations Educational, Scientific and Cultural Organization (UNESCO), 2009. <https://unesdoc.unesco.org/ark:/48223/pf0000183277>.
- “Community Engagement.” CUEI: College & University Engagement Initiative. Swearer Center at Brown University. Accessed May 3, 2020. <https://www.brown.edu/swearer/carnegie/about>.
- Coopers, Jeffrey. “Interview with Vice President for Government and Community Affairs Jeffrey Cooper,” April 30, 2020.
- “Current Members.” CUMU. Coalition of Urban and Metropolitan Universities, February 25, 2020. <https://www.cumuonline.org/membership/current-members/>.
- Dennis, Charles, Savvas Papagiannidis, Eleftherios Alamanos, and Michael Bourlakis. “The Role of Brand Attachment Strength in Higher Education.” *Journal of Business Research* 69, no. 8 (2016): 3049–57. <https://doi.org/10.1016/j.jbusres.2016.01.020>.
- Dichter, E. “What's In An Image.” *Journal of Consumer Marketing* 2, no. 1 (1985): 75–81. <https://doi.org/https://doi.org/10.1108/eb038824>.
- Dobni, Dawn, and George Zinkhan. “In Search of Brand Image: A Foundation Analysis.” *In Advances in Consumer Research* 17 (1990): 110–19.
<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.203.2993&rep=rep1&type=pdf>.
- Dover, Donkey. “Interview with SP2 Associate Director of Institutional Advancement and Campaign Strategy Donkey Dover,” April 22, 2020.
- Doyle, Chris. “With Penn Funding and Research, Schuylkill River Dredging Set to Start This Fall.” *The Daily Pennsylvanian*. August 13, 2019.
<https://www.thedp.com/article/2019/08/schuylkill-river-penn-philadelphia-regatta-university-of-pennsylvania>.

- Driscoll, Amy. Carnegie Foundation, January 2008.
https://www.immagic.com/eLibrary/ARCHIVES/GENERAL/CFAT_US/C071119D.pdf
- Durvasula, Srinivas, Steven Lysonski, and A.d. Madhavi. “Beyond Service Attributes: Do Personal Values Matter?” *Journal of Services Marketing* 25, no. 1 (2011): 33–46.
<https://doi.org/10.1108/08876041111107041>.
- “Explore Interests.” Penn Admissions. University of Pennsylvania. Accessed May 3, 2020.
<https://admissions.upenn.edu/explore-interests>.
- Falk, R. Frank., and Nancy B. Miller. *A Primer for Soft Modeling*. Akron, OH: University of Akron Press, 1992.
- Feinberg, Jodi L., Cory Bowman, and Terri H. Lipman. “Dance for Health: The Importance of Community Engagement and Project Sustainability.” *Journal of Nursing Education and Practice* 7, no. 1 (2016). <https://doi.org/10.5430/jnep.v7n1p89>.
- Friedman, Debra. “An Extraordinary Partnership between Arizona State University and the City of Phoenix.” *Journal of Higher Education Outreach and Engagement* 13, no. 3 (2009): 89–100.
- Garner, Dwight. “The Lower Ambitions of Higher Education.” *The New York Times*. August 12, 2014.
<https://www.nytimes.com/2014/08/13/books/excellent-sheep-william-deresiewicz-manifesto.html>.
- Gephardt, Dennis M, and Kendra Smith. “Moody's: Small but Notable Rise Expected in Closures, Mergers for Smaller US Colleges.” Moodys.com. Moody's Corporation, September 25, 2015.
https://www.moodys.com/research/Moodys-Small-but-notable-rise-expected-in-closures-mergers-for--PR_335314.
- Glenn, Norval D., Angela Dale, Sara Arber, and Michael Proctor. “Doing Secondary Analysis: A Practical Guide.” *Social Forces* 68, no. 1 (1989): 343. <https://doi.org/10.2307/2579246>.
- Gutmann, Amy. “Introduction to Penn.” Introduction to Penn. University of Pennsylvania. Accessed May 3, 2020. <https://www.upenn.edu/about/welcome>.
- Harclerode, Samantha. “Interview with Director of Young Alumni & Student Philanthropy Programs Samantha Harclerode,” April 8, 2020.
- Hartley, Matthew. “Interview with Penn GSE Professor Matthew Hartley,” March 25, 2020.

- Harkavy, Ira. "The Role of Universities in Advancing Citizenship and Social Justice in the 21st Century." *Education, Citizenship and Social Justice* 1, no. 1 (2006): 5–37.
<https://doi.org/10.1177/1746197906060711>.
- Harkavy, Ira, Sjur Bergan, Tony Gallagher, and Hilligje van't Land. "Universities Must Help Shape the Post-COVID-19 World." *University World News*. April 18, 2020.
<https://www.universityworldnews.com/post.php?story=20200413152542750>.
- Hertzler, Lauren. "Ten Years Later, Dental Mentorship Program Holds Strong." Penn Today. University of Pennsylvania, April 23, 2020.
<https://penntoday.upenn.edu/news/ten-years-later-dental-mentorship-program-holds-strong>.
- Herzog, Henry W. "Behavioral Science Concepts for Analyzing the Consumer." In *Marketing and the Behavioral Sciences*, 76–86. Boston: Allyn and Bacon, Inc, 1963.
- "High School Preparation." What Penn Looks For. University of Pennsylvania. Accessed May 3, 2020.
<https://admissions.upenn.edu/admissions-and-financial-aid/what-penn-looks-for/high-school-preparation>.
- Hodges, Rita. "Interview with Assistant Director of the Netter Center Rita Hodges," April 13, 2020.
- "Homepage." Penn Admissions. University of Pennsylvania. Accessed May 3, 2020.
<https://admissions.upenn.edu/>.
- Jamshed, Shazia. "Qualitative Research Method-Interviewing and Observation." *Journal of Basic and Clinical Pharmacy* 5, no. 4 (2014): 87. <https://doi.org/10.4103/0976-0105.141942>.
- Johnson, R. Burke, Anthony J. Onwuegbuzie, and Lisa A. Turner. "Toward a Definition of Mixed Methods Research." *Journal of Mixed Methods Research* 1, no. 2 (2007): 112–33.
<https://doi.org/10.1177/1558689806298224>.
- Kardes, Frank R., Gurumurthy Kalyanaram, Murali Chandrashekar, and Ronald J. Dornoff. "Brand Retrieval, Consideration Set Composition, Consumer Choice, and the Pioneering Advantage." *Journal of Consumer Research* 20, no. 1 (1993): 62.
<https://doi.org/10.1086/209333>.
- "Kayvon Asemani." Penn Admissions. University of Pennsylvania. Accessed May 3, 2020.
<https://admissions.upenn.edu/kayvon-asemani>.
- Keller, Kevin Lane, and Vanitha Swaminathan. *Strategic Brand Management: Building, Measuring, and*

Managing Brand Equity. Harlow: Pearson Education Limited, 2020.

Kreidle, Ann, Marybeth Gasman, Jami N. Fisher, and Nancy W. Streim. “Descriptive Case Study of the University of Pennsylvania Partnership with the Penn Alexander School: Understanding Success and Its Factors,” n.d.

Kummer, Frank. “Schuylkill to Be Dredged This Summer after Donors Kicked in Millions, Philadelphia Officials Announce.” *The Philadelphia Inquirer*. May 1, 2019.
<https://www.inquirer.com/science/climate/schuylkill-navy-dredge-philadelphia-st-joes-penn-villanova-temple-rowing-20190501.html>.

Levy, Sidney J. *Marketplace Behavior: Its Meaning for Management*. New York: Amacom, 1978.

Lindgren, Adam, and Valerie Swaen. “Corporate Social Responsibility.” *International Journal of Management Reviews* 12, no. 1 (January 15, 2010): 1–7.
<https://doi.org/https://doi.org/10.1111/j.1468-2370.2009.00277.x>.

MacCarthy, Stephen. “Interview with Vice President of Communications Stephen MacCarthy,” March 2, 2020.

“Members.” Who We Are. Campus Compact. Accessed May 3, 2020.
<https://compact.org/who-we-are/our-coalition/members/>.

Miller, Lisa L. “The Use of Case Studies in Law and Social Science Research.” *Annual Review of Law and Social Science* 14, no. 1 (2018): 381–96.
<https://doi.org/10.1146/annurev-lawsocsci-120814-121513>.

Moselle, Aaron. “Education Activists Call on Penn to Pay ‘Fair Share’ to Support City Schools.” *The Philadelphia Tribune*. March 25, 2019.
https://www.phillytrib.com/news/local_news/education-activists-call-on-penn-to-pay-fair-share-to/article_4c797dd0-57a4-5ba4-ac72-622d5c97f709.html.

Nagy, Judy, and Alan Robb. “Can Universities Be Good Corporate Citizens?” *Critical Perspectives on Accounting* 19, no. 8 (2008): 1414–30. <https://doi.org/10.1016/j.cpa.2007.10.001>.

Nguyen, Nha, and Gaston Leblanc. “Image and Reputation of Higher Education Institutions in Students’ Retention Decisions.” *International Journal of Educational Management* 15, no. 6 (2001): 303–11. <https://doi.org/10.1108/eum000000005909>.

“Nina Solis.” Penn Admissions. University of Pennsylvania. Accessed May 3, 2020.
<https://admissions.upenn.edu/nina-solis>.

- Office of the Executive Vice President. "Impact: Powering Philadelphia and Pennsylvania." University of Pennsylvania, 2016. http://www.evp.upenn.edu/pdf/Penn_Economic_Impact_Powering_PHL_PA.pdf.
- "Our Mission." Netter Center for Community Partnerships. University of Pennsylvania, June 24, 2019. <https://www.nettercenter.upenn.edu/about-center/our-mission>.
- "Our Penn - Philadelphia." Penn Office of the President. University of Pennsylvania, September 14, 2016. <https://president.upenn.edu/meet-president/our-penn-philadelphia>.
- Palacio, Asunción Beerli, Gonzalo Díaz Meneses, and Pedro J. Pérez Pérez. "The Configuration of the University Image and Its Relationship with the Satisfaction of Students." *Journal of Educational Administration* 40, no. 5 (2002): 486–505. <https://doi.org/10.1108/09578230210440311>.
- Panda, Swati, Satyendra C. Pandey, Andrea Bennett, and Xiaoguang Tian. "University Brand Image as Competitive Advantage: a Two-Country Study." *International Journal of Educational Management* 33, no. 2 (April 2019): 234–51. <https://doi.org/10.1108/ijem-12-2017-0374>.
- Park, C. Whan, Bernard J. Jaworski, and Deborah J. MacInnis. "Strategic Brand Concept-Image Management." *Journal of Marketing* 50, no. 4 (1986): 135. <https://doi.org/10.2307/1251291>.
- "Penn Compact 2022." Penn Office of the President. Accessed May 3, 2020. <https://president.upenn.edu/penn-compact>.
- Plungpongpan, Jirawan, Leela Tiangsoongnern, and Mark Speece. "University Social Responsibility and Brand Image of Private Universities in Bangkok." *International Journal of Educational Management* 30, no. 4 (September 2016): 571–91. <https://doi.org/10.1108/ijem-10-2014-0136>.
- Porter, Michael E, and Mark R Kramer. "The Link between Competitive Advantage and Corporate Social Responsibility." *Harvard Business Review*, December 2006.
- "Previous Classifications." CUEI: College & University Engagement Initiative. Swearer Center at Brown University. Accessed May 3, 2020. <https://www.brown.edu/swearer/previous-classifications>.
- "Provost's Faculty Fellows at the Netter Center." Netter Center for Community Partnerships. University of Pennsylvania, March 3, 2020. <https://www.nettercenter.upenn.edu/about-center/provost-faculty-fellows-netter-center>.
- "Provost's Graduate Academic Engagement Fellowship at the Netter Center (PGAEEF@NC)." Netter Center for Community Partnerships. University of Pennsylvania. Accessed May 3,

2020. <https://www.nettercenter.upenn.edu/get-involved/pgae/>.
- “Provost-Netter Center Faculty-Community Partnership Award & Nomination Process: April 1.” Almanac. University of Pennsylvania, January 29, 2019. <https://almanac.upenn.edu/articles/provost-netter-center-faculty-community-partnership-award-nomination-process-april-1>.
- Seitanidi, Maria May, and Annmarie Ryan. “A Critical Review of Forms of Corporate Community Involvement: from Philanthropy to Partnerships.” *International Journal of Nonprofit and Voluntary Sector Marketing* 12, no. 3 (2007): 247–66. <https://doi.org/10.1002/nvsm.306>.
- Sevier, Robert A. “Mage Is Everything--Strategies for Measuring, Changing, and Maintaining Your Institution's Image.” *College and University* 69, no. 2 (1994): 60–75.
- Shapiro, Carl. “Consumer Information, Product Quality, and Seller Reputation.” *The Bell Journal of Economics* 13, no. 1 (1982): 20. <https://doi.org/10.2307/3003427>.
- Shapiro, Harold T. *A Larger Sense of Purpose: Higher Education and Society*. Princeton (N.J.): Princeton University Press, 2005.
- Shears, Michelle. “Interview with Associate Director of Faculty Affairs Michelle Shears,” March 5, 2020.
- Shepard, Louisa. “Improv with an Impact.” Penn Today. University of Pennsylvania, April 27, 2020. <https://penntoday.upenn.edu/news/Improv-Impact-Penn-Presidents-Engagement-Prize>.
- Smith, Emma. “Pitfalls And Promises: The Use Of Secondary Data Analysis In Educational Research.” *British Journal of Educational Studies* 56, no. 3 (2008): 323–39. <https://doi.org/10.1111/j.1467-8527.2008.00405.x>.
- “Sonari Chidi.” Penn Admissions. University of Pennsylvania. Accessed May 3, 2020. <https://admissions.upenn.edu/sonari-chidi>.
- “State and Regional Compacts.” Who We Are. Campus Compact. Accessed May 3, 2020. <https://compact.org/who-we-are/our-coalition/state-regional-compacts/>.
- “Stories.” The Penn Fund. University of Pennsylvania. Accessed May 3, 2020. <https://pennfund.upenn.edu/impact/stories/>.
- Sun, Faustine. “Interview with ABCS Coordinator Faustine Sun,” April 30, 2020.
- Sundeen, Richard A., Sally A. Raskoff, and M. Cristina Garcia. “Differences in Perceived Barriers to Volunteering to Formal Organizations: Lack of Time versus Lack of Interest.” *Nonprofit*

Management and Leadership 17, no. 3 (2007): 279–300. <https://doi.org/10.1002/nml.150>.

Toma, Douglas J. “Positioning for Prestige in American Higher Education: Case Studies of Strategies at Four Public Institutions toward ‘Getting to the next Level.’” In *Building Organizational Capacity: Strategic Management in Higher Education*. Baltimore, MD: John Hopkins University Press, 2009.

Unerman, Jeffrey, and Brendan Odwyer. “Theorising Accountability for NGO Advocacy.” *Accounting, Auditing & Accountability Journal* 19, no. 3 (2006): 349–76. <https://doi.org/10.1108/09513570610670334>.

Vázquez, José Luis, Carlota L. Aza, and Ana Lanero. “University Social Responsibility as Antecedent of Students’ Satisfaction.” *International Review on Public and Nonprofit Marketing* 13, no. 2 (2016): 137–49. <https://doi.org/10.1007/s12208-016-0157-8>.

Volkwein, James F, and Kelli F Parmley. “Comparing Administrative Satisfaction in Public and Private Universities.” *Research in Higher Education* 41, no. 1 (2000): 95–116. <https://doi.org/https://doi.org/10.1023/A:1007094429878>.

Wasmer, D. J., James R. Williams, and Julie Stevenson. “A Reconceptualization of the Marketing Mix: Using the 4 Cs to Improve Marketing Planning in Higher Education.” *Journal of Marketing for Higher Education* 8, no. 2 (1997): 29–35. https://doi.org/10.1300/j050v08n02_03.

“What Penn Looks For.” Admissions and Financial Aid. University of Pennsylvania. Accessed May 3, 2020. <https://admissions.upenn.edu/admissions-and-financial-aid/what-penn-looks-for>.

“What We Do.” Campus Compact. Campus Compact. Accessed May 3, 2020. <https://compact.org/who-we-are/>.

“Who We Are.” Campus Compact Overview. Campus Compact. Accessed May 3, 2020. <https://compact.org/who-we-are/>.

Wideman, Kelley. “Interview with Director of Marketing and Donor Participation of the Penn Fund Kelley Wideman,” April 17, 2020.

Wilkins, Stephen, and Jeroen Huisman. “Factors Affecting University Image Formation among Prospective Higher Education Students: the Case of International Branch Campuses.” *Studies in Higher Education* 40, no. 7 (August 2014): 1256–72. <https://doi.org/10.1080/03075079.2014.881347>.

10 Appendix

10.1 Focus Group Questions

1. What is your current or prospective major? Where is your hometown?
2. What schools were you choosing between during the college admissions process?
3. What factors did you weigh when deciding whether to attend a school?
4. What are some factors that would make you not attend a school?
5. When researching schools, do you remember any information about the universities' community engagement?
6. How would you define university community engagement?
7. Is the amount of university involvement and engagement in the local community important to you when forming an impression of a school?
8. Are you involved in community engagement at Penn?

10.2 JMP DOE Fractional Factorial Design Output

Custom Design									
Design									
Run	College Ranking	School Geographic Location	School Size	Programs for Major (Level of Academic/Career Support)	Tuition	Campus Culture	Location Relative to Home	University Community Engagement Level	
1	1-20	Suburban	Medium	Respected (average)	\$35,000-\$50,000	Average	Far from Home	High	
2	20-50	Rural	Large	Very Respected (high)	\$35,000-\$50,000	Does Not Match	Far from Home	Low	
3	50-100	Urban	Large	Does not have your major	\$25,000	Average	Close to Home	Low	
4	100-500	Rural	Medium	Very Respected (high)	\$15,000	Average	Close to Home	High	
5	500+	Suburban	Small	Very Respected (high)	\$0 - \$5,000	Average	Far from Home	Low	
6	1-20	Urban	Large	Average (low)	\$0 - \$5,000	Does Not Match	Close to Home	High	
7	20-50	Urban	Medium	Respected (average)	\$0 - \$5,000	Match	Close to Home	Low	
8	50-100	Rural	Small	Respected (average)	\$0 - \$5,000	Does Not Match	Close to Home	Medium	
9	100-500	Suburban	Small	Average (low)	\$35,000-\$50,000	Match	Close to Home	Low	
10	500+	Urban	Medium	Does not have your major	\$35,000-\$50,000	Does Not Match	Close to Home	Medium	
11	1-20	Suburban	Medium	Very Respected (high)	\$25,000	Match	Close to Home	Medium	
12	20-50	Urban	Small	Average (low)	\$15,000	Average	Far from Home	Medium	
13	50-100	Suburban	Medium	Average (low)	\$15,000	Does Not Match	Far from Home	Low	
14	100-500	Urban	Small	Respected (average)	\$25,000	Does Not Match	Far from Home	Low	
15	500+	Suburban	Large	Respected (average)	\$15,000	Match	Close to Home	High	
16	1-20	Rural	Small	Does not have your major	\$15,000	Match	Far from Home	Low	
17	20-50	Suburban	Small	Does not have your major	\$25,000	Does Not Match	Close to Home	High	
18	50-100	Urban	Small	Very Respected (high)	\$35,000-\$50,000	Match	Far from Home	High	
19	100-500	Suburban	Large	Does not have your major	\$0 - \$5,000	Match	Far from Home	Medium	
20	500+	Rural	Medium	Average (low)	\$25,000	Match	Far from Home	High	

10.3 Survey Questionnaire



1/4: Informed Consent

Protocol Title:	University Community Engagement and its Effect on University Brand Image
Principal Investigator:	Dr. Ira Harkavy 3819-33 Chesnut Street, Suite 120 215-898-5351
Emergency Contact:	Lina Shi 215-490-6033

You are being invited to participate in a research study. Your participation is voluntary, and you should only participate if you completely understand what the study requires and what the risks of participation are. You should ask the study team any questions you have related to participating before agreeing to join the study. If you have any questions about your rights as a human research participant at any time before, during or after participation, please contact the Institutional Review Board (IRB) at (215) 898-2614 for assistance.

Research Study Summary for Potential Subjects

The research study is being conducted to understand what factors, such as university community engagement level, are important to university stakeholders when developing a university brand image. Potential applicants are eligible if they are current first-years or second-years at a higher education institution.

If you agree to join the study, you will be asked to complete the following research procedures: The study involves a survey, which will include demographic questions and questions regarding impressions on universities.

Your participation will last for approximately 10 minutes.

There are no expected benefits from participation. The most common risks of participation are breach of confidentiality. To minimize the risk of a breach in confidentiality, the team will take great precautions to minimize this risk, including limited access to raw data and removal of identifying information. All data, except for the informed consent forms (the current form), will be de-identified.

Please note that there are other factors to consider before agreeing to participate such as additional procedures, use of your personal information, costs, and other possible risks not discussed here. If you are interested in participating, a member of the study team will review the full information with you. You are free to decline or stop participation at any time during or after the initial consenting process.

Why am I being asked to volunteer?

You are being invited to participate in a research study because you are a first-year or second-year student at a higher education institution.

What is the purpose of the study?

The purpose of the study is to learn more about what factors, such as university community engagement level, are important to university stakeholders when developing a university brand image. This study is being conducted for a thesis.

Why was I asked to participate in the study?

You are being asked to join this study because you have recently gone through the college selection process, and therefore the brand image of universities is top-of-mind and relevant.

How long will I be in the study?

The study will take place over a period of 10 minutes.

Where will the study take place?

This study will take place on the online survey platform, Qualtrics.

What will I be asked to do?

You will be asked to answer demographic questions and questions relating to your impression on universities based on their provided attributes.

What are the risks?

The most common risks of participation are breach of confidentiality. To minimize the risk of a breach in confidentiality, the team will take great precautions to minimize this risk, including limited access to raw data and removal of identifying information. All data, except for the informed consent forms (the current form), will be coded with a study identification number unique to you, the study participant.

How will I benefit from the study?

There is no benefit to you. However, your participation could help us understand what factors, such as university community engagement, affects university brand image, which can benefit you indirectly. In the future, this may help universities better cater to their target demographics' needs.

Will I receive the results of research testing?

Most tests done in research studies are only for research and have no clear meaning for participants. Research results will not be returned to you because they have no clear meaning for participants.

What other choices do I have?

Your alternative to being in the study is to not be in the study.

What happens if I do not choose to join the research study?

You may choose to join the study or you may choose not to join the study. Your participation is voluntary. There is no penalty if you choose not to join the research study. You will lose no benefits or advantages that are now coming to you, or would come to you in the future. If you are currently receiving services and you choose not to volunteer in the research study, your services will continue.

When is the study over? Can I leave the study before it ends?

The study is expected to end after all the information has been collected. The study may be stopped without your consent for the following reasons:

- o The PI feels it is best for your safety and/or health-you will be informed of the reasons why.
- o You have not followed the study instructions
- o The PI, the sponsor or the Institutional Review Board (IRB) at the University of Pennsylvania can stop the study anytime

You have the right to drop out of the research study at any time during your participation. There is no penalty or loss of benefits to which you are otherwise entitled if you decide to do so. Withdrawal will not interfere with your future care.

If you no longer wish to be in the research study, please contact Lina Shi at linashi@wharton.upenn.edu and take the following steps: email asking to be withdrawn from the study.

How will my personal information be protected during the study?

We will do our best to make sure that the personal information obtained during the course of this research study will be kept private. However, we cannot guarantee total privacy. Your personal information may be given out if required by law. If information from this study is published or presented at scientific meetings, your name and other personal information will not be used. The Institutional Review Board (IRB) at the University of Pennsylvania will have access to your records.

To minimize the risk of a breach in confidentiality, the team will take great precautions to minimize this risk, including limited access to raw data and removal of identifying information. All data, except for the informed consent forms (the current form), will be de-identified.

An exception to confidentiality is if you report child or elder abuse or neglect, or if you report suicidal or homicidal ideation or intent to the research team. Any information about child or elder abuse or intent to harm yourself or others will be reported to the authorities, as required by law.

What may happen to my information collected on this study?

Future Use of Data

Your information will be de-identified. De-identified means that all identifiers have been removed. The information could be stored and shared for future research in this de-identified fashion. It would not be possible for future researchers to identify you as we would not share any identifiable information about you with future researchers. This can be done without again seeking your consent in the future, as permitted by law. The future use of your information only applies to the information collected on this study.

Will I have to pay for anything?

There are no costs to participate in this study.

Will I be paid for this study?

Participants will be paid \$0.50 for completing this survey.

Who can I call with questions, complaints or if I'm concerned about my rights as a research subject?

If you have questions, concerns or complaints regarding your participation in this research study or if you have any questions about your rights as a research subject, you should speak with Lina Shi at 215-490-6033. If a member of the research team cannot be reached or you want to talk to someone other than those working on the study, you may contact the IRB at (215) 898 2614

When you sign this document, you are agreeing to take part in this research study, consent to your information being used for research purposes, and that you are at least 18 years old. If you have any questions or there is something you do not understand, please reach out using the contact information above. **USE YOUR AMAZON MTURK WORKER ID.**



2/4: Demographic Information

Type of University Stakeholder

College Freshman

College Sophomore

Gender

Male

Female

Other

What University are you currently attending? Please write BOTH the university name and the email ending of that university in parentheses. ex: University of Pennsylvania (@lps.upenn.edu)

Household Income

Less than \$25,000

\$25,000 - \$49,999

\$50,000 - \$74,999

\$75,000 - \$99,999

\$100,000 - \$249,999

More than \$250,000

Prefer not to answer

Ethnicity/Race

White

Hispanic/Latino

African-American

Asian / Pacific Islander

Native-American

Other

Prefer not to answer

Prospective/Current Major



3/4: Factor Preference Information

For the following factors that go into the college selection process, please select your preferred level for each factor. For some factors, listed below are definitions for factor levels.

Definitions:

1. School Size (In terms of full-time enrolled undergraduate students)

- **Small:** Less than 5,000 students
- **Medium:** 5,000 to 15,000 students
- **Large:** More than 15,000 students

2. Campus Culture

- **Match:** This school's campus culture matches your preferences (ex: Prefer party schools, school matches preference)
- **Average:** This school's campus culture is acceptable for your preferences, but is not a perfect match.
- **Does Not Match:** This school's campus culture does not match your preferences.

3. Programs for your Major (level of academic/career support)

- **Very Respected (high):** Your selected major at this school is very respected and receives a high level of academic and career support through school programs.
- **Respected (average):** Your selected major at this school is respected and receives an average level of academic and career support through school programs.
- **Average (low):** Your selected major at this school is average and receives a low level of academic and career support through school programs.
- **Does not have your major:** This school does not have your major.

4. University Community Engagement Level

Definition of Community Engagement: Collaboration between higher education institutions and their local communities for mutual benefit: 1) to enhance the well-being of the community and 2) to benefit campus and academic learning

- **High:** Community engagement is a core value and priority. The school has committed budget and strategic planning to support community engagement. It engages with the community through many academic-based learning programs, outreach programs, and partnerships.
- **Average:** Community engagement may be important, but not as important as other core values. The school has some budget and strategic planning to support community engagement. It engages with the community through some academic-based learning programs, outreach programs, and partnerships.
- **Low:** Community engagement is not a core value. The school has very little budget and strategic planning to support community engagement. It engages with the community through very few academic-based learning programs, outreach programs, and partnerships.

Preferred College Ranking

1-20

21-50

51-100

101-500

501+

Preferred School Geographic Location

Rural

Suburban

Urban

Preferred School Size

Small

Medium

Large

Preferred Programs for your Major (level of academic/career support)

Very Respected (high)

Respected (average)

Average (low)

Does not have your major

Preferred Tuition

\$0-\$5,000

\$15,000

\$25,000

\$35,000-\$50,000

Preferred Campus Culture

Match

Average

Does Not Match

Preferred School Location Relative to Home

Close to Home

Far From Home

Preferred University Community Engagement Level

High

Medium

Low



4/4: University Impression Questions

Based on the attributes of each school profile, please select your impression of the following 20 schools. Below are definitions for certain factors.

Definitions:

1. School Size (In terms of full-time enrolled undergraduate students)

- **Small:** Less than 5,000 students
- **Medium:** 5,000 to 15,000 students
- **Large:** More than 15,000 students

2. Campus Culture

- **Match:** This school's campus culture matches your preferences (ex: Prefer party schools, school matches preference)
- **Average:** This school's campus culture is acceptable for your preferences, but is not a perfect match.
- **Does Not Match:** This school's campus culture does not match your preferences.

3. Programs for your Major (level of academic/career support)

- **Very Respected (high):** Your selected major at this school is very respected and receives a high level of academic and career support through school programs.
- **Respected (average):** Your selected major at this school is respected and receives an average level of academic and career support through school programs.
- **Average (low):** Your selected major at this school is average and receives a low level of academic and career support through school programs.
- **Does not have your major:** This school does not have your major.

4. University Community Engagement Level

Definition of Community Engagement: Collaboration between higher education institutions and their local communities for mutual benefit: 1) to enhance the well-being of the community and 2) to benefit campus and academic learning

- **High:** Community engagement is a core value and priority. The school has committed budget and strategic planning to support community engagement. It engages with the community through many academic-based learning programs, outreach programs, and partnerships.
- **Average:** Community engagement may be important, but not as important as other core values. The school has some budget and strategic planning to support community engagement. It engages with the community through some academic-based learning programs, outreach programs, and partnerships.
- **Low:** Community engagement is not a core value. The school has very little budget and strategic planning to support community engagement. It engages with the community through very few academic-based learning programs, outreach programs, and partnerships.

University Profile #1

College Ranking	#1-20
School Geographic Location	Suburban
School Size	Medium
Programs for Major (level of academic/career support)	Respected (average)
Tuition	\$35,000 - \$50,000
Campus Culture	Average
Location Relative to Home	Far from Home
University Community Engagement Level	High

Based on these attributes, do you have a positive or negative impression of this school?

Very Negative Negative Fairly Negative Neutral Fairly Positive Positive Very Positive

University Profile #2

College Ranking	#21-50
School Geographic Location	Rural
School Size	Large
Programs for Major (level of academic/career support)	Very Respected (high)
Tuition	\$35,000 - \$50,000
Campus Culture	Does Not Match
Location Relative to Home	Far from Home
University Community Engagement Level	Low

Based on these attributes, do you have a positive or negative impression of this school?

Very Negative Negative Fairly Negative Neutral Fairly Positive Positive Very Positive

University Profile #3

College Ranking	#51-100
School Geographic Location	Urban
School Size	Large
Programs for Major (level of academic/career support)	Does not have your major
Tuition	\$25,000
Campus Culture	Average
Location Relative to Home	Close to Home
University Community Engagement Level	Low

Based on these attributes, do you have a positive or negative impression of this school?

Very Negative	Negative	Fairly Negative	Neutral	Fairly Positive	Positive	Very Positive
---------------	----------	-----------------	---------	-----------------	----------	---------------

University Profile #4

College Ranking	#101-500
School Geographic Location	Rural
School Size	Medium
Programs for Major (level of academic/career support)	Very Respected (high)
Tuition	\$15,000
Campus Culture	Average
Location Relative to Home	Close to Home
University Community Engagement Level	High

Based on these attributes, do you have a positive or negative impression of this school?

Very Negative	Negative	Fairly Negative	Neutral	Fairly Positive	Positive	Very Positive
---------------	----------	-----------------	---------	-----------------	----------	---------------

University Profile #5

College Ranking	#501+
School Geographic Location	Suburban
School Size	Small
Programs for Major (level of academic/career support)	Very Respected (high)
Tuition	\$0 - \$5,000
Campus Culture	Average
Location Relative to Home	Far from Home
University Community Engagement Level	Low

Based on these attributes, do you have a positive or negative impression of this school?

Very Negative	Negative	Fairly Negative	Neutral	Fairly Positive	Positive	Very Positive
---------------	----------	-----------------	---------	-----------------	----------	---------------

University Profile #6

College Ranking	#1-20
School Geographic Location	Urban
School Size	Large
Programs for Major (level of academic/career support)	Average (low)
Tuition	\$0 - \$5,000
Campus Culture	Does Not Match
Location Relative to Home	Close to Home
University Community Engagement Level	High

Based on these attributes, do you have a positive or negative impression of this school?

Very Negative	Negative	Fairly Negative	Neutral	Fairly Positive	Positive	Very Positive
---------------	----------	-----------------	---------	-----------------	----------	---------------

University Profile #7

College Ranking	#21-50
School Geographic Location	Urban
School Size	Medium
Programs for Major (level of academic/career support)	Respected (average)
Tuition	\$0 - \$5,000
Campus Culture	Match
Location Relative to Home	Close to Home
University Community Engagement Level	Low

Based on these attributes, do you have a positive or negative impression of this school?

Very Negative	Negative	Fairly Negative	Neutral	Fairly Positive	Positive	Very Positive
---------------	----------	-----------------	---------	-----------------	----------	---------------

University Profile #8

College Ranking	#51-100
School Geographic Location	Rural
School Size	Small
Programs for Major (level of academic/career support)	Respected (average)
Tuition	\$0 - \$5,000
Campus Culture	Does Not Match
Location Relative to Home	Close to Home
University Community Engagement Level	Medium

Based on these attributes, do you have a positive or negative impression of this school?

Very Negative	Negative	Fairly Negative	Neutral	Fairly Positive	Positive	Very Positive
---------------	----------	-----------------	---------	-----------------	----------	---------------

University Profile #9

College Ranking	#101-500
School Geographic Location	Suburban
School Size	Small
Programs for Major (level of academic/career support)	Average (low)
Tuition	\$35,000-\$50,000
Campus Culture	Match
Location Relative to Home	Close to Home
University Community Engagement Level	Low

Based on these attributes, do you have a positive or negative impression of this school?

Very Negative	Negative	Fairly Negative	Neutral	Fairly Positive	Positive	Very Positive
---------------	----------	-----------------	---------	-----------------	----------	---------------

University Profile #10

College Ranking	#501+
School Geographic Location	Urban
School Size	Medium
Programs for Major (level of academic/career support)	Does not have your major
Tuition	\$35,000-\$50,000
Campus Culture	Does Not Match
Location Relative to Home	Close to Home
University Community Engagement Level	Medium

Based on these attributes, do you have a positive or negative impression of this school?

Very Negative	Negative	Fairly Negative	Neutral	Fairly Positive	Positive	Very Positive
---------------	----------	-----------------	---------	-----------------	----------	---------------

University Profile #11

College Ranking	#1-20
School Geographic Location	Suburban
School Size	Medium
Programs for Major (level of academic/career support)	Very Respected (high)
Tuition	\$25,000
Campus Culture	Match
Location Relative to Home	Close to Home
University Community Engagement Level	Medium

Based on these attributes, do you have a positive or negative impression of this school?

Very Negative	Negative	Fairly Negative	Neutral	Fairly Positive	Positive	Very Positive
---------------	----------	-----------------	---------	-----------------	----------	---------------

University Profile #12

College Ranking	#21-50
School Geographic Location	Urban
School Size	Small
Programs for Major (level of academic/career support)	Average (low)
Tuition	\$15,000
Campus Culture	Average
Location Relative to Home	Far from Home
University Community Engagement Level	Medium

Based on these attributes, do you have a positive or negative impression of this school?

Very Negative Negative Fairly Negative Neutral Fairly Positive Positive Very Positive

University Profile #13

College Ranking	#51-100
School Geographic Location	Suburban
School Size	Medium
Programs for Major (level of academic/career support)	Average (low)
Tuition	\$15,000
Campus Culture	Does Not Match
Location Relative to Home	Far from Home
University Community Engagement Level	Low

Based on these attributes, do you have a positive or negative impression of this school?

Very Negative Negative Fairly Negative Neutral Fairly Positive Positive Very Positive

University Profile #14

College Ranking	#101-500
School Geographic Location	Urban
School Size	Small
Programs for Major (level of academic/career support)	Respected (average)
Tuition	\$25,000
Campus Culture	Does Not Match
Location Relative to Home	Far from Home
University Community Engagement Level	Low

Based on these attributes, do you have a positive or negative impression of this school?

Very Negative Negative Fairly Negative Neutral Fairly Positive Positive Very Positive

University Profile #15

College Ranking	#501+
School Geographic Location	Suburban
School Size	Large
Programs for Major (level of academic/career support)	Respected (average)
Tuition	\$15,000
Campus Culture	Match
Location Relative to Home	Close to Home
University Community Engagement Level	High

Based on these attributes, do you have a positive or negative impression of this school?

Very Negative	Negative	Fairly Negative	Neutral	Fairly Positive	Positive	Very Positive
---------------	----------	-----------------	---------	-----------------	----------	---------------

University Profile #16

College Ranking	#1-20
School Geographic Location	Rural
School Size	Small
Programs for Major (level of academic/career support)	Does not have your major
Tuition	\$15,000
Campus Culture	Match
Location Relative to Home	Far from Home
University Community Engagement Level	Low

Based on these attributes, do you have a positive or negative impression of this school?

Very Negative	Negative	Fairly Negative	Neutral	Fairly Positive	Positive	Very Positive
---------------	----------	-----------------	---------	-----------------	----------	---------------

University Profile #17

College Ranking	#21-50
School Geographic Location	Suburban
School Size	Small
Programs for Major (level of academic/career support)	Does not have your major
Tuition	\$25,000
Campus Culture	Does Not Match
Location Relative to Home	Close to Home
University Community Engagement Level	High

Based on these attributes, do you have a positive or negative impression of this school?

Very Negative	Negative	Fairly Negative	Neutral	Fairly Positive	Positive	Very Positive
---------------	----------	-----------------	---------	-----------------	----------	---------------

University Profile #18

College Ranking	#51-100
School Geographic Location	Urban
School Size	Small
Programs for Major (level of academic/career support)	Very Respected (high)
Tuition	\$35,000-\$50,000
Campus Culture	Match
Location Relative to Home	Far from Home
University Community Engagement Level	High

Based on these attributes, do you have a positive or negative impression of this school?

Very Negative Negative Fairly Negative Neutral Fairly Positive Positive Very Positive

University Profile #19

College Ranking	#101-500
School Geographic Location	Suburban
School Size	Large
Programs for Major (level of academic/career support)	Does not have your major
Tuition	\$0 - \$5,000
Campus Culture	Match
Location Relative to Home	Far from Home
University Community Engagement Level	Medium

Based on these attributes, do you have a positive or negative impression of this school?

Very Negative Negative Fairly Negative Neutral Fairly Positive Positive Very Positive

University Profile #20

College Ranking	#500+
School Geographic Location	Rural
School Size	Medium
Programs for Major (level of academic/career support)	Average (low)
Tuition	\$25,000
Campus Culture	Match
Location Relative to Home	Far from Home
University Community Engagement Level	High

Based on these attributes, do you have a positive or negative impression of this school?

Very Negative Negative Fairly Negative Neutral Fairly Positive Positive Very Positive



10.4 Summary of Fit

Summary of Fit - General

Summary of Fit				
RSquare				0.104193
RSquare Adj				0.10166
Root Mean Square Error				1.569589
Mean of Response				4.17181
Observations (or Sum Wgts)				6740

Analysis of Variance				
Source	DF	Sum of Squares	Mean Square	F Ratio
Model	19	1925.596	101.347	41.1377
Error	6720	16555.448	2.464	Prob > F
C. Total	6739	18481.044		<.0001*

Summary of Fit and Regression - Segmented

Selected Segmentation:

- Household Income = Less than \$25,000
- Major = Life Sciences
- Preferred College Ranking = #1-20
- Preferred School Geographic Location = Urban
- Preferred School Location Relative to Home = Close to Home

Response Ranking Household Income=Less than \$25,000, Major=Health Sciences, Preferred College Ranking=#1-20, Preferred School Geographic Location=Urban, Preferred School Location Relative to Home=Close to Home				
Effect Summary				
Summary of Fit				
RSquare				0.83185
RSquare Adj				0.672107
Root Mean Square Error				0.921954
Mean of Response				3.15
Observations (or Sum Wgts)				40

Analysis of Variance				
Source	DF	Sum of Squares	Mean Square	F Ratio
Model	19	84.10000	4.42632	5.2074
Error	20	17.00000	0.85000	Prob > F
C. Total	39	101.10000		0.0003*

▼ **Response Ranking Household Income=Less than \$25,000, Major=Health Sciences, Preferred College Ranking=#1-20, Preferred School Geographic Location=Urban, Preferred School Location Relative to Home=Close to Home**

▲ **Effect Tests**

Source	Nparm	DF	Sum of Squares	F Ratio	Prob > F
College Ranking	4	4	24.861436	7.3122	0.0008*
School Geographic Location	2	2	0.610209	0.3589	0.7028
School Size	2	2	3.849780	2.2646	0.1299
Programs for your Major (level of academic/career support)	3	3	13.555049	5.3157	0.0074*
Tuition	3	3	6.125022	2.4020	0.0979
Campus Culture	2	2	0.920613	0.5415	0.5901
School Location Relative to Home	1	1	2.460853	2.8951	0.1043
University Community Engagement Level	2	2	18.207933	10.7105	0.0007*

▼ **Response Ranking Household Income=Less than \$25,000, Major=Health Sciences, Preferred College Ranking=#1-20, Preferred School Geographic Location=Urban, Preferred School Location Relative to Home=Close to Home**

▲ **Scaled Estimates**

Nominal factors expanded to all levels

Term	Scaled Estimate	Std Error	t Ratio	Prob> t
Intercept	3.15	0.161159	19.55	<.0001*
College Ranking[#1-20]	0.97	0.304489	3.19	0.0046*
College Ranking[#101-500]	-0.035	0.300591	-0.12	0.9085
College Ranking[#21-50]	0.485	0.304105	1.59	0.1264
College Ranking[#501+]	-1.405	0.304489	-4.61	0.0002*
College Ranking[#51-100]	-0.015	0.304105	-0.05	0.9611
School Geographic Location[Rural]	-0.196667	0.244468	-0.80	0.4306
School Geographic Location[Suburban]	0.035	0.207343	0.17	0.8676
School Geographic Location[Urban]	0.1616667	0.228906	0.71	0.4882
School Size[Large]	-0.085	0.242898	-0.35	0.7300
School Size[Medium]	0.4333333	0.229462	1.89	0.0736
School Size[Small]	-0.348333	0.211403	-1.65	0.1150
Programs for your Major (level of academic/career support)[Average (low)]	-0.245	0.268401	-0.91	0.3722
Programs for your Major (level of academic/career support)[Does not have your major]	-0.923333	0.280935	-3.29	0.0037*
Programs for your Major (level of academic/career support)[Respected (average)]	0.7133333	0.266415	2.68	0.0145*
Programs for your Major (level of academic/career support)[Very Respected (high)]	0.455	0.279646	1.63	0.1194
Tuition[\$0 - \$5,000]	0.4308333	0.280935	1.53	0.1408
Tuition[\$15,000]	0.2675	0.279646	0.96	0.3502
Tuition[\$25,000]	-0.015833	0.266415	-0.06	0.9532
Tuition[\$35,000-\$50,000]	-0.6825	0.268401	-2.54	0.0194*
Campus Culture[Average]	-0.196667	0.244468	-0.80	0.4306
Campus Culture[Does Not Match]	-0.005	0.228906	-0.02	0.9828
Campus Culture[Match]	0.2016667	0.207343	0.97	0.3424
School Location Relative to Home[Close to Home]	0.2725	0.160152	1.70	0.1043
School Location Relative to Home[Far from Home]	-0.2725	0.160152	-1.70	0.1043
University Community Engagement Level[Low]	-0.848333	0.211403	-4.01	0.0007*
University Community Engagement Level[Medium]	-0.001667	0.242898	-0.01	0.9946
University Community Engagement Level[High]	0.85	0.229462	3.70	0.0014*

10.5 Regression Model and Conjoint Dummy Variables

Conjoint Dummy Variables

The following dependent dummy variables were assigned to code data from the conjoint analysis.

- [Ranking#1-20] = 1 if college ranking was #1-20, 0 if not
- [Ranking#21-50] = 1 if college ranking was #21-50, 0 if not
- [Ranking#51-100] = 1 if college ranking was #51-100, 0 if not

- [Ranking_{#101-500}] = 1 if college ranking was #101-500, 0 if not
- [School Size_{Medium}] = 1 if school size was medium, 0 if not
- [School Size_{Large}] = 1 if school size was large, 0 if not
- [Major_{Very Respected (high)}] = 1 if programs for your major was very respected (high level of academic/career support), 0 if not
- [Major_{Respected (average)}] = 1 if programs for your major was respected (average level of academic/career support), 0 if not
- [Major_{Average(low)}] = 1 if programs for your major average (low level of academic/career support), 0 if not
- [Tuition_{\$0-\$5,000}] = 1 if tuition was \$0-\$5000, 0 if not
- [Tuition_{\$15,000}] = 1 if tuition was \$15000, 0 if not
- [Tuition_{\$25,000}] = 1 if tuition was \$25000, 0 if not
- [Campus Culture_{Average}] = 1 if campus culture was average, 0 if not
- [Campus Culture_{Match}] = 1 if campus culture was match, 0 if not
- [Relative Location_{Close to home}] = 1 if location relative was close to home, 0 if not
- [Community Engagement_{High}] = 1 if university community engagement was high, 0 if not
- [Community Engagement_{Medium}] = 1 if university community engagement was medium, 0 if not

The Standard University has

- Ranking = #501+
- School Size = Small
- Major Program = Does not have your major
- Tuition = \$35,000-\$50,000
- Campus Culture = Does Not Match
- Relative Location = Far from Home
- Community Engagement = Low

Regression Model

Rating = 2.52

$$\begin{aligned}
 &+ 0.851 [\text{Ranking}_{\#1-20}] + 0.629 [\text{Ranking}_{\#21-50}] - 0.42 [\text{Ranking}_{\#51-100}] - 0.26 [\text{Ranking}_{\#101-500}] \\
 &+ 0.13 [\text{School Size}_{\text{Medium}}] + 0.008 [\text{School Size}_{\text{Large}}] \\
 &+ 0.873 [\text{Major}_{\text{Very Respected (high)}}] + 0.74 [\text{Major}_{\text{Respected (average)}}] + 0.486 [\text{Major}_{\text{Average(low)}}] \\
 &+ 0.516 [\text{Tuition}_{\$0-\$5,000}] + 0.37 [\text{Tuition}_{\$15,000}] - 0.206 [\text{Tuition}_{\$25,000}] \\
 &+ 0.267 [\text{Campus Culture}_{\text{Average}}] - 0.189 [\text{Campus Culture}_{\text{Match}}] \\
 &+ 0.198 [\text{Relative Location}_{\text{Close To Home}}] \\
 &+ 0.234 [\text{Community Engagement}_{\text{High}}] + 0.193 [\text{Community Engagement}_{\text{Medium}}]
 \end{aligned}$$

10.6 Regression Part-Worths and Relative Importance Across Sample

Table 1.1 *Relative Importance of University Brand Image Factors*

Relative Importance of University Impression Factors			
	Part-Worth	Range	Relative Importance
College Ranking		0.851	27.7%
#1-20	0.851		
#21-50	0.629		
#51-100	0.42		
#101-500	0.26		
#501+	0		
School Size		0.13	4.2%
Large	0.008		
Medium	0.13		
Small	0		
Programs for your Major (level of academic support)		0.873	28.4%
Very Respected (high)	0.873		
Respected (average)	0.74		
Average (low)	0.486		
Does not have your major	0		
Tuition		0.516	16.8%
\$0-\$5,000	0.516		
\$15,000	0.37		
\$25,000	0.206		
\$35,000-\$50,000	0		
Campus Culture		0.267	8.7%
Match	0.189		
Average	0.267		
Does not match	0		
Location Relative to Home		0.198	6.5%
Close to Home	0.198		
Far from Home	0		
University Community Engagement Level		0.234	7.6%

High	0.234		
Medium	0.193		
Low	0		
Total Ranges		3.069	100%